COMMONWEALTH ADVISORY BODY ON SPORT
REPORT JANUARY 2006
# Health Benefits of Sport and Physical Activity

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Introduction

Sport is a powerful tool for developing people, teams and whole communities; it can change lives. As sport is the most popular activity for young people, it can help to motivate young people, build teams, develop leadership, promote volunteering, educate young people as well as promote fitness and healthy lifestyles. It can therefore be used as a tool in a whole range of programmes and for a number of purposes.

It has also been increasingly recognised by International Development agencies such as the UN that sport can be one channel governments can pursue their National Development Plans, whether it be to pursue health, education or youth development objectives. In particular, it is encouraged that sport is integrated within a country’s Poverty Reduction Strategy Papers (PRSPs) as a viable vehicle for contributing to the Millennium Development Goals.

Sports organisations and activities are an important part of civil society and can be a powerful tool for outreaching to and engaging with target groups such as vulnerable youth namely youth, girls/women, disabled and those socially excluded that other civil society organisations may not have the capacity to do. This can feed into poverty reduction on a number of levels as suggested in this document.

In addition to this sport can provide an opportunity for mutual co-operation between aid agencies as well as being a catalyst for enhancing networks and partnerships across communities and regions and for assisting in building a global civil society.

To believe that sport can be a panacea of many complex social problems is naïve to say the least. However, if used effectively, sport can be part of the solution. Sport can be a stepping-stone towards changes in attitudes and building awareness as well as developing a civil society. Sport can also challenge the perception of many people about the ability of the poor and excluded. There are already numerous examples across Africa of where the young, even in the most dire circumstances can become empowered by sport, shown initiative and helped themselves. The Mathare Youth Sports Association case study highlighted in this document is a prime example of this.

As the world’s issues are increasing youth related, sport is an attractive vehicle for providing young people with the opportunity to shape their own lives. It is a tool that can outreach, engage, inspire, motivate and empower young into the leaders of tomorrow. It is a resource efficient and cost-effective approach that can be easily replicable to adapt to local contexts.

This report provides illustrations of case studies and projects established throughout the Commonwealth showing how sport can be used to:

- promote health by tackling obesity, increasing awareness of HIV/AIDS and reducing the stigma surrounded by such diseases, promoting healthy diets, wellbeing and quality life expectancy
- educate people by raising education standards and aspirations, improving behaviour, truancy, literacy and numeracy and cultivating citizenship and personal responsibility
- develop leadership and participation in the community by developing leadership, coaching, officiating and volunteering skills, improving school-community links and buy developing and sustaining club structures
- build inclusive communities by developing more cohesive communities, promoting community safety, reducing discrimination to marginalise groups including women and people with disabilities and providing an enabling environment to empower them.

Health Benefits of Sport and Physical Activity

It offers advice on how to set up similar projects in your country by engaging the government and other partners to establish coherent and sustainable schemes that can build communities and change people’s lives.

There is substantial evidence to show that the regular practice of sport and physical activity provides men and women of all ages with a wide range of physical, social and mental health benefits. It can contribute to strategies to improve diet, discourage the use of tobacco, alcohol and drugs; help reduce violence, enhance functional capacity and promote social interaction and integration. Sport is such a popular activity for young people and can therefore also be used as a catalyst for change and education in health initiatives, HIV/AIDS awareness and drug abuse programmes. It can therefore have significant economic benefits especially in terms of reduced health care costs, increased productivity, and healthier physical and social lifestyles and environments. The following recommendations stem from the case studies illustrating how sport can be used for health benefits:
Benefits:
- Better health (through supportive environment, improved diet and nutrition and increased physical activity) for individuals and the community as a whole.
- Reduction in spend on health care
- Provides a positive input in the lives of those already infected and affected by HIV/AIDS
- Offers life skills that can prevent diseases such as HIV/AIDS
- Sport is an effective medium and outreach tool for communication and peer education on taboo subjects such as HIV/AIDS
- Sport is also an effective breakdown of stigma attached to diseases such HIV/AIDS focusing on prevention for youth and a change in behavioural attitudes.

Policy recommendations:
- Communicate across Government: ensure that all relevant Government departments, in particular those covering health and education, understand the impact sport can have and the need to reflect it in future policy planning and budgets
- Target the Young: deliver programmes that attract young people in particular, to ensure their own participation and that of future generations
- Make it part of school life: build sport and physical activity into the curriculum and make it part of everyday life in schools
- Make it sustainable: think national but act local in delivery; community projects will ensure more ownership and buy in from everyone involved.

:: 03
Education Through Sport

Sport can play a significant role in young people’s personal and social development and is a great way to re-engage those at the margins of the education system. Sport has been shown to be a powerful catalyst in re-engaging young people in education and so keeping people in school longer with the consequence of improved employment opportunities and reduced incidence of anti-social and criminal behaviour of those who drop-out of full-time education early.

Benefits:
- Improved academic attainment in key skills such as numeracy and literacy
- More youths stay in education so affording them better employment opportunities
- A decrease in the incidence of drug-taking, HIV/AIDS and anti-social behaviour, prevalent in school drops outs and the unemployed
- Community safety benefits in terms of a reduction in criminal activity.
- Health benefits through an increase in positive physical activity amongst young people providing a greater incentive for eating a healthy diet and refraining from taking alcohol or drugs.
- A reduction in truancy and improvements in behaviour and educational attainment

Policy recommendations:
- A Priority for Education Departments: ensure that Government education departments understand the impact sport can have in raising standards in schools, and build it into the Curriculum
- Be flexible in the approach to Schools: allow schools to fit sports programmes around their own needs and circumstances, and share best practice
- Engage the Students directly: build direct involvement in sport to re-engage the disaffected, build self esteem and motivate them to achieve
- Deliver Role Models: use sports stars within schools to motivate and inspire and act as mentors.

:: 04
Using Sport to Develop Leadership and Participation in the Community

Sport is a very powerful tool and has a great deal to offer to everyone – it can engage the talented and the less coordinated, the able and those with disabilities, youth and elderly, boys and girls, men and women. It can bring challenge, adventure, excitement and fun. It can also provide personal development, leadership and team-work skills. It can foster volunteering through coaching, officiating or administration and so develop citizenship and a sense of community responsibility and involvement.

Benefits:
- Builds community capacity
- Increases employment opportunities
- Reduces anti-social behaviour.

Policy recommendations:
- Cross Government Working: involve relevant government departments by demonstrating how the programme fulfils wider agenda – promote collaboration on future projects
- National Coordination: develop a national infrastructure that enables key partners to work together effectively, building on the structures and best practice that already exist
- Make it about people not organisations: ensure all development programmes are suited to the need of participants rather than the delivery organisations
- Ensure relevant training and education: coach training should be an integral part of the programme, but must be suited to local community needs.
Building Inclusive Communities Through Sport

Sport can have a far reaching influence across all individuals and communities. Sport has the potential to promote a positive image of disability and can enhance self-image, success, strength and friendship in those with a disability. It can be a tool to empower women, promoting their independence and developing their leadership skills, confidence and assertiveness. It can help build communities and build cohesion and a sense of citizenship.

Benefits:
- Improved health and quality of life
- Improved community harmony and unity
- Improved delivery systems, programmes and services
- Increased performance of athletes, coaches, administrators and technical officials
- Increased employment opportunities for youth
- Contribution to poverty alleviation at community level
- Establishment of clubs and building of local infrastructure, such as multi-sports facilities and community centres
- National government agreement to build multi-purpose indoor sport and community centres
- Proves a vehicle for building community cohesion
- Increased employment opportunities, and contribution to poverty alleviation at community level
- Increased awareness of programmes and activities for persons with a disability in the region
- Community-based support networks for persons with a disability to become active participants in, and to contribute to, society
- Integration of persons with a disability with the greater community
- Increased and better opportunities for persons with a disability to participate and advance in society, including in sport
- Include people with a disability in all educational activities and sensitization programmes
- Continue to educate women about the importance of participating in sport as a means to maintaining and improving health
- Continue to advocate for people with a disability to get more involved in community life, including sport
- Increased awareness about diversity in society

Policy recommendations:
- **Encourage Diversity:** create a wide range of sports and activities to attract and engage all groups in society to become and stay involved
- **Focus on Role Models:** actively recruit sport stars to act as appropriate role models and mentors to various groups, to ensure their greater commitment and motivation
- **Local Community Planning:** create structured programmes for sport and physical activity in the local community and ensure they are incorporated into wider community planning and infrastructure
- **Proactive Communication:** Ensure that all opportunities to get involved within sports clubs and local communities are known about and understood by a wide range of groups in society.
Health Benefits of Sport and Physical Activity

CASE STUDIES AND EXAMPLES
BACKGROUND
Throughout the world the prevalence of obese people is growing rapidly. In the Pacific Islands obesity is a major epidemic. This is a four country project with the developing country component housed within the Fiji School of Medicine. There are two slightly different components:
Fiji: Healthy Youth Healthy Community (HYHC)
Tonga: Ma’alahi Youth Project (MYP)

The project is unique in that the analytical and intervention studies are being conducted simultaneously. There is a real spirit of partnership and sharing amongst the project sites in the four countries.

“An effective response to obesity faces many barriers. Culturally, large physical size is considered a mark of beauty and social status on many Pacific Island countries. At a community and policy-making level, there is resistance to the view that obesity is a health problem. Many Pacific Island countries and territories depend on imported food, with commercial interests more likely to favour imports of high-fat, energy dense foods. As food preferences among consumers in the Pacific change, imported and convenience food is afforded higher status. High rates of violence and crime reduce the opportunities for outdoor physical activity. For islands in transition, the inevitable growth in the use of modern technology sharply reduces physical activity and thus energy expenditure, adding to the problems created by the increase in sedentary occupations in urban areas of the Pacific region”.

Excerpts from a Report on The Workshop on Obesity Prevention and Control Strategies in the Pacific. “Obesity in the Pacific Too Big To Ignore

PURPOSE
The project focuses on changing behaviour, enhancing appropriate skills, and changing / improving the environment to reduce the rate of obesity through increased physical activity and improved healthy food choices. More specifically the project aims to:
• determine the overall impact of comprehensive community-based intervention in the pacific (ie find effective ways of preventing obesity in Fiji and Tonga )
• identify the socio-cultural factors that promote or prevent obesity and how to influence them to produce positive outcomes
• estimate the cost burden (economic and health) and how resources can best be allocated to prevent obesity
• evaluate the effects of food-related policies that influence obesity.

PARTNERS
• Ministry of Health
• Ministry of Education
• Secondary Schools in the intervention area and the
• Comparative sites Church/religious groups in intervention area
• Local Town Council in intervention area
• Parents
• Private Businesses
• Teachers and Parents Associations
• International Organisations
• Women’s Groups
• Teachers
• Sports Council
• Four countries (Australia, New Zealand, Fiji and Tonga).

COST AND DATE
• Started 2004
• A five year project
• Project funded by Wellcome Trust, National Health and Medical Research Council, Health Research Council of New Zealand, World Health Organisation
• Budget approximately FJ$2.2 millions for developing country component

TARGET
• Primarily youths/adolescents in secondary schools – 13-18 yrs and their families (to prevent weight gain in adolescents through physical activity and healthy eating)
• Secondary target are parents, church/religious groups in the community.

Rationale for targeting secondary school students
• They are at a critical age when lifelong attitudes and behaviour are developed and reinforced
• Looks count – early intervention is better!
• Concerned about positive self image and are more receptive to new ideas and change
Good health has been proven to:
- improve academic performance
- lessen absenteeism
- contribute to more alert children hence able to concentrate better at school
- children get sick less hence saves resources
- produce adjusted children and better able to cope with problems
- promotes positive social behaviour

STEPS

1 In September 2000 representatives from 20 Pacific Island countries and territories met in Apia, Samoa to review obesity in the Pacific and to identify effective strategies for obesity control that governments could apply. The Workshop on Obesity Prevention and Control Strategies in the Pacific was convened by the World Health Organization Regional Office for the Western Pacific, in partnership with the Secretariat of the Pacific Community, the International Obesity Task Force, the Food and Agriculture Organization of the United Nations and the International Life Sciences Institute.

2 STAGE 1: Planning Year 1 & 2
- Determination and identification of intervention area and secondary schools
- Research Application approval by Ministry of Health
- Ethics Approval by Fiji Ethics Research Committee
- Consultation with major stakeholders. In the first instance: Ministry of Health; Secondary Schools
- Consultation with Community representatives through ANGELO (Analysis Grid for Environmental Linked to Obesity) workshop
- Advocacy and awareness in the community and stakeholders
- Baseline surveys

3 STAGE 2: Intervention Year 2-4 (to be implemented 2006)
- Development of specific Intervention programmes based on
  > issues prioritized by the community during the ANGELO workshop
  > preliminary findings from baseline
  > socio-cultural focus groups and in-depth interviews and participatory research with adolescents
  > assessment of readiness of the communities to address the obesity issues
  > Examples of objectives for intervention in Fiji

GOAL:
To improve the health and wellbeing of individuals and strengthen the Nasinu Community through healthy eating and physical activity

OBJECTIVES:
- To significantly increase the amount of active play after school and weekends and significantly reduce the time spent watching TV and playing on computers or electronic games
- Support physical education teachers in schools conduct PE classes effectively

4 STAGE 3: Evaluation of project outcome Year 5

OUTCOMES/IMPACT
- Enhanced capacity of the communities to sustain obesity prevention
- Enhanced skills of locals in research
- Professional development in project staff
- Identification of evidence-based culturally appropriate and effective ways of preventing obesity in small developing pacific islands countries that health workers can adopt
- Interest in maintaining healthy weight in adolescents that will continue into adulthood developed
- Reduction in weight gain in children attending secondary schools in the intervention area
- Increased level of physical activity in children
- Increased availability of healthy foods and safe water for drinking in schools

BENEFITS
- Better health (through supportive environment, improved diet and nutrition, and increased physical activity) for individuals and the community as a whole.
- Reduction in spend on health care

POLICY IMPLICATIONS
This is a research product (policies) and the evidence of what and how will be available after the programmes have been evaluated.

