

PROGRAMME ANNUAL REPORT

GUIDANCE FOR COMPLETING THIS FORM

- All programmes receiving Laureus Sport for Good funding are required to complete an Annual Report. Your grant manager will let you know when your report is due.
- This form is designed to help us understand the work you have delivered this year and for you to highlight any major changes to your organisation since your last report or application.
- You can save your form at any time. Upon completion of the form you will receive confirmation that your application has been submitted, and you will receive a PDF copy for your records.

LAUREUS SPORT FOR GOOD

Our Vision

Using the power of sport to end violence, discrimination and disadvantage. Proving that sport can change the world.

Our Mission

- We support sport for development programmes which enhance emotional wellbeing and inspire healthy behaviour change of children and young people in disadvantaged communities, reduce the impact of violence, conflict and discrimination in their lives and increase their educational achievements and employability skills.
- We strengthen the sport for development sector through impact measurement, research and knowledge-sharing.
- We highlight serious social issues faced by children and young people and unlock greater resources for the sector through effective advocacy and communications.

SUPPORTING DOCUMENTS

Please provide the following in support of this application

- ✓ Your annual Financial Report. Please use the same excel document that you used for your application and complete the annual report tab. If you can't find your Excel sheet, please contact your grant manager who will be able to re-send it to you. (Mandatory)
- ✓ All organisations that would like to partner with us must have sound financial procedures in place and must produce annual accounts. You must submit a copy of your most recently approved accounts, signed and dated by your chairman, secretary or treasurer and by your auditor or independent examiner where appropriate. *The accounts you send us must not be more than 12 months old. If recent audited accounts are not available, please submit them when they are available. Meanwhile, submit your most recent management accounts with this report.* (optional)
- ✓ Documents or links to any external evaluations or research into the social impact of your activities that has been conducted in the last six months. (optional)
- ✓ Up to 3 high resolution photos and case studies showing your work in this reporting period. (optional)

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Section 1: Programme Details

In this section we ask for basic details of your programme, funds spent during the year, programme activities and participants and an update on child safeguarding and programme risks.

1.1 Programme Summary

In this first section we ask you to provide details of the programme funded by Laureus Sport for Good

Organisation Name	ACER
Programme Name	Sports: a Bridge to the Future
Period	2019
Submitted by (name of report writer)	Jonathan Hannay

1.2 Programme Activities

In this section we ask you to provide details of the activities you have run this year that are funded through your Sport for Good Grant, and the main achievements and challenges in relation to this. How have these been addressed and what learning have you acquired?

<p>Please describe the activities that you have offered this year through the programme? (500 words)</p>	<p>Throughout the year starting slowly in January and then building up steam as the schools came back in February and March, we have been offering twice weekly 1 hour 45 minute sessions of the following modalities: rugby, football, futsal, basketball, handball, volleyball and physical conditioning. Starting in January we have organised festivals in which other local teams are invited to play in a round robin one day format. In all sports we held friendly matches with teams and clubs from all over the greater São Paulo region and with a great socio economic mix from playing against similar community teams from other parts of the city to playing against wealthy private school teams and clubs which has contributed massively to social gains for our children who otherwise do not get much opportunity to leave their own neighbourhood principally for financial reasons. One of our main strategies to get more children to experiment with playing rugby has been to do taster sessions for children during their regular PE classes at several different local schools with children from 8 to 18 and we successfully achieved our target. The sports coordinator has held weekly planning and monitoring sessions with each and every member of the sports delivery team. These have been done on different days as team members either</p>
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work Monday to Friday or Tuesday to Saturday. In January we developed our online system for registering pupils, doing our baseline survey, registering all of the classes, festivals, friendlies and also taster sessions given. The implementation was done in a several step process with each tool being developed initially by Jonathan Hannay and then being modified and validated by all members of the team. Following this, the team was trained in how to properly use the system and over time the use has been monitored and the sports coordinator put in a lot of time in order that the team really use the system constantly. In April we did our baseline survey using the new system with 211 children and young people and in November we did the endline survey. In April, in partnership with Coaches across Continents, we held a three day intensive training camp to help sports coaches to improve the social impact of their current work and also in order to equip them to be able to identify themes that are important in their local context and enable them to create and modify learning contexts for their students. Four other organisations supported by Laureus from Rio de Janeiro were amongst those taking part and in addition to the formal learning, there was plenty of networking and discussions taking place in the lodgings offered by ACER at its community centre. In March we organised a special festival for women and girls and in September another one around World Peace Day in September. In October we established a new partnership with SESI/Diadema to use their top class facilities for rugby training. We received a visit from our programme manager Olly Woodford in March.

What are the programme's key milestones and achievements over the last twelve months? (250 words)

Our key milestones and achievements are the following:

- We held regular training sessions in all of the sporting modalities we had planned for.
- We applied our baseline survey with 211 children and teenagers which is the totality of our students when it was done and we successfully applied the end line survey in November; the data from the survey is already collated by the system.
- We gave taster sessions to 4,775 children and teenagers from 8 different schools
- We held a training camp with participation from four other Laureus supported organisations which has established relationships upon which to build stronger networks.
- We visited OneRio which is the other rugby playing organisation and held initial discussions about different ways we can collaborate this year and next. This resulted in a planned training week to be done together in 2020.

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	<ul style="list-style-type: none"> - One of our young assistant coaches, João Anderson, was selected to become a Michael Johnson Youth Leader and will take part in a training week to be held in Dallas in July with all expenses paid; he will then receive mentorship and some financial support for a year. - We held 2 big festivals in March (Women and girls) and September (promoting peace). - Jonathan Hannay co-facilitated a table at the Beyond Sport Forum held in London on June 25th. - In October we signed a partnership with SESI/Diadema for us to use their training facilities for rugby until at least the end of 2020.
<p>What are the key challenges you have faced in the past twelve months and how are they being addressed? Have you had to change the design of your programme to meet these challenges? If so, how? (500 words)</p>	<p>We started the year with the knowledge that we had not been successful with a bid for our rugby programme with Comic Relief and this immediately meant that we did not have the funding necessary for us to hire the staff we had planned on. It was not clear immediately how this would affect our sports programme as a whole although some things have become clear through these first six months. The main change we have had to make was not to have specialist coaches. The other big thing is that we had to reduce the numbers of children we planned to work with.</p> <p>A second key challenge we have faced is concerning the physical spaces we use in the community to give our training sessions; there are only two pitches that we can use and which are shared for a community of 80,000 people and whilst we successfully negotiated the use of one pitch on Mondays every week, it took much more work to get the use of the other pitch. In the end, the President of ACER had to intervene and we got our pitch situation sorted in March. In June, we discovered from one day to the next that one of the pitches was being refurbished which meant in the end that we completely lost the use of it as it was in works until the end of the year. The pitch situation badly affected the rugby sessions in particular and in August we managed to partner with a community organisation to reopen an old pitch which we then used on Saturday mornings and we also manage, after several months of negotiations, to re-establish a partnership with SESI/Diadema to use their fabulous training facilities two days a week for our rugby programme.</p> <p>Third, given the structure of education in our community where children and young people go to school in shifts in the morning, afternoon and evening and the fact that many boys and girls are required to contribute significantly to childcare within their families and also that children only discover what time of day they will be studying when the school year starts in February, we electively have to</p>

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	<p>establish our sessions - days and times with different age groups - completely new at the beginning of each year. As Carnival was very late this year, the schools only got into rhythm in April and this has challenged our recruitment of children to our sessions. This does not affect our programme structure but does affect how we achieve our goals for the project.</p> <p>Fourth, given that we are a small project, we had a high staff churn; one assistant coach left for a better paying job in April and we managed to hire a better qualified female assistant coach. In July our coach left and after trying to unsuccessfully hire a specialist rugby coach, we decided to hire a part time coach to work at nights allowing the coordinator to engage fully with the rugby.</p>
<p>Have there been any other changes with reference to your original application? (250 words)</p>	<p>Except for those highlighted in the previous section, there have been no significant changes other than to staffing:</p> <p>We started the year with 4 full time staff and 2 youth monitors and ended with 3 full time staff, one part time staff member and 3 youth monitors.</p>
<p>If you have a budget overspend or underspend of 20% or more in any budget heading, please explain why? (300 words)</p>	<p>Budget Headings:</p> <p>TRANSPORT - with the new partnership at SESI, we had to drive the children to training sessions which very significantly increased the amount needed.</p> <p>PROJECT PR - in part because of the instability around where we were giving sessions throughout the year, we decided that it would be wasteful to spend the planned budget on banners publicising the classes around the community.</p> <p>SPECIAL EVENTS - we spent less on medals and cups for festivals than we had planned because we hosted less festivals than originally planned due to being invited to participate in a larger number of festivals organised by partner organisations.</p> <p>WAGES - although we did not over or under spend by 20% in this category we did change significantly the balance of spend in the second half of the year. This was due to us hiring a part time coach when our full time coach left and our coordinator taking over delivery of rugby sessions at SESI and therefore having a greater portion of his salary dedicated to the project.</p>
<p>Have you had additional funding for this programme? If so, please explain how much has been raised and who has provided you with the funding? (250 words)</p>	<p>We received a grant of USD5,000 from the BERFRED Foundation for our rugby programme.</p> <p>We established a project page on the American fundraising platform GlobalGiving and raised USD1,470.</p> <p>We received funding to the tune of USD XXXX from our sister organisation</p>

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	<p>in the UK, Children at Risk Foundation UK.</p> <p>We received USD 2,700 from the British Council in São Paulo to support the rugby programme.</p> <p>We received in kind donations from St. Paul's School, São Paulo and mouth-guards from Guardian Pro Mouthguards, a UK company.</p>
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1.3 Programme Participants

Here we ask for more information about the ‘participants’ of your programme this year. We define ‘participants’ as someone who has direct contact, regular and sustained engagement with the programme. This could for example be girls that attend at least 80% of life skills through boxing workshops across the year; staff members who have had additional training etc.