RECOMMENDATIONS
This will only become available after the programme has been evaluated.

FURTHER INFORMATION
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Jimaima Schultz, Study Manager (OPIC Pacific).
Email: j.schultz@fsm.ac.fj
HEALTH BENEFITS OF SPORT AND PHYSICAL ACTIVITY

OBJECTIVES

BACKGROUND

More than half of all new HIV/AIDS infections strike people under the age of 25. Girls are hit harder and younger than boys, and infant and child death rates have risen sharply. Children and adolescents are at the centre of the HIV/AIDS crisis, yet they are the ones who offer the greatest hope for defeating the epidemic.

Many programs offer HIV/AIDS education but often the information is not delivered in an effective manner. Kicking AIDS Out! is an international network of organizations which uses sport as the platform for HIV/AIDS education to spark behavioural change. It offers an innovative approach to linking sport/physical activity and HIV/AIDS education. Sport is the most popular activity among youth and has a unique chance to educate and influence the future generation of people. Sports give the children joy and hope, opportunities to learn while they play with others. Sport, physical activity and educational games offer a unique, non-threatening, fun, safe environment where HIV/AIDS can be openly discussed, where they can acknowledge the epidemic and learn the life skills to survive it. Sport can also be a positive input in the lives of those already infected and affected by HIV/AIDS. Central to success and sustainability is capacity building. Kicking AIDS Out develops programmes to train coaches, trainers and leaders, building capacity at the individual, organizational and community.

PURPOSE

To provide a framework through Kicking AIDS Out! that can be adapted to local needs. More specifically to:

1. help prevent future HIV/AIDS infections by providing a fun, innovative approach that offers accurate HIV/AIDS and healthy lifestyle information and a forum for discussion for youth and others at risk
2. reach those most at risk of contracting the virus and provide them with the knowledge to protect themselves
3. help reduce the stigma of HIV/AIDS by providing inclusive sporting programmes and movement games, integrating those affected and infected with the virus
4. train local coaches, sport leaders and youth leaders in the community with Kicking AIDS Out! training, equipping them with the skills to integrate accurate HIV/AIDS information in their programmes
5. train leaders within the community to increase local capacity and to enhance the skills within the local sporting system.

PARTNERS

The following organisations have been involved in the project:

- Edusport Foundation
- Sport in Action
- National Sport Council of Zambia
- Kicking AIDS Out Alliance-Zambia
- EMIMA (Tanzania, Education, Sport and Physical Activity Promotion Programme)
- Lesotho National Olympic Committee
- OlympAfrica Youth Ambassadors
- SCOPE (Sports Coaches’ OutReach)
- PAY (Physically Active Youth)-Namibia
- Zimbabwe Sport and Recreation Commission
- MYSYA (Mathare Youth Sports Association)
- NIF (Norwegian Olympic Committee and Confederations of Sports)
- Commonwealth Games Canada (CGC)
- UK Sport
- Right to Play-Zambia
- Vietnam Football Federation
- Eritrea Football Association
- Norwegian Football Association
- Mali Football Association
- IDS providing support to the KAO Zambia alliance of EDUSPORT Foundation.

We are also members of the KAO international fundraising committee.
TARGET

Children, youth, girls and women, and all at risk of contracting HIV/AIDS

STEPS

1. ‘Kicking out aids’ was initiated by Edusport Foundation (a Zambian Sports NGO), adopted by NORAD (the Norwegian Development Agency) in 2001 and has since developed into an international network of ‘northern’ and ‘southern’ partner organisations.

2. Sport, physical activity and movement games have been adapted to include an HIV/AIDS protection and education component, helping to reduce the stigma of HIV/AIDS and to advocate for healthy lifestyle choices.

3. Programmes implemented by member organisations integrate sport skills and life skills through movement games, role plays, drama and other cultural and recreational activities.

4. ‘Kicking AIDS Out!’ has developed extensive training materials for coaches, leaders, and youth leaders to use, building capacity at the individual, organizational and community level. Using these materials, local coaches and leaders are trained to help tackle HIV/AIDS in their own communities. Four levels of training are required to become fully qualified as a ‘Kicking AIDS Out!’ coach or leader.

5. The ‘Kicking AIDS Out workshop in Nairobi brought together 30 people from 7 countries to look at the role sports organisations have to play with regard to HIV/AIDS, paying particular attention to movement games, developing policy and forming a cohesive, effective network. The workshop aimed to establish a ‘Kicking AIDS Out’ network in South and increase co-operation and collaboration between partners; to share experiences in the area of sports and AIDS in a structured and systematic way and to develop a policy on AIDS for sports clubs.

6. In 2004 an informative instructional manual and video was produced and distributed to teachers and coaches.

7. The ‘Kicking AIDS Out’ network is about to develop a standardized course which will be implemented by all the members. The object of this project is to bring about change - change in behaviour, the reduction of HIV prevalence among young people and create an environment conducive for caring for those infected with or affected by HIV infection.

OUTCOMES/IMPACT

• Highly successful initial project that has now spread to a network of countries.

BENEFITS

• Provides a non-threatening and fun environment where HIV/AIDS can be openly discussed, where young people can acknowledge the epidemic and learn the life skills to survive it.

• Targeted at young people so influencing future generations.

• Provides a positive input in the lives of those already infected and affected by HIV/AIDS.

• Its success and sustainability is largely a function of its extensive and quality assured programmes to train coaches, trainers and leaders, building capacity at the individual, organizational and community levels.

POLICY IMPLICATIONS

• Initial pilot spread to other countries through networking.

• Make it sustainable by training local individuals and building it into local community projects.

• Involve youth in the planning and development of programmes.

RECOMMENDATIONS

1. ‘Kicking AIDS Out!’ creates a network of information sharing and best practices, promotes policy development and supports local projects. It provides a forum for exchange between organizations from different countries, with different contributions.

2. Involve youth in planning and developing sports programs so providing them with a sense of being valued and having an opportunity to contribute to the construction and reconstruction of their communities.

3. Make it sustainable by training local leaders with the skills to train others so investing in the communities and building a knowledge base.

4. Youth will be more receptive if youth leaders are used and a peer-to-peer approach is adopted. Young people relate well to people similar in age, background, and interest. Coaches and youth leaders provide excellent role models for other youth, who often have no parents to look to for guidance.

FURTHER INFORMATION

Kicking AIDS Out Secretariat: The Norwegian Olympic Committee and Confederation of Sports (NIF), Bjorn Omar Evju, bjorn.omar.evju@drettsforbundet.no, +47 21029118

Kicking AIDS Out Network Chairperson: Matilda K. Mwaba, National Sports Council of Zambia/National Olympic Committee of Zambia, mmatilj@yahoo.com, 0260 96 455 978

Commonwealth Games Canada, Sara Nicholls, sara@commonwealthgames.ca, +1-613-244-6868

UK Sport, Pippa Lloyd, Pippa.Lloyd@uksport.gov.uk 00 44 (0) 20 7211 5161
Kools Project

BACKGROUND
Kools Project (originally set up as the Kool Kids Project) was established in Greater Pollok, one of Glasgow’s Social Inclusion Partnership areas. When the Social Inclusion Partnership was formed, it was apparent that children’s health was a key issue in the area and that connections had not been made by children between activity levels, healthy eating and better health. It was agreed that healthy lifestyle habits had to be introduced at a young age to lay the foundations for future health and needed to be compulsory to make a real impact on children’s health, as a result the programme was included within the curriculum.

The project is delivered through curriculum based workshops and after school club provision focusing on hygiene, smoking, nutrition, self-esteem and sport and physical activity opportunities. The children came up with the name and designed the logo.

The workshop sessions include a healthy food choice workshop/taster session and a smoking prevention workshop, in addition to art and drama based activities. The drama based activities address the development of coping strategies, emotional well being and confidence building to assist children in dealing with the stresses and strains of growing up in an area facing significant challenges. These provide them with skills to cope better at school, at home and in the community generally. The after school sports clubs promote physical activity in a fun, participative way. Parents are also targeted via activity classes and workshops. The project focuses on hygiene, smoking, nutrition, self-esteem and sport and physical activity opportunities.

PURPOSE
The main objectives of the are to:

- increase physical activity and healthy lifestyle choices amongst primary 5 children through curriculum based workshops and after school club provision.

PARTNERS
- Glasgow City Council’s Cultural and Leisure Services
- Education Services
- Greater Glasgow NHS Board
- the Social Inclusion Partnership Board
- Bernardo’s and Cardonald College.

In addition, the project has also involved working with Smoking Concerns, Health Promotion, Sports Development, Children’s Play, Theatre Groups and community artists.

COST AND DATE
The cost of the project in 2004/05 was £65,000.

TARGET
Primary 5 school children in all 19 primary schools in the Greater Pollok area.
STEPS

- A literature search was also conducted for the initial proposal for the Kools Project, and this showed an abundance of evidence of need. Existing local strategies such as the Health Improvement Plan and national strategies regarding nutrition and physical activity, plus experience of the personnel involved highlighted the areas that needed to be covered within the programme.
- Began as a pilot in 2 local schools for four months prior to mainstream funding being secured for a three year period.
- The success of the pilot led to the projects extension to all 19 local primary schools in the Greater Pollok area and continues to be delivered on an ongoing basis with a view to rolling out the key elements of the project to other areas of the city.
- The project was also informed by local feedback which identified needs, through the Health and Well Being Study conducted and informal feedback from parents who highlighted that there were no safe play facilities for children, nothing for them to do and a perceived lack of opportunities for physical activity.
- Additional funding has allowed children to access venues outwith the immediate area and to engage in a wider range of activities, such as skiing and inter-school activities. It was also agreed that the after school sports clubs would provide a means of employment and training, for local young people and students from the local college.
- The appointment of a dedicated co-ordinator to manage and coordinate the programme in 19 schools and fulfill a more strategic role in further developing the Kools Project concept.

OUTCOMES/IMPACT

An evaluation of the Kools Project was carried out to identify whether the main aims and objectives of the project were being met. Some key findings from the evaluation highlighted:

- 91% noted that the Kools Project has helped them to take up sports or exercise or generally become more active.
- Three quarters of respondents stated that they had attended the after school club or holiday programme club organised at a leisure centre outwith their immediate area.
- 91% of pupils stated that they had learned more about eating well.
- 95% of the primary 5 pupils who responded to the survey said that the Kools Project has helped them learn more about the dangers of smoking.
- At least 4 out of 5 pupils reported that they took the information they had learnt at the Kools Project home and discussed issues with their parents.

These findings were supported by the findings of the parents survey carried out as part of the evaluation. Overall, the parents rated the Kools Project very positively. 81% felt their child had become more active and 93% felt that their child had learned more about healthy choices.

BENEFITS

The project has been successful in achieving its objectives of increasing physical activity and healthy lifestyle choices amongst children in the Greater Pollok area. The Kools Project evaluation also indicated a number of longer term sustainable benefits including:

- Children have learnt about health issues and appear to have taken some of the messages on board. They have also had fun!
- Young people have been employed as coaches, which has given them valuable experience, additional qualifications and added work in the summer and school holidays.
- Partnership working has established relationships which did not previously exist.
- The project is owned by the local community – children enjoy it and parents also see the value – “It belongs to Pollok”.
- Kools project has been a catalyst for other areas to look at what they can do for this age group and has also prompted services such as cultural and leisure services to develop additional activities in the area.
- Gaining the patronage of a celebrity figure such as Paton, has raised the profile of Kools project.
- Gaining entry to all schools in the area, including a special educational needs school, has been a great achievement.

All partners involved considered the Kools Project to benefit children and support the idea that it could be rolled out to other areas in the city. However, to be sustainable it is recognised that the way Kools Project works in Pollok cannot be “parachuted” into other areas without taking account of other initiatives which may exist such as different ways of working, facilities and different needs and interests of professionals, children, and parents.

POLICY IMPLICATIONS

- The project highlights the potential of positive reinforcement programmes in maximising positive outcomes in a variety of areas such as health improvement, education and involvement in sport.
- There are clear links between individual personal development and cross-curricular learning through the programme. New skills and competences together with knowledge and experience are also being developed.

RECOMMENDATIONS

Kools Project represents a holistic approach to improving the health and well being of children and young people. The key outcomes demonstrate the successes that can be achieved through partnership working with key agencies. A key recommendation would be to share this example of good practice with other authorities faced with similar challenges.
### Healthy Lifestyle Project (HLP)

**INITIATED**

1999

**PARTNER**

Commonwealth Games Association of Canada (funding and support)  
Organization of Caribbean Administrators of Sport and Physical Education (OCASPE)  
Caribbean Netball Association

**TARGET**

Girls and women initially, expanded to male and female youth in 2003

**OUTLINE**

Combines sport with personal development to instill the value of maintaining a healthy lifestyle and based on 3 principles:

- Participation in sport and physical activity gives youth positive and empowering experiences.
- Using mentors/trainers to help young girls recognize the benefits of a healthy lifestyle.
- Shaping leadership attitudes and capacity through sport.

**OBJECTIVES**

The programme slogan, Your Life, Your Health, Make it Right, reflects the program's goal to instill the value of maintaining a healthy lifestyle among Caribbean youth, while promoting peer leadership skills and social responsibility

**RECOMMENDATIONS**

To ensure the sustainability of the program, emphasis is placed on providing training opportunities for local youth. Youth leaders are identified and trained to be Healthy Lifestyle Project leaders, providing them with the skills and experience to run HLP workshops in their own communities. It is a “youth for youth” initiative, involving youth in the planning and delivery of all aspects of the program.