<p>Please describe your participant demographics and their break down:</p> <ul style="list-style-type: none"> • Gender • Ethnicity • Religion <p>(500 words)</p>	<p>We had 6 different classifications of participants in our activities this year and will enumerate and describe them below. In general however, we do not have a breakdown for ethnicity or religion. Brazil as a country and our community as a whole has great ethnic and religious diversity and as an organisation we are fully inclusive meaning that all people are welcome irrespective of gender, physical ability, ethnicity or religion and amongst staff, board and pupils we reflect the diversity of the community.</p> <p>TASTER SESSIONS: 4,775 different children and young people from the ages of 6 to 17 took part; all of whom frequent state schools and most of whom are from the community of Eldorado in Diadema. Of these, 2,563 were male and 2,212 were female and whilst according to census data there is equal gender balance in these age groups, 15% more males than females took part. This we attribute to gender factors/possible discrimination or opting out by girls as, in law, PE is obligatory for all students.</p> <p>PARENTS: we had significantly low parental participation and had a higher level of participation from parents of children doing rugby than of any of the other sports. In all we had 43 parents of whom 22 were male and 21 female. However, we only captured in data when parents participated in activities for a minimum of one and a hours and half hours and next year we shall capture data concerning parents who have one-to-one interactions with coaching staff as well.</p> <p>STAFF OF OTHER ORGANISATIONS: we offered a three day training programme in sports for social impact and had 22 participants from 10 different organisations including 4 partner organisations of Laureus Foundation from Rio de Janeiro.</p> <p>CHILDREN AND YOUNG PEOPLE FROM OTHER ORGANISATIONS: through the festivals</p>
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	<p>and matches we held with other teams, 586 children and young people from private and state schools, community organisations and sports teams were involved and the gender split was 393 male and 193 female.</p> <p>REGULAR SPORTS CLASSES: we gave regular sports classes (most twice weekly) to 373 children and long people from our community in 2019. Of these 172 (115 male and 58 female) were aged between 15 and 24 and 201 (149 male and 52 female) between 8 and 14. They are representative of the ethnic and religious diversity and proportions in our community.</p> <p>ACER STAFF: over the year we had two female youth monitors and one male youth monitor for the last four months and we started the year with two male assistant coaches and ended with one male and one female. We had one male full time coach until the middle of the year and then a part time male coach. The coordinator is male. Their ethnic backgrounds fully reflect that of the children and young people and they follow Catholic, diverse protestant and African religions. All of the staff had many different training opportunities and one staff member spent a week in training in the USA.</p>
<p>How many of the participants this year were new to the programme?</p>	<p>As this was the first year of this project with funding from Laureus, in principle, all of the participants were new to the programme. It was also the first year that ACER introduced a computerised system with which every person (child and adult) who participated in ACER projects and programmes is registered and therefore provides a new database which we can build on in coming years. Amongst other information, we shall be able to identify exactly who a new participants in each one of our projects.</p>

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1.4 Child Protection

All children and young people have the right to participate in sport in a safe and enjoyable environment and their rights are enshrined in the United Nations Convention on the Rights of the Child (UNCRC). For the purposes of safeguarding, Sport for Good adopts the UNCRC's definition of a child – anyone under the age of 18. However, we encourage organisations to also include young people within their safeguarding policies to ensure organisations are providing the level of protection required to vulnerable young people over the age of 18 too. In this section we ask about your organisation's approach to protecting the children you work with from risks of harm and any form of abuse.