### Olympic Youth Ambassador Program

**INITIATED**

Initiated in July 2003, The Olympic Youth Ambassador Program (OYAP)’s mandate is youth empowering youth through sport.

**PARTNER**

The program is run by the Lesotho National Olympic Committee in cooperation with the Lesotho National Volunteer Commission. Commonwealth Games Canada supports the program administration in partnership with the Canada Fund for Africa through the Canadian Consulate of Lesotho. UK Sport also partners with OYAP.

**TARGET**

Youth...

**OUTLINE**

The program aims to train youth ambassadors to initiate their own creative, sustainable youth focused programs. Using sport as the platform, the program addresses issues such as drug and alcohol abuse, HIV/AIDS and family issues. By building the spirit of volunteerism in youth, the program hopes to create a stronger, community-minded adult Basotho population.

OYAP have created two core programs: Girls on the Move, focused on young girls, and Mafube, targeted at street youth. All OYAP programming incorporates Kicking AIDS Out! activities.

**OBJECTIVES**

OYAP has two main objectives:

- training youth to organize sport activities for other youth
- using those activities as a platform for peer education about social issues (e.g., drug & alcohol abuse, HIV/AIDS, sexual & reproductive health, and family issues).

In 2003, a large training conference was held in Maseru, Lesotho to train new volunteers to be OYAP ambassadors. The intense training course involves social issue topics and relevant management topics such as: volunteerism, leadership, project planning, fundraising, peer mentoring, National Olympic Committee and sports in Lesotho, association and resources. The conference was a huge success. As a result, the number of OYAP ambassadors has grown from 19 to approximately 80. The new OYAP ambassadors are eager and prepared to initiate their own projects in their own communities.

**IMPACT**

“...In the past, the doors were always closed for girls to do activities, so now, even when the doors are opened, they are still dragging behind because they don’t believe they can do it. That’s why we have programs like Girls on the Move.” Sechaba Mobjana, Lesotho National Olympic Committee.

**RECOMMENDATIONS**

- Involve youth in developing and running programmes for youth.
Education Through Sport

CASE STUDIES AND EXAMPLES
Physically Active Youth (PAY)

OBJECTIVES
- Raising educational standards
- Improving literacy and numeracy
- Improvement in physical activity

BACKGROUND
A country-wide grade 10 examination in Namibia determines whether youth can continue in school or vocational training. Currently, less than 50% of Grade 10 learners get access to Grade 11 due to poor grades. This means out of the 28,000 Grade 10's enrolled this year, only 12,000 will be promoted to Grade 11, thus 16,000 sixteen year olds will not be attending school next year, making it near impossible for them to find employment. In recent years, the overwhelming majority of those who have failed have become unemployed, susceptible to drugs, HIV/AIDS and anti-social behaviour.

PURPOSE
The purpose of PAY is to help school drop-outs and those youth expected to fail pass the exam, and to enable them to take up subsequent education and training. It combines sport with an informal tutoring system to help participants stay in school. More specifically it aims to:
- keep youth in school so enhancing their employment opportunities
- promote healthy lifestyle choices
- provide a safe and enjoyable after school environment that will promote the social values necessary for greater success within the community.
- empower youth through the inherent values of sport and prepare them to make a difference in the community
- reduce the incidence of drug-taking, HIV/AIDS and anti-social behaviour commonly associated with school drop-outs and the unemployed.

PARTNERS
It is sponsored by the Ministry of Youth National Service, Sport and Culture, Commonwealth Games Canada and UK Sport.

COST AND DATE
Piloted in 2003.

TARGET
At risk teenage youth, grades 8, 9, 10.

STEPS
1. Following a local needs assessment, PAY began a pilot in which 60 students were given a two-hour after-school programme involving a wide range of physical activity (from aerobics, dance and outdoor education to competitive sports), academic and life skills tutoring, including workshops on safe sex and HIV/AIDS.
2. PAY has now spread to several other schools and involves a combination of physical activity, recreation, academic tutoring, self development strategies, community projects, and creative expression to enable participants to realise their potential, gain respect, and participate fully in society.

OUTCOMES/IMPACT
- In the pilot, 92% of participants passed the school leaving exam
- The pilot project has grown from 35 to 80 participants in just one year.

BENEFITS
- To keep more youth in education so affording them better employment opportunities
- To decrease the incidence of drug-taking, HIV/AIDS and anti-social behaviour prevalent in school drops outs and the unemployed.

POLICY IMPLICATIONS
- The power of sport to motivate disengaged young people to achieve academically so reducing drop-out, unemployment and anti-social behaviour.
RECOMMENDATIONS

- Identify young people at risk and those disengaged in schoolwork; use sport to re-engage them, build self-esteem and motivate them to achieve academically.

FURTHER INFORMATION

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www.commonwealthgames.ca
EDUCATION THROUGH SPORT

BACKGROUND INFORMATION
Living For Sport fosters a sense of fun and encourages a spirit of adventure and creativity by using sport to re-engage 11-16 year olds in school life. Living For Sport is designed to help schools meet behaviour improvement targets. This usually manifests itself in either active disaffection (e.g., poor attendance or challenging behaviour); or passive disaffection (e.g., where students are withdrawn, anxious or lacking in confidence).

It works on the principle that any form of structured exercise, from martial arts to street dance, can be used to help students become more self-disciplined and confident, while building self-esteem and self-awareness. It also helps students learn the importance and subtleties of loyalty, teamwork and leadership. Living For Sport gives teachers a new way of connecting with de-motivated students, developing a sense of belonging among young people who need help. As Living For Sport is individually challenging and involves teamwork, teachers and students decide together what activity will best suit their needs, using specially created training and resources to help them do so.

PURPOSE
• re-engage young people who are struggling at school
• help schools meet their behaviour improvement targets through a structured programme of activities that challenge students to reflect on their behaviour and values and to take responsibility for themselves and others.

PARTNERS
Run by the Youth Sport Trust and BSkyB,

COST AND DATE
Living For Sport was launched by Richard Caborn MP, Minister for Sport in September 2003.
In 2004, BSkyB invested more than £5 million in the community and gained national recognition when it won two Business in the Community Awards for Excellence.

CASE STUDY :: 02
Living For Sport

LOCATION
Great Britain

OBJECTIVES
Improving behaviour and reducing truancy

OBJECTIVES
Improving behaviour and reducing truancy
TARGET

- young people aged 11-16 who are having difficulties with one or more aspect of school life: those in danger of dropping out of mainstream education, those with challenging personal and social circumstances
- open to Sports Colleges and schools that are part of a School Sport Partnership or that are participating in a Behaviour Improvement Programme as designated by the Department for Education and Skills (DfES). Often these schools are in areas of high social and economic deprivation

STEPS

1. Over 30 schools and 562 pupils took part in Year 1 (Sept 2003-4). Students tackled a range of activities, from archery and mountaineering, to organising football tournaments and helping PE teachers during younger pupils’ lessons.
2. 250 schools have been invited to take part in Year 2
3. Living For Sport provides teachers with a range of tools and resources to help them tailor the project to their situation: training day, tool kit (introductory video and a planning guide), mentors offer advice and direction, a grant of £250 plus £150 to organise an end-of-project celebration.
4. Teachers are invited to enter their school’s project for the Living For Sport Awards which enables them to share best practice and provide winners with extra funding.
5. Students are also given resources to encourage them to participate and to maintain their commitment (CD-ROM for goal setting and progress monitoring, a rucksack containing headphones, a water bottle, and a T-shirt).

OUTCOMES/IMPACT

Year 1 monitoring report showed that the initiative had a positive impact on students and, in some instances, on the entire participating school:

- Attendance improved
- A more positive attitude towards school and involvement
- Referrals (detentions) dropped
- Punctuality improved
- Many pupils showed signs of significant personal development (eg improved communication skills, increased sense of belonging, leadership skills, ability to handle confrontation)
- Behaviour improvements (eg some became less disruptive)
- Most seemed to grow in confidence and self-esteem
- Many formed more positive relationships with teaching staff and peers

"many pupils felt a real sense of achievement from their work on the project and enjoyed school more as a result whilst the project was ongoing... more schools have reported measurable impact in young people selected for reasons such as low self-confidence and being socially withdrawn... the reasons for this appear to centre on the benefits gained from the smaller group situation and the provision of extra support and encouragement."

Institute Of Youth Sport

BENEFITS

- Improved attendance
- Improved attitude and behaviour
- Enhanced personal development and skills

POLICY IMPLICATIONS

There is a real value in investing in those young people who are disaffected with school and using sport to improve their sense of belonging, develop their leadership skills and reduce anti-social behaviour.

RECOMMENDATIONS

- Give the young people a sense of identity and belonging:
- Choose pupils who will benefit and then gain their commitment,
- Give pupils a sense of ownership
- Keep it flexible, adapt it to met unique school needs and circumstances

FURTHER INFORMATION

To find out more about Living For Sport, or to request a copy of the research report, contact:

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Youth Sport Trust
Sir John Beckwith Centre for Sport
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www.sky.com/lfs
**Score Goals**

**OBJECTIVES**
To demonstrate how sport can contribute to the development of better education for all pupils through:
- raising educational standards/aspirations
- improving behaviour and reducing truancy
- improving literacy and numeracy
- cultivating citizenship and personal responsibility

**BACKGROUND**
The Score Goals Programme is an innovative project in preventing young people who were truanting from becoming involved in criminal activity and in encouraging them to complete their education.

Score Goals is a pilot youth scheme being developed by the Scottish Professional Footballers’ Association in partnership with Glasgow City Council. It has been developed in recognition of the substantial proportion of young people, particularly young males, truanting from school and becoming involved in criminal activity. The project use football as a “hook” entice young people truanting back into education, promoting active citizenship and diverting children from drugs, crime and truancy. The prize of receiving professional football coaching from prestigious football clubs was felt to be a good incentive for young people to stay with the programme when the more difficult issue of dealing with their challenging behaviour arose in the group work sessions.

Another programme entitled ‘Score’ adopts the same principles as ‘Score Goals’, only ‘Score’ is arts based on activities such as dance and drama which are used alongside a range of physical activities designed to entice young women to maintain a good level of attendance at school. This has widened the approach to include a programme exclusively for girls.

**PURPOSE**
The aim of the project is to prevent young people who are truanting from becoming involved in criminal activity and to encourage young people to complete their education.

More specifically to:
- address disruptive behaviour both in and away from school
- eliminate or reduce ‘risk taking’ behaviour such as truancy or offending amongst pupils in the S2 age group
- encourage full-time attendance in mainstream school
- encourage participation from groups of young people who may otherwise be socially excluded from taking part
- allow young people to enjoy greater social learning opportunities, by encouraging the process of lifelong learning
- give support and provide progression after the scheme for a number of the participants
- develop positive relationships between pupils participating with parents, school staff, the police and their peers
- increase self-esteem and expectation among those selected to take part
- increase awareness of social issues.

**PARTNERS**
- Glasgow City Council’s Cultural and Leisure Services and Education Services
- Strathclyde Police
- Celtic, Partick Thistle, Queens Park and Rangers Football Clubs
- young people, parents/guardians
- sports and activity coaches and associations.

**COST AND DATE**
- launched in 2000
- funded initially by Scotland Against Drugs.
- costs approximately £38,500 per annum and is now funded by Cultural and Leisure Services
- total of 120 young people benefiting each year

**TARGET**
- 12-15 year old (mainly boys although girls are not excluded) people truanting from school and/or at risk of becoming involved in offending behaviour.
- aim to expand the project to include other sports/activities (especially non-competitive inclusive activities aimed at girls, such as aerobics).
STEPS
1 Developed by Youth Services and Strathclyde Police in 2000, pilot project involving 23 participants, with the total number of offences amongst them amounting to 30.
2 Football coaching and group work sessions dealing with anti-social behaviour and to maintain or develop their interest top remain in education.

OUTCOMES/IMPACT
• High success rate in pilot with all 23 completing the course and only 3 offences committed during the course and with no offences committed in the 3-month period following the course. Average increase in school attendance of 43% (one moved from 26% attendance pre-course to 69% post-course)
• Current performance is measured against the key objectives set out. A range of positive project outcomes have been achieved including:
  > young people being encouraged to stay in school, thereby increasing their educational capacity.
  > encouraging young people to participate in the programme, the programme has prevented them from becoming involved in criminal activity.
  > the increased physical activity has also benefited the health and well being of young people involved.

Feedback from schools with pupils who have participated in Score Goals has been very positive in terms of the impact of project. Key findings include:
• teachers answered yes to ‘improved behaviour’ in 80% of cases.
• attendance has improved by an average of 37%.
• attainment has improved by an average of 32%.
• other improvements reported include increased confidence and ability to mix.

Comments from teachers regarding the Score Goals programme and its participants include:
“He is much more settled. He now channels his energies towards learning as opposed to looking for distractions.”
“He seems more engaged and positive in classes now… seems more confident in relating positively with staff.”

Feedback on what participants liked most about Score Goals included:
"Playing football and learning new skills."
"The workers and other people on the course."
"Getting to know new people."
"The football, it’s brilliant."

Feedback on how participants thought they had developed from the course included:
"Behaviour has improved a bit."
"Getting better behaved at school. Not fighting with as many people."
"My attitude has improved."
"I can get along with other people."
"It’s not all about me, it’s about others too."

BENEFITS
The benefits of the programme include:
• education benefits: a reduction in truancy and improvements in educational attainment.
• community safety benefits: a reduction in criminal activity.
• health benefits: the increase in positive physical activity amongst young people provides a greater incentive for eating a healthy diet and refraining from taking alcohol or drugs.
• sustainable benefits: the project has been developed and expanded further to encourage a greater audience of young people.

POLICY IMPLICATIONS
• highlights the potential of positive reinforcement programmes in maximising positive outcomes in a variety of areas such as health improvement, education and involvement in sport.

RECOMMENDATIONS
• Score Goals is an excellent example of a positive diversionary activity programme aimed at young people truanting and/or at risk of engaging in criminal behaviour.
• A key recommendation would be to share this example of good practice with other authorities faced with similar challenges.

FURTHER INFORMATION
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BACKGROUND INFORMATION

The Department for Education and Skills Playing for Success initiative establishes out of school hours study support centres at football clubs and other sports grounds. Centres are managed by experienced teachers who use the medium and environment of sport to support work in literacy, numeracy and ICT skills, and provide facilities for pupils to complete their homework.

Centres are equipped with the latest ICT facilities and are open after school hours, at the weekend and in the holidays. Typically, each pupil attends a two hour session each week for 10 weeks. Centres have strong links with schools to ensure that Centre Managers understand pupils’ needs and schools recognise pupils’ achievements at the centre.

Strategies for learning include:
- enabling pupils to meet players
- getting pupils to complete player profiles
- using the ground for practical tasks
- using sports-themed software
- opportunities for pupils to play sport, including coaching in sports skills
- club merchandise or match tickets offered as incentives and rewards
- a celebration event to congratulate pupils on completing their course, including the presentation of certificates or prizes

PURPOSE

- to improve pupils’ attitudes and motivation
- to learn to raise literacy, numeracy and ICT standards amongst Key Stage 2 and 3 pupils using the environment and medium of football/sport as motivational curriculum tools.

PARTNERS

- a DfES (Department for Education and Skills) initiative
- Football Association (FA) Premier League, the Nationwide League
- Local Authorities
COST AND DATE

• established in 1997
• Funding is based on a partnership between DfES and Local Authorities, sports clubs and business sponsors.

TARGET

Key stage 2 and 3 pupils who are underachieving, struggling or de-motivated, particularly those in urban areas

STEPS

1. Pilot launched in 1997 in FA Premier League and Nationwide Division One clubs
3. The Football Foundation joined the initiative in 2002 to extend the programme to football clubs in Division 2 and below. A second roll-out extension began in October 2002 with a further extension in spring 2004.
4. Extension of programme to other sports (including rugby league/union, cricket, hockey, ice hockey, tennis, gymnastics, basketball and horseracing) through funding secured following the DfES finance review exercise.
5. In April 2005, 102 football and other sports’ clubs have signed up to the full Playing for Success model and 89 have opened centres to date. Around 100,000 pupils have benefited so far, and over 40,000 will benefit each year when all centres are open.
6. The success and popularity of Playing for Success has resulted in the establishment of Playing for Success International, a pilot programme run by the British Council in connection with Dreams + Teams, linking six English football clubs with schools and football clubs in other countries. Each link is developing a project focused around citizenship and sharing cultures (Ipswich Town FC and Accra in Ghana - Project Kabom Leeds United FC and Johannesburg Liverpool FC and Barcelona FC Mascots Exchange Manchester City FC and Israel Manchester United FC and Perlis in Malaysia - “Let’s Go There!” Newcastle United FC and Schalke ‘04 FC).

OUTCOMES/IMPACT

Key findings from the recent evaluations show:

• on average primary pupils improved their numeracy scores by an average of 17 months, and secondary by 24 months
• while primary pupils’ reading comprehension did not quite reach statistical significance, secondary pupils’ performance improved by 8 months
• pupils ICT skills improved significantly
• pupils made significant progress in their independent study skills and self-image, and parents and teachers noticed particular improvements in their attitudes to education
• PfS reached its target group of underachieving pupils with improvements regardless of gender, deprivation, ethnicity or fluency in English.

Playing for Success shows that motivating children to learn through sport works. It’s the magic of football, rugby, cricket and the heroes they produce that children love. Playing for Success is incredibly popular with pupils, parents and teachers and is boosting the skills, self-esteem and motivation of thousands of children. It demonstrates the value of partnership between schools and the community. As Secretary of State I am delighted to see Playing for Success going from strength to strength (quoted in DfES 2003b: 1, emphasis added).

BENEFITS

Playing for Success has proved popular with pupils, parents and schools has contributed to improved attitudes, motivation and self-esteem The initiative has contributed to improved academic skills and achievement has reached its target group of underachieving pupils

RECOMMENDATIONS

• Researchers identified the football/sports clubs setting as one of the key factors for the initiative’s success. It motivated pupils to become involved and made them feel privileged to be selected, rather than singled out as in need of extra help. Once at the centres, pupils responded positively to many aspects of the work, in particular, using computers and the Internet.
• The centre staff student mentors encouraged pupils to become more self-reliant in their learning. Pupils received feedback on their progress. There were opportunities for pupils to make choices and to develop independent study skills. All these elements contributed to pupils’ progress and sense of achievement.
• Support from LEAs and clubs
• Involving the players
• Quality staffing
• Good liaison between centres and schools.

FURTHER INFORMATION

Playing for Success email post box.
Tel: 0870 000 2288
Fax: 01928 79 4248
PEU Email: info@dfes.gsi.gov.uk
PfS Email: mailbox.playingforsuccess@dfes.gsi.gov.uk
### Example :: 01

**Project Strong**

**Location**
St. Kitts initially but now expanded to other Caribbean islands where it is tailored to their specific needs

**Example**
- raising educational standards/aspirations
- improving behaviour and reducing truancy
- cultivating citizenship and personal responsibility

**Initiated**
1998

**Partner**
Commonwealth Games Association of Canada. Local business and industries provide work placements

**Target**
Youth dropping out of school early who had low self esteem and were at risk of ending up in poverty and anti-social behaviour

**Outline**
The 15 month program helps youth become ‘strong’ on all fronts. The main components of the program are: vocational training, work experience, sport and physical activity, and cultural activities. In addition to the vocational skills they learn, the programme builds their leadership skills, life skills and they learn a variety of sports, along with the positive attributes that sport offers

**Objectives**
- to help these youth develop positive attitudes, raise their self esteem, provide them with vocational training, introduce them to a variety of sports, and to promote healthy life skills
- graduates form the programme encouraged to stay involved and volunteer to help other youth succeed.

**Impact**
"They have accepted the idea at last that even if a teenager does not excel in school, he can still be developed in to a good student. Every child is a gifted child. Project Strong looks at those non-academic gifts and tries to make good human beings out of them. It all begins with sport." - Washington Archibald, a retired high school principal in St. Kitts who began Project Strong six years ago

**Recommendations**
Tailor the programme to meet the unique needs of the country or community

### Example :: 02

**Midnight Basketball**

**Location**
UK

**Example**
- raising educational standards/aspirations
- improving behaviour and reducing truancy
- improving literacy and numeracy
- cultivating citizenship and personal responsibility

**Initiated**
Originally an American concept, Midnight Basketball™ (MBB) is organised in the UK by the NPFA.

**Partner**
Midnight Basketball™ is managed and developed in the UK by the NPFA and delivered locally through a network of partnerships with targeted agencies such as the youth and community services, sports development departments, police, probation service, social services and youth offending teams

**Target**
Young people; often placed in inner cities or disadvantaged areas and typically vulnerable to drugs, anti-social behaviour

**Outline**
An MBB Programme consists of 12 sessions (normally in the evening), each lasting approximately 2 hours, conducted over twelve weeks. Each session involves an educational workshop, lasting between 30 and 40 minutes, and a series of basketball activities.

The Educational Workshops are a compulsory and key component and include:
- Citizenship
- Consumer issues
- Domestic violence
- Bullying
- Drugs awareness
- Employment/Careers
- Personal development
- Sexual health
- Popular Politics
- Understanding Disability

**Objectives**
Through a combination of activity and education, Midnight Basketball™ aims to:
- support the learning needs of young people and encourage them to participate in mainstream society
- provide a safe and positive environment for young people at times when they may be vulnerable to anti-social behaviour
- divert young people from crime and anti-social behaviour
- combat drug, alcohol and other physical abuse by young people.

**Contacts**
For further information - mbb@npfa.org
Using Sport to Develop Leadership and Participation in the Community

CASE STUDIES AND EXAMPLES
**CASE STUDY :: 01**

**Step into sport**

**OBJECTIVES**

To demonstrate how sport can contribute to the development of leadership and participation in the community through:
- developing skills (leadership, coaching, officiating, volunteering)
- improving school-community links
- developing and sustaining a club structure

**BACKGROUND**

UK Government-funded project was established in 2002 to provide a streamlined and structured pathway of leadership and volunteering opportunities for young people to build on the pockets of good practice that already existed. It was established as part of the Government’s PE, School Sport and Club Links strategy.

**PURPOSE**

- Increase the percentage of young people engaged in 2 hrs of high quality PE and school sport to 75% by 2006
- Increase the percentage of young people aged 14-19 from School Sport Partnerships actively involved in sports leadership and volunteering from 9% in 2004 to 14% in 2006; 18% in 2008 (spread across the partnerships)

**PARTNERS**

The project is funded by the UK Government (Department of Culture, Media and Sport) and by the Home Office in the first year. It is managed by a consortium that includes the Youth Sport Trust, Sport England and Sports Leaders UK.

**COST AND DATE**

- The project began in 2002
- £3.5 million per year
- Funding committed until 2008.

**TARGET**

Young people aged between 14 and 19 years engaged in full-time education.

**STEPS**

1. The Game Plan strategy for delivering the Government’s sport and physical activity objectives was published by the Department for Culture, Media and Sport in December 2002 and set out the Government’s vision and strategy for sport from both a mass participation and performance perspective up until 2020.
2. In fulfilment of this, 3 key players (Youth Sport Trust, Sport England, Sports Leaders UK) were brought together to coordinate the existing but disparate volunteering and sport leadership and sport education programmes in the UK.
3. Once established, the project was managed by Youth Sport Trust and Sport England and delivered by Sports Leaders UK through their leadership awards.
4. Additional momentum and profile for the project gained through the year of the volunteer (2005) and close links forged with the Russell Commission report with its target of one million new young people in volunteering over the next 5 years.
5. 11 School Sports Partnerships engaged in Step into Sport

**OUTCOMES/IMPACT**

The impact of the project is measured annually through School Sport Partnership survey which shows:
- the project is currently on track to meet these targets.
- 90,000 young people gained leadership awards (eg JSLA, CSLA)
- 60 TOP Link “Young People Leading the Way” conferences hosted across the UK involving 10,000 young people aged 14 to 16
- it helped to stage 4,000 Top Link sports festivals involving 42,000 young people aged 14 -16 and 300,000 primary school children
- it held over100 one-day conferences for young volunteers
- it hosted three residential camps for more than 1,000 young volunteers
- it rained and recruited 4,000 mentor and volunteer co-ordinators
- it engaged 8,000 16 to 19 year olds in mentored community volunteering
- it supported 16 National Governing Bodies of Sport in developing volunteer strategies

**LOCATION**

Australia, New Zealand, Fiji and Tonga
BENEFITS

Long-term benefits include:

- volunteers are engaged and motivated for longer (beyond the Step into Sport programme) as a result of a structured pathway for volunteering and leadership that offers more opportunities, recognition and qualifications
- clubs have more trained, qualified and motivated volunteers and are motivated to develop their clubs through club accreditation schemes
- sports organisations have stronger and high quality links with schools, communities and young people; establishing accredited qualifications for young people and developing volunteering policies
- some evidence of individuals being re-integrated into more positive and socially acceptable life styles

POLICY IMPLICATIONS

- cross government department collaboration
- a collaborative and effective way to bring different organisations together, while retaining their independence
- developed a national infra-structure in which partners play to their strength
- coordinate disparate and haphazard pockets of activity and good practice into a national scheme
- impacted on educational policy by providing an approach to teaching physical education through sport education (an approach to the teaching of physical education which places greater emphasis on the young people by giving them increased input and autonomy in lessons
- links with citizenship agenda in schools and 14-19 reform curriculum.

RECOMMENDATIONS

- Identify key critical partners and encourage them to work collaboratively towards common goals
- Involve government departments by identifying how the programme fulfils the government’s agenda (eg Russell Commission, vocational study) and by promoting the benefits to young people educationally and socially
- Make it young person centred not organisation centred from outset
- Be patient and prepared to adapt and change the programme as it develops to ensure it is effective
- Build on the good practice and structures that already exists
- Involve individual sports organisations early on, encouraging them away from solely the promotion of participation and disparate leadership awards and towards a more integrated approach that includes active volunteering in officiating, coaching and administering.

FURTHER INFORMATION

Specific case studies are available

Useful Web-links:
www.youthsporttrust.org
www.sportengland.org
www.sportsleadersuk.org
www.culture.gov.uk
www.russellcommission.org
CASE STUDY :: 02

African 2010 Dreams project

OBJECTIVES
To demonstrate how sport can contribute to the development of leadership and participation in the community through:
- developing skills (leadership, coaching, officiating, volunteering)
- improving school-club links
- developing and sustaining a club structure

BACKGROUND
Political transformation in South Africa in 1994 resulted in a complete change in both the Education and Sport sectors in the country. Sport in Education, especially PE in schools, has suffered as a consequence of education reforms. Structural Adjustment programmes to address the huge imbalances in the delivery of education to all South Africans during the apartheid era, unintentionally led to PE being sidelined in school curricular. The rationalisation of staff in many schools threatened the security of PE teachers who became easy targets as non-exam teachers. Most schools prioritised academic subjects and sought to retain these teachers and non-exam subjects were distributed amongst the staff without consideration for the specialist skills required to teach such subjects. Hence in most schools PE is no longer offered.

There is a shortage of trained PE teachers in South Africa. In the apartheid years of separate education for different race groups, Black African teachers were not trained to teach PE. Hence all schools for Black African children did not offer PE.

The new curriculum package does not prescribe PE as a subject on its own. PE is expected to be offered a part of the learning areas: Life Orientation or Life Skills. There is a growing call for PE to be made a compulsory offering on its own.

Teachers in the new dispensation do not have the skills to develop and deliver programmes in PE. Programmes on offer have not been extended to all schools yet. There are few professional development courses for teachers in PE.

However, many historically disadvantaged schools have persevered in offering children the opportunity to take PE and play sport in schools. Schools sport in the country has continued at a competitive level. Both schools and government are eager to engage in partnerships to provide children with the opportunity to participate in sport. At the same time however, there is a tension between the Department of Sport and the Department of Education for the ownership of school sports.

In 2010 SA will host the World Cup in Football and will require an army of trained volunteers. The Dreams and Teams programme will help to do this and fulfil the goal to develop international partnerships as a prescript of the Sport in Education Strategy.

PURPOSE
- develop leadership, coaching, officiating and volunteering skills
- improve school-club links
- develop a sustainable club structure

PARTNERS
National Department of Sport
National Department of Education (Sector: School Enrichment Programmes),
KwazuluNatal Department of Sport and Recreation
SAFA (Southern KwazuluNatal Region),
KwazuluNatal Department of Education,
Department of Education South Metropole (Cape Town)
Extra Mural Education Project (Cape Town)
England: FA, DfES, YST, UK Sport

COST AND DATE
Cape Town Pilot April 2003
Durban Project launch: March 2004

TARGET
Policy makers, head-teachers, teachers, pupils, community based sports co-ordinators
**STEPS**

1. 2003: Initial discussions with decision makers in government in Sport and Education; discussions with local education and sport authorities in Cape Town to establish a partnership and Dreams and Teams pilot in Cape Town involving training of tutors and then young leaders.

2. 2004: Mediation between National Departments of Sport and Education to develop a strategy for both sectors to work together in schools sport; 2 Lead trainers trained in Oxford; 13 head teachers from UK Sports colleges visit partner schools in Durban; partnership is established and heads teachers from both SA and UK are invited to participate in Dreams and Teams; 13 Tutors in Durban are trained by national lead trainer; 28 Teachers from 14 schools trained as tutors; tutors train 20 young leaders per school; all young leaders attend a youth camp organised by tutors from SA and UK; 15 UK tutors attend camp; partnerships established in Namibia, Botswana, Mozambique. Two tutors per country trained in SA.

3. 2005: Head teachers from SA attend the Sports College Conference in UK; training of young leaders in Namibia, Botswana and Mozambique; training of tutors and young leaders in Mauritius, 14 schools in SA take on 15 schools in local partnership, 56 tutors trained, SA head teachers undergo training in dreams and teams, 15 community-based sports officers trained in dreams and teams and attached to schools to develop a school/community partnership; all 29 schools train 20 young leaders; all 29 schools in Durban dreams and teams partnership and 16 Sports colleges in UK host schools sports festivals co-ordinated by dreams and teams young leaders on the same day; ideas for festivals are shared; radio interviews also conducted across countries; programme jointly funded by KZN Department of Sport and Recreation and British Council, monitored and co-ordinated by BC and YST; 48 tutors and young leaders attend global Dreams and teams camp in Loughborough; 04 from SA participate in lead trainer training in UK; programme in SA evaluated; 2010 Africa Dreams programme piloted in SA; partnership with Education/Sport and SAFA in KwaZulu Natal; JFO training delivered by FA to teachers, SAFA representatives, community sports coordinators; 91 schools and organisations in programme, IDEALS – partnership with BC and UK Sport. 2 schools in each country identified. One teacher and two students in last year.

4. 2006: IDEALS exchange: SA participants spend 6 weeks in UK partner schools; UK partners will reciprocate; JFOs in schools and communities being trained, Football festivals are being organised; All Africa 2010 Dream proposal being drafted for 19 countries in Africa.

**FURTHER INFORMATION**

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**CASE STUDY :: 03**

**IDEALS**

**OBJECTIVES**
Developing leadership, coaching, officiating, volunteering skills

**BACKGROUND INFORMATION**

The International Development Through Excellence and Leadership in Sport scheme (IDEALS) is UK Sport’s new leadership exchange programme. It operates in partnership with the British Council and the Youth Sport Trust and aims to establish high quality and progressive projects for young people aged 18-35 from the UK and partner countries.

**PURPOSE**

The IDEALS Gap and Professional projects operate simultaneously with students and teachers from the same schools working together in their exchange programme. Following their orientation, all delegates will spend six weeks in Britain working in a sports leadership capacity before spending six weeks in the African schools. All participants then undertake a final six weeks placement in their home school disseminating their experiences.

The IDEALS Advanced project takes students and staff from six UK Universities to work in Zambia in four groups over a three month period. Each four week placement will be sports focused within community-based organisations Sport in Action and Edusport as well as with the University of Zambia. This pilot is taking place during the summer 2006.

This investment in the leaders of tomorrow aspires to develop the skills, experience and global awareness of young people as well as increasing the UK’s contribution to international development through sport.

IDEALS is working towards building sustainable relationships between schools in the UK and Africa to provide quality experience that increases the skills set of all those involved.

**PARTNERS**

South Africa, Zambia and UK Sport

**COST AND DATE**

Launched in 2006

**TARGET**

The voluntary scheme has three strands:
- ‘IDEALS Gap’ targeting 18-19 year olds
- ‘IDEALS Advanced’ for University students
- ‘IDEALS Professional’ for teacher or sports development professionals.

**STEPS**

Only launched in 2006

**OUTCOMES/IMPACT**

None available to date

**BENEFITS**

None available to date

**POLICY IMPLICATIONS**

None available to date

**RECOMMENDATIONS**

None available to date
FURTHER INFORMATION
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EXAMPLE :: 01
Super V Community Sport Development Programme

LOCATION
Trinidad

EXAMPLE
improving numeracy and literacy

INITIATED
1996

PARTNER
Government, the Non-governmental Organizations, the Private Sector,

TARGET

OUTLINE
Uses 5 sports (Football, Cricket, Netball, Basketball and Track & Field) to encourage young people into a more productive lifestyle, supported by classes in numeracy and literacy.

OBJECTIVES
To provide 15-19 year old youth with no educational or working environment with the opportunity to:
• take part in selected sports (eg basketball, cricket, football, netball, track and field)
• improve their own performance and standards in the community
• help those with exceptional talent to gain selection for national squads and so provide positive role models
• use their time in creative and purposeful activities
• provide training for coaches and athletes (eg communication, literacy, numeracy, personal development, career enhancement, vocational training, substance abuse).

IMPACT

RECOMMENDATIONS
CASE STUDY :: 04

Dreams and Teams Malaysia

OBJECTIVES

- Developing leadership and volunteering skills
- Improving school-community links
- Developing and sustaining a club structure

TOPIC

Using sport to develop leadership and participation in the community

BACKGROUND INFORMATION

Implementation of Dreams and Teams at Sabah College in 2000 to develop leadership skills through sports in students from 14 years to 18 years

Please refer top the attach notes D&T Malaysia

PURPOSE

1 Raising awareness that everyone including special children will be given equal opportunities to excel through sport (School – Community link)
2 Raising awareness for environment replanting mangrove seedlings on Earth day (School – NGO link)
3 Organising the Dreams and Teams National Camp for Young Leaders by Young Leaders (Developing and sustaining leadership in Young Leaders)
4 Developing the teachers in the school (Developing team work and mutual understanding for cross culture). There were 4 areas which the Dreams and Teams programme have developed to use the opportunity to develop the Young Leaders holistically
5 Inclusion of special children in the mini sports festival; since then young leaders offer assistance to the volunteers for all event involving special children
6 Malaysia was not spared the Tsunami in 2004; learnt that mangrove acted as a barrier so young leaders decided to replant a mangrove seedling. The whole school became interested and the tree replanting project was shared by the Dreams and Teams and Environment Club in the school so developing and sustaining team work.
7 Organising the National Dreams and Teams camp for young leaders by young leaders illustrated that need to be transparent and share.
8 Dreams and Teams Learning through sports teachers who returned from the seminar were able to share their learning outcomes among teachers in the school and within the district.

PARTNERS

A secondary school in Sabah,
The State Education Department in Sabah
British Council

COST AND DATE

The cost for running the events is a shared between the British Council and the State Education Department. For the replanting of the mangrove seedlings, each student sponsored a seedling

TARGET

1 Young Leaders from Sabah College
2 50 special children from primary schools
3 Adults from the community project.

STEPS

1 Needs analysis
2 Discussion with the Young Leaders
3 Principal and Link teacher sets up meeting to talk to the other party to confirm dates and activities
4 Implementation of activities
5 Feedback and evaluation report
6 Send a report to British Council.
OUTCOMES/IMPACT

1. A report is sent to the Sabah Education Department (SED) for their information and further action.
2. Report by the media. Schools in the State of Sabah become interested and write to the relevant officers at the SED making inquiries and stating their interest to participate in future such events.
3. As a result of the very successful implementation of Dreams and Teams, the SED has agreed to expand the programme to three schools in the interior of Sabah with Sabah College taking the lead and advising these new schools.

BENEFITS

Young Leaders have a clearer understanding of working across the borders. They are aware of the meaning of the statement Go Global act local.

POLICY IMPLICATIONS

- Broaden understanding of other countries’ cultures by engaging them with young people from the UK and other regions.
- Teachers and heads of department from pilot schools will be able to get hands-on experience on holistic development of youth through sport.
- Great impact on the young pupils from the primary schools.

RECOMMENDATIONS

1. Quarterly meetings with teachers from link schools and BC officers within the country, within the region and in the UK to share best practices and ideas.
2. Communication with other Dreams and Teams countries.
3. Sponsor face to face visits to the link schools and commitment by teachers particularly from the UK in the development of sport.

FURTHER INFORMATION

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USING SPORT TO DEVELOP LEADERSHIP AND PARTICIPATION IN THE COMMUNITY

CASE STUDY :: 05
Glasgow’s Coach Education, Training and Development Programme

BACKGROUND
The main thrust of the coach education programme has been a City wide programme designed in partnership with sportscotland and national governing bodies of sports and delivered on an annual basis. To monitor the progress, a review is held every 6 months to assess percentage uptake of coaches actively involved in the delivery of sport and physical activity. These courses attracted 2500 attendances with many coaches accessing funding opportunities through Glasgow City Councils Coach Scholarship and Grants Programme to attend courses at reduced costs.

Glasgow City Council’s, Coaching Development, Area Service Development and Community Action Teams carried out an extensive consultation process to establish the specific coach education and training needs of each of the 8 areas of Glasgow. After consultation with internal and external partners, it was identified that coach education and training was fundamental to the continual successful delivery of sport and activity sessions throughout Glasgow. It was agreed that a concerted effort and systematic approach was required to recruit, train and support more coaches. It was vital that a programme was created and delivered to support coaches, sports leaders, volunteers and role models of the communities they serve.

PURPOSE
• To deepen and extend people’s involvement in sport through the delivery of a diverse and accessible free area specific coach education and training programme creating a wider coach base, including volunteers with enhanced leadership and coaching skills. This helps the development of the local community group and voluntary sports club structure.
• To encourage young people within the local community to become actively involved in sports coaching,
• To help young people to progress onto national governing body awards and ultimately leading onto coaching/volunteering within a school or local sports club.

PARTNERS
• Cultural and Leisure Services
• Sports Leader UK
• sportscotland
• National Governing Bodies of Sport
• British Red Cross
• Hampden Medicine Centre
• range of community groups including Royston Youth Action, Drumchapel LIFE, Playbusters, Ruchill Youth Project, Woodlands Youth Initiative, Glasgow Ansar

OBJECTIVES
To demonstrate how sport can contribute to the development of leadership and participation in the community through:-
• developing skills (leadership, coaching, officiating, volunteering)
• improving school-club links
• developing and sustaining a club structure

LOCATION
Glasgow, Scotland
COST AND DATE
Delivered April 2004-March 2005
City wide coach education Programme £ Self Funding
Free Area Coach Education Programme delivered £40,000
Sports Leader UK Delivered £12,500
Total budget for coach education £52,500

TARGET
All groups in the community, particularly young people, the unemployed, disengaged people, women, black and minority ethnic groups, socially disadvantaged people and disabled groups.

STEPS
1. The city-wide programme was planned over a six month period. The planning process considered all cultural and leisure service’s target sports and many non-target sports and activities.
2. The 8 area based coach education and training programmes were planned and designed annually in partnership with the city’s Area Service Development Team, Community Action Team and, where appropriate, key community groups and voluntary groups within the area were also consulted. After consultation, it was identified that coach education and training was fundamental to the continual successful delivery sport and activity throughout Glasgow. It was agreed Glasgow City Council would co-ordinate the delivery of an agreed education and training programme. Progress review meetings were held to track achievements against targets and assess for future planning.
3. Examples of courses delivered were a variety of National Governing Body Award from 13 target sports as well as non-target sports, Disability Awareness, Adult Fitness, Kids Fitness, Sports Coach UK Workshops, Basic/Sports First Aid and Pre-5 Gymnastics course.
4. 26 courses were delivered across the city.
5. To complement the city wide courses, an Area Coach Education Programmes will also be delivered. This involves a well structured Sport Leader UK Junior (14-16) and Community Sports Leaders Programme (16+).
6. In addition the Area Coach Education programme will deliver a significant number of Sports Coach UK, First Aid, YMCA GYM Instructors and National Governing Body Award courses. These courses are tailored to the local area needs.

OUTCOMES/IMPACT
A total of 2,500 city-wide coach education programme attendances and 700 area coach education programmes attendances (free coached programme) achieved.

BENEFITS
Glasgow’s Coach Education and training programme plays an active role in fostering a culture of change in participants, the wider community and in particular young people towards a more active lifestyle. Wider benefits include:
• promotion of education and lifelong learning
• community capacity building
• increasing employment opportunities
• local population actively encouraged and supported to adopt a healthier lifestyle
• further social regeneration
• reduction of anti-social behaviour.

POLICY IMPLICATIONS
• Coach education and training should be an integral part of any future sport development plan.
• Education and training programmes can be effectively delivered on an area and city wide basis.
• All target groups can participate in the programme.
• Partnership working can lead to a more effective programme.

RECOMMENDATIONS
• The coach education and training programme needs to be based on need and delivered in a way that suits the local community...
• A robust system of monitoring and evaluation is needed to record the programme outcomes.

FURTHER INFORMATION
Glasgow Cultural and Leisure Services:
Sportscotland: www.sportscotland.org.uk
### Mathare Youth Sport Association (MYSA)

**Initiated**
1988

**Partner**
Key partners include the Commonwealth Sports Development Programme, Ford Foundation, Friends of Mathare Youth Norway, K.D. Wire, KLM, Macksa Sports, Netherlands Development Cooperation Agency and Olympic Committee, NORAD, Norwy Cup, Norwegian Ministry of Environment, Sida, Sports Centre, Stremme Foundation, Telenor and UNEP.

**Target**
Young people (generally under 16, boys and girls) in disadvantaged and slum communities

**Outline**
MYSA started as a sports project but now works in three fields of action: Sports, Education and Environment. It is one of the first and most successful projects using sport as a development tool and has been used as a model throughout the world.

**Objectives**
To empower young people in disadvantaged and slum communities and create opportunities for physical, personal and community development through:

- a programme of age group football leagues, run by the youth for the youth
- the provision of training by youth for youth in key areas to develop self-esteem and leadership skills and to enhance community life (eg HIV, drugs, nutrition, health education)
- engagement of youth in community work (eg schemes for clean up, water improvement).

**Impact**
Highly effective in a whole range of different projects

**Recommendations**
- "for youth by youth": let youth take a lead so developing their leadership skills and enhancing the impact of the project
- "you do something, we do something": engender responsibility

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Building Inclusive Communities Through Sport

CASE STUDIES AND EXAMPLES
Active Community Clubs (Acc) Initiative

**OBJECTIVES**

Community development & cohesion

**BACKGROUND**

The Active Community Clubs (ACC) initiative is designed to improve the physical and social health of communities through participation in physical activity. Community members become more physically active through involvement in sport, recreation and cultural activities, and the community becomes active in taking control of its future; becoming a truly empowered community.

The concept was developed by the Australian Sports Commission in conjunction with several communities of the Eastern Cape of South Africa as part of the Australia–Africa 2006 Sports Development Program funded by the Australian Agency for International Development (AusAID).

**Vision:** build an environment where “all people are actively involved in sport, recreation and physical activities – designed, developed and delivered at community level by community members and supported by all stakeholders” Vision

Amalgamation of smaller projects which had been running in Eastern Cape for 9 nine years into the Project

**Example:** 5 community clubs were initially established:

- 2 in the rural areas of Berlin (Siyakhula in the Village of Tshabo and Illitha in the Illitha Village)
- 3 in the (urban) township of Mdantsane (Thembalethu, Sisonke and Winter Rose)

**PURPOSE**

- To increase and enhance lifelong participation in physical activity.
- To realise the social, health and economic benefits of participation in physical activity.
- To contribute to the personal development of community volunteers.
- To improve the health, community cohesion and social interaction in the developing countries in South Africa through sport, recreation and physical activity initiatives; and to truly empower communities to become active and take control of their future.

**PARTNERS**

Developed and delivered by the Australian Sports Commission (through its International Relations Division) in conjunction with several communities of the Eastern Cape of South Africa

Private sector companies, National Government Organisations and government agencies can also join in and give back to the community by supporting the implementation of the Active Community Clubs program. Being a sponsor of the Active Community Clubs program not only has benefits for government or private organisations, it benefits the community in many ways, including:

- low cost program to implement and maintain
- proven vehicle for building community cohesion
- provides training for youth in life skills
- reduces criminal activities through mass participation
- can easily be implemented in a community within a few months
- promotes healthy lifestyles

**COST AND DATE**

Launched in April 2002

**Funded** by the Australian Agency for International Development (AusAID)

**Supported** by private sector companies, National Government Organisations and government agencies, schools, police, community clubs, local networks and stakeholders (eg Sports Federations and Sport & Recreation South Africa)
TARGET
Young people in severely poor communities in urban and rural South Africa

STEPS
1. The community, together with the programme manager, and in collaboration with local networks and stakeholders, agree on activities that are appropriate, beneficial and prioritise them to suit the community, starting with low intensive activities that will ensure success and encourage the community to continue to continue and improve.
2. The community calls for and recruits volunteers, and trains them to coordinate activities and entire programme; including recruitment of volunteer coaches, administrators and technical officials for netball, rugby and cricket.
3. The activities are carried out, reviewed and the success evaluated; areas for improvement are identified, to add more benefit to the community.
4. Participants in the programmes provided with opportunities to play in inter-club leagues and “All Star” competition.

OUTCOMES/IMPACT
• This program has had outstanding success in many communities and it is an ideal way to give back to the community. Sport and recreational activities are fun, engaging and most importantly, provide people with a great opportunity to unite.
• Provides training for youth in for life skills
• Reduces criminal activities through mass participation
• Increases confidence, self-esteem and self-worth
• Promotes healthy lifestyles
• Improved community harmony and unity
• Improved delivery systems, programmes and services
• Increased performance of athletes, coaches, administrators and technical officials, and holistic development of volunteers
• Establishment of 5 clubs in the case studies, each with a management structure, coordinators, coaches, administrators and technical officials

BENEFITS
• Improved health and quality of life
• Improved community harmony and unity
• Improved delivery systems, programmes and services
• Increased performance of athletes, coaches, administrators and technical officials
• Increased employment opportunities for youth
• Contribution to poverty alleviation at community level
• Establishment of clubs and building of local infrastructure, such as multi-sports facilities and community centres
• National government agreement to build multi-purpose indoor sport and community centre at Tshabo, which will contribute to the sustainability and development of the Community Clubs Initiative
• Provides a vehicle for building community cohesion
• Increased employment opportunities, and contribution to poverty alleviation at community level

POLICY IMPLICATIONS
The incorporation of structured community programmes for physical education and recreational activities into community planning.

RECOMMENDATIONS
• Ensure diverse range of sport and recreational activities which are fun, engaging and provide people opportunities to unite; with low cost programmes to implement and maintain, and for sustainability
• Use local community personnel and provide continuous assistance, monitoring and incentives for volunteers, and appropriate training and guidance
• Provide infrastructure for communication, and facilities for activities and storage, and upgrade and maintain them
• Provide sufficient support, particularly for children to participate (eg food, kit and transport) after school hours, and facilitate cooperation between the “have” and “have-nots”, the “advantaged” and the “disadvantaged”
• Market and communicate information of programmes through various media
• Actively involve ex-stars as mentors and role models

FURTHER INFORMATION
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Building Inclusive Communities Through Sport

BACKGROUND

A Community Sports Club is a partnership of local groups that provide sport and physical activities opportunities that can be accessed by the local community. These opportunities are accessed via school facilities, sport and leisure facilities, and other appropriate local satellite facilities such as local primary schools and community facilities. The Community Clubs were developed in response to:

• reports of poor access to affordable leisure and sporting facilities contributing to more sedentary lifestyle patterns amongst lower income groups.
• reports that obesity levels among young children in Scotland were rising, due to high levels of inactivity and poor diet.
• the Best Value Review of Sport and Recreation which highlighted the limited opportunity for school aged children to continue their interest in sport and physical activity within their local community. In general, links between mainstream sports clubs and schools were weak.

In addressing these issues the programme aimed to focus on implementing community clubs across the city. Each of the clubs operate Monday to Friday after 5.00pm, as well as Saturday mornings and Sunday afternoons.

Implementing Community Clubs has focused on 2 key areas:

• **Sport and Physical Activity Focus:** The project delivers a diverse range of indoor and outdoor activities during and outside term time. The types of activities programmed are based on feedback from consultation with children and young people. Indoor activities range from football, netball, judo, rugby league, hockey, basketball, fitness, dance to cheerleading. Outdoor activities range from cycling to water based sports. The sport and physical activity programme links directly to the sports development continuum, including club development, school club links and talent identification and performance pathways such as the school of sport.

• **Social Focus:** The project also targets those at risk of offending. In doing this, the Community Club Outreach Team (sessional workers) engage with young people on the street and determine their interest and future involvement in the Community Club project or any other positive initiatives within the area. A key example of the type of work carried out by the team in targeting young people at risk of offending is the pilot project between Strathclyde Fire Brigade and 2 Community Club sites. In each site ten 16 years olds were identified to receive a training and education programme on Fire Safety. The programme included:
  
  > the role of the Fire Brigade.
  > technical and physical skills required as a Fire Fighter.
  > use of Fire Hydrants.

The overall aim of the programme was to build relationships between young people and the local Fire Station, assist confidence building with those involved and develop knowledge and understanding of the difficulties faced by fire fighters.

PURPOSE

The main aims of Community Clubs are to:

• raise activity levels among school-aged children by providing exciting and challenging coach led activities.
• promote positive behaviour to aid in the reduction of truancy and exclusion from schools.
• work with a range of agencies to use sport to divert young people from criminal activity or behaviour likely to lead to such activity.

The key objectives are to:

• provide a network of clubs that offer access to affordable and sustainable activities within a local setting
• assist in the creation of strong, active and successful communities
• establish local pathways from school to community sport
• recruit, train and retain active volunteers
• contribute to the reduction in anti-social behaviour, leading to a higher sense of community safety.

PARTNERS

• Glasgow City Council’s Cultural and Leisure Services
• Development and Regeneration Services
• Community Services
• Education Services and Social Work Services
• the Big Lottery PE and Sport team
• 10 New Learning Communities
• Strathclyde Police and Strathclyde Fire Brigade
• the Sports Council for Glasgow
• Greater Glasgow NHS Board
• Glasgow Kidz card
• Glasgow Young Scot card Team and the voluntary sports club sector.

CASE STUDY :: 02

Community Clubs

OBJECTIVES

To demonstrate how sport can contribute to the building of inclusive communities through:

• community development and cohesion.

BACKGROUND

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• provide a network of clubs that offer access to affordable and sustainable activities within a local setting
• assist in the creation of strong, active and successful communities
• establish local pathways from school to community sport
• recruit, train and retain active volunteers
• contribute to the reduction in anti-social behaviour, leading to a higher sense of community safety.

PARTNERS

• Glasgow City Council’s Cultural and Leisure Services
• Development and Regeneration Services
• Community Services
• Education Services and Social Work Services
• the Big Lottery PE and Sport team
• 10 New Learning Communities
• Strathclyde Police and Strathclyde Fire Brigade
• the Sports Council for Glasgow
• Greater Glasgow NHS Board
• Glasgow Kidz card
• Glasgow Young Scot card Team and the voluntary sports club sector.
COST AND DATE

- A further 10 Community Clubs funded by Better Neighbourhood Services Fund (£92K) and the Big Lottery New Opportunities PE and Sport Fund (£330K) have been developed at secondary schools across the city.
- Each of the Community Clubs continue to be delivered with funding due to expire in June 2006.

TARGET

Children and young people aged pre-5 up to 18 years.

STEPS

1. The first Community Sports Club was piloted in Eastbank Academy
2. The success of the pilot Community Club at Eastbank Academy led to the development of a further 10 Community Clubs based at 10 secondary schools across 7 of the 8 geographical areas of the city, and 4 of the city’s 10 anti-social behaviour wards. Site selection was based on the spread of Cultural and Leisure Services sport and leisure facilities across the city and levels of youth crime recorded within two specific areas.

OUTCOMES/IMPACT

The key objectives of the Community Clubs have been used as measures to monitor the outcomes/impact. To date key outcomes have included:

- the delivery of 200 additional hours of physical activity and sport for young people, attracting over 2000 attendances per week; during 2004/05 a total of 65,000 attendances were recorded
- developed the capacity of the voluntary sector in that local volunteers have been recruited and trained
- the delivery of a diverse programme of activities
- financial and staff commitment
- ongoing extensive consultation with children and young people either involved or not involved in the programme
- reduction in crime
- closer partnership working between partners.

BENEFITS

Some key long terms sustainable benefits of Community Clubs:

- The local voluntary sector have benefited through additional time and support from the project. The clubs have been working through an accreditation process, which has enabled them and their host communities to become stronger, safer, more efficient and effective. This has enabled clubs to create additional opportunities for local children and young people and to develop good practice in the delivery of their chosen discipline. In creating additional opportunities, it has been found that communities have a stronger sense of confidence, which will result in a more positive future for Glasgow in the long term.
- Young people have benefited as a result of an increased range and number of activities within their local community. The project has helped to reduce vandalism in certain areas (eg a reduction in vandalism on the Astroturf pitch at Eastbank at one of the Community Club sites).
- A number of strong and successful partnerships have been developed with local communities and a range of Council Services as a result of the Community Clubs.

POLICY IMPLICATIONS

Community Clubs represent a good example of Glasgow City Council’s commitment to improving the health and well being of the city’s young population. A key element of this is to encourage children to participate in sport and physical activities on a regular basis from a young age. The partnership approach adopted to ensure the successful delivery of the clubs demonstrates what can be achieved for the benefit of young people through the involvement of key players.

RECOMMENDATIONS

Community Clubs enable children and young people to participate in a range of activities, assisting them in identifying their particular sporting interests and realising their potential through establishing links with voluntary sports clubs. A key recommendation would be to share this example of good practice with other authorities faced with similar challenges.
Go Sisters

**OBJECTIVES**
Empowering women

**BACKGROUND INFORMATION**
Go Sisters combines the importance of education and sport, creating a platform for life skills, leadership development and HIV/AIDS education. The project helps support the capacity of the Ministry of Education by training a core of peer educators to assist PE teachers and ensure that the young and vulnerable girls of Zambia are given the opportunity to participate in physical activity.

Go Sisters works by identifying girls within schools that they feel would be good mentors. These girls are trained at a Go Sisters Leadership Camp in sports skills, coaching, leadership skills and health issues. After six months of training the Go Sisters volunteer leaders will train other girls from their schools to ensure the sustainability of the programme. (They will be assisted with their school fees to ensure they remain in school).

Go Sisters youth leaders will then work with the physical education department at their school to provide sports programmes for other girls. The programmes will be developed by girls for girls and will encourage girls to actively participate as well as providing a forum for discussion on topics such as healthy life styles, avoiding harmful influences, protection from abuse etc. The schools will also be available for after school programmes to reach those girls not in school. On an annual basis there will also be a “Girls Empowerment through Sport” Tournament.

**PURPOSE**
Go Sisters aims to help young girls to build stronger bodies, stronger minds and a brighter future. Specific objectives can be grouped in the following ways:

- **Education:** girls will be encouraged to stay in school or return to school. Youth leaders will be assisted with school fees
- **Poverty:** with more girls in school there will be better chances of them getting a job and staying out of the sex trade. With employment comes a better standard of living
- **Gender equity:** girls will have both a strong platform from which to educate the communities on gender issues and role models will be identified. Girls will know where to go for support and empowerment will become an issue to be addressed in society at large
- **HIV/AIDS:** girls will be provided with accurate information on HIV/AIDS and other STDs and equipped with the information they need to make safe sex decisions
- **Abuse:** girls will be armed with knowledge of their rights and ways to protect themselves. Community members will be made aware of the seriousness of the problem

**PARTNERS**
Commonwealth Games Association of Canada (CGC)
EduSport Foundation

**COST AND DATE**
Since 2001, current project over a 12 month time frame

**TARGET**
Girls and young women

**OUTCOMES/IMPACT**
1. Improved health and fitness
2. Girls staying in school longer or returning to school
3. Decrease in exposure to risk of HIV/AIDS
4. Stronger self esteem and knowledge of rights
5. Young leaders and positive role models

**FURTHER INFORMATION**
Kathy Hare at the CGC on: +1-613-244-6888 or kathy@commonwealthgames.ca
EduSport Foundation
Commonwealth Games Association of Canada
BACKGROUND INFORMATION

The Mathare and the neighbouring slums are the largest and the poorest in Africa. What outsiders hear and read on slums largely about drugs, illegal beer, prostitution, AIDS, thugs and mob justice. Most (over 70%) are hardworking mothers and their kids who often have been abandoned by one or a series of husbands / fathers. After the government’s collaboration with MYSA, hundreds of street kids are processed every week at the Juvenile court in Nairobi. Most are charged as vagrants. They are taken to Juvenile courts on every Monday, Wednesday and Friday with their fates hanging on the balance.

The sports project was actually the first project in MYSA. It was started in the year 1987 and the idea was to involve the kids within the Mathare area in active sports with the main sport being football. MYSA has been dependent on voluntary work pumped in by the many well wishers.

Adolescence is a time of transition from childhood to adulthood when gender disparities in opportunity and expectations become pronounced. Boys begin to enjoy more privileges than girls; they gain autonomy, mobility, and have more social opportunities, including participation in sports. For girls, restrictive gender norms weigh heavily on their ability to actively participate in community life. Moreover, the behavior of boys in the public space inhibits girls from participation in sports and denies them the positive social and health benefits that boys have long enjoyed. process of integrating girls into a community-based youth sports program.

The Population Council was an international, non-profit, non-governmental institution that sought to improve the well-being and reproductive health of current and future generations around the world. It helped achieve a humane, equitable, and sustainable balance between people and resources. The Council conducted biomedical, social science, and public health research and helped build research capacities in developing countries. The main focus of the research was to help the young girls of Kenya to develop new and valued skills, form friendships, receive and give peer support, and enhance their social networks. It enabled them to enjoy freedom of expression and movement. It facilitated mentoring support from trusted adults, who serve as girls’ advocates and take advantage of new learning and educational opportunities.

Sport has offered girls in Kenya’s Mathare Youth Sports Association exciting opportunities to broaden their horizons. Girls who play a team sport learn about social and group dynamics and how to work together. Sport encourages girls to become leaders and to participate in civil society.

PURPOSE

• improve opportunities for young girls and facilitate smooth transition from childhood to adulthood
• develop new and valued skills
• form friendships, receive and give peer support and enhance their social networks
• enjoy freedom of expression and movement
• receive mentoring support from trusted adults, who can serve as girls’ advocates
• take advantage of new learning and educational opportunities
• encourage women to take up leadership positions.

PARTNERS

Mathare Youth Sports Association (MYSA), a nongovernmental organization (NGO)

COST AND DATE

Mathare youth association was formed in 1987
Letting Girls Play was established in

TARGET

15-24 year old women
OUTCOMES/IMPACT

The research study revealed that ‘letting girls play’:

- provided girls with a safe and supportive environment in which they are treated with dignity.
- helped develop new and valued skills
- enabled youth to form friendships, receive and give peer support, and enhance their social networks so facilitating a smooth transition from childhood to adulthood
- facilitated freedom of expression and movement, and enabled youth to receive mentoring support from trusted adults, who served as girls’ advocates
- enabled youth to take advantage of new learning and educational opportunities.

Adolescence is a time of transition from childhood to adulthood when gender disparities in opportunity and expectations become pronounced. Boys begin to enjoy more privileges, gain autonomy, mobility, and have more social opportunities, than girls. For girls, restrictive gender norms weigh heavily on their ability to actively participate in community life. The objective of this research is to overcome the gender disparity and facilitate programs focused on the all-round development of girls in society. The research, implemented at the behest of the Government of Kenya, provided information and insights into youth empowerment, with an emphasis on girls. In most of the underdeveloped countries like Kenya, girls are not provided with all their rights and benefits in society, due to existing restrictive practices and policies. Similar research programs can be replicated with government support in other regions to analyze and suggest alternatives for the overall development of girls, who are basically downtrodden and deprived of privileges.

The Mathare Youth Sports Association’s Football Programme for Girls’, – a project which found that ‘sports can be a vehicle for social development and for the transformation of gender norms … [and] help boys and girls develop new skills, consolidate friendships, and break down social and gender barriers to personal achievement’ (Brady & Banu Kahn 2002).

RECOMMENDATIONS

Effective programmes were built upon good ideas and a solid understanding of the prevailing norms and beliefs in the communities in which programmes operate. The conducted research and experience suggested that there were several critical issues, which programme planners need to address as they develop programs for girls:

- Programmes that addressed the broad needs of girls proved more acceptable to parents and community leaders than one that was focused solely on sports.
- Recruitment evidence from a variety of settings suggested that girls wanted to participate in new activities and programmes
- Need to accommodate girls’ responsibilities for domestic duties
- Need for flexibility in participation, allowing girls to enter or re-enter programmes easily

Enlist the help of parents and community leaders

FURTHER INFORMATION

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CASE STUDY :: 04

Malaysia National Women Games

OBJECTIVES
Empowering women

BACKGROUND INFORMATION
First National Women Games held from 10 – 17 December 2005 Theme “Beyond Borders” and including 8 Core Sports (athletics, aquatics-swimming, badminton, bowling, football, gymnastics, hockey (field) and squash) plus netball (due to popularity)
Open to all female Malaysian citizens residing in Malaysia EXCEPT those who are currently or have previously represented the country in the international competitions of the Olympic Games, Commonwealth Games, Asian Games, South East Asian Games, Thomas/Uber Cups – Badminton, World or Asian Championships, Sudirman Cup; participants in any current or past Age Group international competitions may participate. Age restrictions imposed on certain sports, with focus on young girls

PURPOSE
• To develop a sport culture that enables and values the participation of girls and girls women sports and with greater outreach to girls and women in every aspect
• To provide more opportunities for communities at all levels to integrate and work together to increase the involvement of girls and women in sport at all levels and in all functions and roles
• To serve as a catalyst and encourage national and other sports organisations to enhance the development of policies, plans and programmes for girls and women in sports, including participation, administration, communication, management, technical and all other aspects.

PARTNERS
Organiser
Women Sports & Fitness Foundation
Partners
Ministry of Youth & Sports Malaysia
National Sports Council Malaysia
Olympic Council Malaysia

COST AND DATE
• Budget of Ringgit Malaysia 5 million (about US$1.35 million)
• December 2005
• To be held every 2 years
TARGET
All girls and women as athletes, officials, administrator, manager, or in any other role, focusing on young girls.

STEPS
• Setting up of organising committee and sub-committees; implementing plans for the Games
• Coordinating and working with different State sport organisations and other agencies to identify athletes and officials; setting up and implementing training and preparatory programmes; working through the different community-levels

OUTCOMES/IMPACT
• The promotion and prominence of girls/women sports in the different States, at the different community levels
• The fostering of cooperation and rapport between the National, State and community level organisations and personnel; all working together for girls/women sports

BENEFITS
• An alternative platform for the identification of potential female athletes, official and leaders in sport
• Better cohesion between the different stakeholders at all the different levels, from community, to State, to National

POLICY IMPLICATIONS
• The inclusion of minimum number of sports and events in competitions for girls and women
• The requirement of minimum number of women officials for women teams’ athletes

RECOMMENDATIONS
• To have different competitions/championships/Games for different age groups, (eg open category, Youth Games)
• To have competitions/championships/games at different levels, such as at community level, club level, for greater outreach for participation at base/grassroots levels
• To have different sports and events to suit different levels of competition, and different participants to attract greater interest and participation

EXAMPLE :: 01
Women and Sport Botswana (WASBO)

INITIATED
The organization re-launched in 2004 with renewed commitment and enthusiasm after a period of inactivity

PARTNER
CGC and WASBO

TARGET
Empowering women

OUTLINE
On November 3rd, 2000, Women and Sport Botswana (WASBO) was eventually launched as a sub-structure of the Botswana National Sports Council, at a convention held in Gaborone. This convention was attended by all stakeholders including 2 delegates of national sports associations, district representatives and women athletes, and the strategic plan was discussed and adopted. Details are outlined in the first section of this report under Point 1 of the Windhoek Call for Action.

OBJECTIVES
increases access for women and girls to physical activity and sport services programs throughout the country
Building Inclusive Communities Through Sport

BACKGROUND INFORMATION
• 7.5 million of Mumbai’s 16 million urban residents are slum dwellers or homeless
• 2.6 million children in Mumbai live on the streets or in slums
• Over 400,000 children are involved in prostitution

Magic Bus works with over 40 ‘primary intervention’ charitable organisations in Mumbai in a partnership and with 15 that create consistent access for our team. Each of these organisations recognises the needs of the programme and endorses and supports the work with the children.

Magic Bus focused on creating a product that captures all the fun and escapism that children love, together with a more pedagogic product which imparts the all important life skills needed for children to build a future.

PURPOSE
To impart life skills (emotional, physical, social and spiritual) that promote resilience and psychological and emotional well being of the children. More specifically to:
• impart knowledge inputs about life, social situations and problems specific to the background and age group
• have fun whilst learning
• expose youth to training or employment opportunities
• enable the creation of a conducive group environment among children and promote the concept of healthy relationships and effective communication
• ensure that many of the mentors employed by Magic Bus are graduates from our programmes

PARTNERS
Local Partners: Magic Bus is extremely active in creating partnerships with local organisations and businesses: J J Nursing Home, Nature Trails, IMAX, Water Kingdom, The Bowling Company, Mastek, Amateur Riders’ Club, local swimming baths, sailing clubs, drama and art schools, computer training centres, libraries, cinemas, nature parks and many more local resources. We highly appreciate our partners India Outdoors, the adventure travel company which is more of a bond than business partnership.

International partners: Magic Bus has been successful in attracting world-class donor organisations. During the early stages of development these funds have been essential and will be cultivated and integrated into the long-term vision for the organisation

Corporate partners: More and more companies in India are giving a public account of their relations with their employees, customers as well as the wider society and community. Magic Bus has been able to position itself as an opportunity to such corporations to become good corporate citizens.

Volunteer Partnerships: 240 volunteers from all walks of life, designed to offer accessible volunteering to people who already lead busy lives. Many of our activities are run at the weekends, in the evenings and at locations close to places of work. Magic Bus adopts best practices for its volunteering programme by assigning a dedicated Volunteer Manager who will help assign need specific jobs and help clarify roles based on a volunteer’s commitment levels.

‘Volunteering with Magic Bus can change your weekend….your life….and the lives of Magic Bus children too’.

CASE STUDY :: 05
MAGIC BUS
LOCATION
Mumbai, India
OBJECTIVES
Community safety
Community development and cohesion

BACKGROUND INFORMATION

PURPOSE

PARTNERS

LOCAL PARTNERS:

INTERNATIONAL PARTNERS:

CORPORATE PARTNERS:

VOLUNTEER PARTNERSHIPS:
COST AND DATE
Set up in 1999

TARGET
Work with children at risk: slum children, street children, children of sex workers, remand centre children, bonded labourers, children on construction sites, runaways and orphans….

STEPS
1. Matthew Spacie founded Magic Bus in January 1999 in response to his desire to work with children and young adults through the outdoors and sport.
2. Magic Bus was formalised as a registered non-profit charitable organisation under the umbrella of ‘Childlink India Foundation’ with an investment to cover the administration cost for three years from Impact Partners, an Ashoka Fellowship and a donation from the Kadoorie Charitable Foundation to build a development centre.
3. Spacie used his week-ends to teach groups of children from Akanksha (a project promoting education amongst slum children) and a group of at-risk children residing and working on Mumbai’s ‘Fashion Street’ rugby and explore the local mountains and beaches. Through regular practices, they were taught discipline, self-esteem, hygiene, and the importance of respecting team members, in a healthy competitive environment. For many children burdened by the demands of poverty, the sport sessions provided an outlet to express themselves and release their pent-up energy.
4. The camp programme and sports programme have combined to produce the module programme. At first Magic Bus added day programmes to the curriculum and from March 2002 we added weekly sessions for a number of children, who since then have received two hours of sport and games every week with Magic Bus.
5. Magic Bus now provides activity-based learning through:
   - Sports Development
   - Outdoor Learning
   - Creative Expression
   - Work Based Learning

BENEFITS
The organisation is playing an important role in developmental work in children’s lives in India and now has:
   - 3,500 children per annum on its programme
   - an employee base of over 50
   - approximately 240 volunteers.

FURTHER INFORMATION
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Building Inclusive Communities Through Sport

BACKGROUND

The MORI Youth Survey 2004 showed that the peak age of offending is 14 and that if young people had not offended by the age of 14, then they are unlikely to offend in future. Early intervention to prevent young people offending could save public services more than £80 million a year (Audit Commission’s report on Youth Justice 2004: A Review of the reformed Youth Justice System).

A national sports based social inclusion programme involving 108 youth projects (12 funded by the Football Foundation) in 20% most deprived neighbourhood (30 worst affected areas) in the country (according to index of multiple deprivation).

Individual projects adapt the principles to meet their own unique needs and circumstances. For example in May 2002, the Sefton Positive Futures project ran 2 evenings a week art & sport sessions for 10-11 year olds (eg photography, dance, drama, music, basketball), “eXperiential Learning” or “XL” programme 2 evenings per week for young people, for a duration of 3 months, followed by a 2-week break for participant to decide whether to carry on further range; sport & leisure activities carried out in the youth centre, with outdoor sport & leisure activities, trips to local clubs & facilities, occasional camping trips, residential weekends’ outreach programme for evening football sessions, run on very informal involuntary participation basis.

PURPOSE

• To create healthier, safer communities by providing access to sport and leisure opportunities for the most vulnerable groups
• To provide an alternative to the street and distraction from vandalism, graffiti & disruption
• To have a positive influence on young people’s lives by widening horizons & providing access to new opportunities within a culturally familiar environment
• To use sport and leisure as a catalyst to encourage project participation and engage the interest of young people
• To encourage participants to make their own decisions and take self-determined steps towards a positive future
• To steer young people towards education, training and employment
• To provide “gateways” to introduce alternative lifestyle by building trust and mutual respect between the young people and project staff

PARTNERS

Previously managed within the Home Office's Drug Strategy Directorate, with an advisory group of representatives from:

• Department of Health
• Department of Culture Media & Sport
• The Connexions Service (DfES)
• Sport England
• Youth Justice Board
• Football Foundation (UK's largest sporting charity and is partnership between football and Government)

From 1st April 2006, it will be managed by Crime Concern, the national crime reduction agency.

Locally, it is delivered by a range of agencies including local authorities, charities, sports clubs and crime reduction agencies. Different projects create own unique local partnerships (eg Sefton Positive Futures Project: lead agency is Leisure Inclusion Service, Sefton Council and key partners include Drug Action Team, Mersey Police, Social Services Children & Families, Sefton Education Department, Sefton Health Authority, Sefton Safer Communities Partnership, South Sefton Primary Care Trust, Youth Inclusion Programme, Youth Offending Team)

COST AND DATE

Launched March 2000

2002/2003 budget for Positive Futures nationally set at £3.9 million (Home Office £2.6 million; Sport England £500,000; Home Office Recovered Assets Fund £500,000; Football Foundation £300,000; other local funds from private & public sponsors)

2003/2005 budget received additional £15 million

Individual project examples:

• Sefton: Positive Futures Grant (£50,000 for 2003/4) and funds from Neighbourhood Renewal Fund, Health Inequalities, the Drug Action Team, Quality Protects (total £340,000) for borough-wide project
• Southampton: Positive Futures Grant of £47,550 for 2003/4
• NE Lincolnshire: Sport England & Youth Justice Board funding £55,000 per year for project officer and project delivery costs, Community Partnership for North East Lincolnshire £37,500 per year, Social Services – Quality Protects Project £3,000 and other local support groups

CASE STUDY :: 05

Positive Futures

OBJECTIVES

To demonstrate how sport can contribute to the building of inclusive communities through COMMUNITY SAFETY

LOCATION

England and Wales
TARGET
Disadvantaged and socially marginalised young people from 10-19 years of age, such as young offenders and those:

- permanently or temporarily excluded from school
- with extreme and behavioural difficulties and those at risk of social exclusion
- with truancy, drug & alcohol problems
- in need of additional support, such as those with physical and learning difficulties

NB: 51% referrals by statutory and voluntary agencies (eg Youth Offending and Youth Inclusion Programme Teams, the police, social services and schools) and 39% are community referrals (eg self-referrals, outreach work and word of mouth)

STEPS
1 Outreach and detached work to contact young people at risk
2 Coaching skills across a range of sport, with football being overwhelmingly most widespread activity
3 Opportunities to play competitively in newly established or existing club
4 Education programmes, including those by Sports Leaders UK, National Sports Governing Bodies, Youth Achievement Awards and Open College Network
5 Leadership skills and mentoring programmes
6 Opportunities for volunteering, casual and part-time, and pathways to full-time employment
7 Using local people who know the area and the children
8 To award certificates of attendance, “exercising learning” credits and awards for achievements
9 Regular reports on evaluation, review and analysis, as well as up-date of the programmes

OUTCOMES/IMPACT
By October 2004, about 69,879 young people involved in regular Positive Futures project activities since 2000 start, with about 35,263 engaged in regular activities between October 2003 – 2004 (28% female and 17% non-white). Evidence has shown:

- significant drop in vandalism and arrests
- valuable educational tool as participants have positive experiences, confidence is boosted, and start to value themselves;
  participants learn communication, self-esteem and teamwork
- relationships are developed over time
- transformation from local troublemaker to potential community leader recognized by the authorities, and act as a
  role model/mentor

BENEFITS
Healthier, safer communities, with survey results indicating:

- anti-social behaviour has fallen, with improved relations with peers, within families, and improvement of young people’s relations
  with adults; stability, reduced aggression, greater self-esteem, increased leadership skills and teamwork abilities;
- crime rate has fallen, with participants having made concrete progress and definite achievements, such as in educational
  improvements, volunteering, casual, part-time and full-time employment.

Strengthening of relationships and greater degree of involvement of partners at strategic, referral and delivery levels of the project,
and greater degree of confidence among partners of future direction of the programme

POLICY IMPLICATIONS
The incorporation of compulsory physical education and recreational activities into the school curriculum

RECOMMENDATIONS
1 Ensure multi-disciplinary nature of team and multi-components programmes
2 Using local people who are familiar with the area and people, and engage parents and local community leaders
3 Use broad base and creative techniques in programmes to provide the widest range of activities, and plan to suit local
  circumstances: “One size does not fit all”;
4 Have flexible programmes to bridge gaps and waiting time in between programmes for new referrals to take part in activities in
  similar age group
5 Make the best use of local existing facilities and amenities
6 Have participation award schemes and “learning outcomes” for participants to move on to higher levels or other
  areas/qualifications
7 Introduce cross communities programmes and links to other projects in other areas of similar nature
8 Planning and funding for continuity and sustainability of programmes
9 Develop good form of “Monitoring and Evaluation” framework, with regular progress and impact reports for the project to
  measure progress and success/failure, and to make information and data available
Building Inclusive Communities Through Sport

BACKGROUND
A Programme of community-based sports sessions with a health education component that uses sport as a tool to spread awareness about good health to and among persons with a disability, including girls and women, in less developed nations, through education and sport and encourage peaceful cooperation in a region strife with conflict.

PURPOSE
• To integrate persons with a disability with the greater community and create awareness and increase of opportunities, including in sports, for such persons
• To encourage peaceful communities inclusive of persons with a disability
• To transfer knowledge and understanding about good health to persons with a disability in developing nations through sport
• To create sustainable community-based networks to support persons with a disability in their endeavour to become active participants in society, pursue personal goals, and seek opportunities for advancement

PARTNERS
Lead Project Organisation: The International Paralympic Committee and supported by the Swiss Agency for Development and Co-operation.
Partners:
• Ugandan National Paralympic Committee; Federation Rwandaise Handisport;
• Sports Association for the Disabled of Tanzania;
• African Sports Confederation of Sports for the Disabled
• National Paralympic Committees of Tanzania, Rwanda and Uganda

COST AND DATE
November 2004 – December 2005
50,000 Euros supported by the Swiss Agency for Development and Co-operation

TARGET
Open to all persons, including:
• persons with a disability
• girls and women
• local government officials and health educators

STEPS
1 Identified National Programme Leaders and Volunteer Regional Coordinator in each nation and held first meeting of Working Group to finalise Project Plan
2 Collated and developed locally a health education curriculum and activities programme, by combining already existing materials (e.g., Right to Play Sport Health Programme) in native language, for inclusion into national sessions
3 Initial Regional Training in Tanzania for 2 representatives from each nation to standardise the curriculum and activities
4 Followed by National Train the Trainer Sessions to standardise the curriculum and spread the knowledge; each nation to train a minimum of 6 professionals (volunteers and preferably persons with a disability) to conduct the sessions
5 Pilot Project: In 2004 in East Africa (Uganda, Rwanda & Tanzania):
6 Held 27 health education and sport sessions in every region in the three participating countries
7 Working Group meetings for participants
8 Sessions’ participants attended Regional Disability Sport Event in Rwanda
9 Held a Regional Festival to raise awareness about HIV/AIDS education and the importance of including persons with a disability (almost 3,000 persons with a disability participated and almost 1,000 peers)
10 Building on the local sport and education sessions, participants were invited to attend a regional disability and sport event from 4-5 December 2005 in the capital of Rwanda. The goals were to:
   • integrate with the greater community
   • increase awareness of abilities, opportunities, and services available for all persons in society
   • increase opportunities to participate in sport
   • build peaceful communities.

CASE STUDY :: 06
Healthy Paralympians

OBJECTIVES
To demonstrate how sport can contribute to the building of inclusive communities through including people with a disability

BACKGROUND

LOCATION
Tanzania, Rwanda and Uganda

OBJECTIVES

LOCATION

LOCATION

LOCATION

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**OUTCOMES/IMPACT**

- First project to target persons with a disability for HIV/AIDS education through sport in the region
- Increased access to HIV/AIDS information for persons with a disability, particularly those deaf and blind
- Increased awareness among governments and NGOs about the need to include and in some cases target persons with a disability in health education programmes
- Delivered awareness raising activities in every region in Tanzania, Rwanda and Uganda, through equal opportunities for all, with particular emphasis on girls and women
- New sports clubs for persons with a disability were created in 2 regions in Rwanda

**Next Steps**

As a result of the project, the partners have agreed on the following priorities for the future:

- Continue;
- To spread the message to those not reached by the project;

**BENEFITS**

**Greater awareness:**

- continuation of programmes and activities for persons with a disability in the region
- community-based support networks for persons with a disability to become active participants in, and to contribute to, society

**More inclusive communities:**

- Integration of persons with a disability with the greater community
- increased and better opportunities for persons with a disability to participate and advance in society, including in sport

**POLICY IMPLICATIONS**

1. Include people with a disability in all educational activities and sensitization programmes
2. Put pressure on Governments to include persons with a disability in HIV/AIDS education and sensitization programmes
3. Continue to educate women about the importance of participating in sport as a means to maintaining and improving health
4. Continue to advocate for people with a disability to get more involved in community life, including sport

**RECOMMENDATIONS**

1. To adapt and modify activities according to different environments and needs in each region
2. To use the respective National Paralympic Committees to reach out further and wider in the communities under such programmes
3. More and wider based public awareness programs and greater variety of media for dissemination, to address the diversity in society, to allow for greater access to information (eg blind people cannot read billboards, deaf people cannot hear public service/radio)
4. Develop good form of “Monitoring and Evaluation” framework, with progress and impact report for the project to measure progress and success/failure, and to make information and data available
5. Fewer, larger sessions, were more effective as the National Paralympic Committees could reach out to more participants and more communities within the timeframe of the project.

**FURTHER INFORMATION**

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EXAMPLE :: 02

Pacific Sport Ability Programme

EXAMPLE
To demonstrate how sport can contribute to the building of inclusive communities through including people with a disability.

INITIATED
April 2004.

PARTNER
Papua New Guinea Sports Commission, with the support of the Australian Government.

TARGET
Children with a disability.

OUTLINE
The majority of children with a disability who attend school are absorbed into the mainstream education system. Church and community groups run several schools specifically for children with a disability and these are spread throughout Papua New Guinea. There are no systematic programs in private schools for children with a disability and those attending mainstream schools are often isolated from school sport programmes.

The Pacific Sport Ability initiative is an inclusive sport programme delivered by facilitators from each region who are trained to deliver a workshop to teachers and the roll out of the program continues as the trained facilitators from each region travel to the districts of each of the four provinces to introduce the programme to schools. Teachers and representatives from churches, community groups and sports organisations are trained to modify sports and games to make them inclusive (Three Paralympic sports: boccia, goalball and seated volleyball are also introduced). Local area experts are trained to deliver a programme in which both able-bodied and disabled people can participate. Local social norms and misconceptions are challenged and greater acceptability of people with a disability by the community at large is achieved.

One component of the training teaches participants to be creative in developing sporting equipment. Providing sporting equipment to every organisation in each country can be cost prohibitive. Explaining how sports equipment can be modified and made from local ingredients – bocce balls made from coconuts filled with sand for example is both cost effective ensures that the delivery of the program is not dependent on expensive and hard to find sport equipment.

OBJECTIVES
• To assist schools, community groups and sports federations to improve the quality and quantity of sports participation opportunities that are available to people with a disability
• Raise awareness of the importance of access to physical activity for everyone in the community
• Provide sports practitioners in the community with ideas and strategies on how to include more people with a disability in their activities
• Increase opportunities for people with a disability to participate and enjoy sport
• Establish an internal support network.

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