<p>Have there been any changes or developments in your child safeguarding systems and processes in the last twelve months? Please describe any changes. (250 words)</p>	<p>At the end of the year, the board and the senior management team reviewed the structure of the ACER Safeguarding system and decided to change the designated child protection officer from one of the coordinators to a social worker who would have 20% of her time dedicated to safeguarding activities. This is to be able to strengthen safeguarding practices in all areas of the organisation and also to prepare and deliver more training in safeguarding with each specific internal team at ACER.</p>
<p>Have there been any incidents in the last twelve months that are related to child safeguarding? If yes, how were they reported and addressed? (Please provide the total number of incidences and a general overview of the types of incidences that have come up. Note: please don't include any identifiable information, such as the names of any children/individuals involved) (500 words)</p>	<p>On one occasion, one of our assistant coaches, who was delivering an evening futsal session to a group of 17 to 20 year olds, became involved in an altercation with one of the players and used aggressive and inadequate language which almost led to a physical fight. However, it was at the end of the session and the staff member returned to the community centre and reported on the incident to his coordinator. The incident was registered in a form according to our child protection policy and on the following day the coordinator spoke to the staff member, the young person with whom he had an altercation and other young people who were present and once he had got the facts, he mediated a resolution of the conflict between the young person and the staff member. The staff member received a formal warning for his behaviour and following this episode, the coordinator decided that all evening sessions with young people should have two staff members present at each session. The whole procedure has been recorded and filed with the child protection officer. When I was visiting OneRio, part of the time I sat in (and helped translate) on interviews that a researcher and volunteer from England was conducting with some of the young people and one of them disclosed in interview that he</p>

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	<p>had suffered sexual abuse in the past in a school. After the interview, I brought this up with Robert who informed me that the young person had already disclosed to them and that they were offering all the psychosocial support necessary.</p> <p>12 children/young people have had injuries playing sports that required emergency medical treatment; in all cases, the child was taken to the emergency in an ambulance accompanied by an adult coach who stayed with the child until one of the parents arrived to look after their child. In two cases, further long term medical treatment was required and ACER worked with the public health system and the families for the child to receive all of the medical treatment necessary at no cost to the family.</p> <p>In December, we received information from the community that one of our assistant coaches was in a personal relationship with a teenager who was a pupil in the programme. We immediately installed an inquiry, the assistant coach was immediately suspended for a week and we received information from the staff member and also the teenager involved. By the end of the investigatory process, it was determined that the staff member had infringed the Child Protection Policy and he was dismissed.</p>
<p>Please describe any training that you have delivered to staff/volunteers/participants on safeguarding and tell us who these people are? (500 words)</p>	<p>There were two big training sessions with all staff and volunteers at ACER in the months of March and August when all of the safeguarding policy was revised collectively and any doubts that individuals had concerning applicability were cleared up.</p> <p>Every new volunteer and staff member receives the Safeguarding Policy before starting and has an individual orientation session with human resources so that they fully understand it in its entirety and only then are they allowed to sign acquiescence.</p>

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1.5 Programme Risks and Opportunities

In this section we ask you to report on the internal risks (within the control of the organisation) and external risks (outside of the control of the organisation) associated with your programme. We also ask you to describe the likely impact these risks have had on your programme and how you have mitigated against them. .

	Risk	Has this risk happened and if so what have you done to overcome the risk?
<p>The Risk and Mitigation columns have been automatically completed based on the information you submitted in your application. Please update us on the current status for each.</p>	<p>1. As the children and young people will travel for matches and tournaments, there is always a concern to ensure that there are no instances of abuse.</p>	<p>Yes children and young people went to many external events through the year and whenever they are away from one of our sites, at least two adults accompany the group.</p>
	<p>2. Children young people from our activities are injured either doing the sport or as a result of conflict within the activity.</p>	<p>Yes, we had 12 occasions that this happened and the established procedure was followed. In one case where the teenager's family was in such a restructured and uncaring situation, staff accompanied the boy to all treatment and he was referred to other services.</p>
	<p>3. As the area is a violent area with drug gangs and traffickers, there may be times when we are unable to hold a training session or a match if the situation presents significant danger.</p>	<p>We did not need to cancel any sessions or matches for this reason.</p>
	<p>4. The budget is in Euros and the delivery is in Brazilian Reais and given the current political and economic instability in Brazil, the exchange rate is more than usually volatile.</p>	<p>As we expected, there were very large foreign currency swings during the project and between the two tranches we received however given the way we had calculated the exchange rate we used for budget purposes, the amount we received in local currency was only 2% below the value budgeted.</p>

1.6 Personnel

In your application form, we asked for the breakdown of people involved in the running of your programme. Please indicate below any progress made in the last 12 months to diversifying staffing within your organisation.

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	Original Application			Total			
	Female	Male	Gender defined differently	Female	Male	Gender defined differently	
Please enter details in the table to the right for each category	Trustees & Advisory Board	7	3	0	7	3	0
	Full-time Staff	3	3		1	2	0
	Part-time Staff	2	4		2	3	0
	Volunteers	1	1		1	1	0
Briefly describe any major changes that have diversified your staffing structure in the last twelve months? (250 words)	We have had no major changes to the diversity of our staffing structure. ACER has both a gender and ethnicity policy both of which are published on its website so this is something we are constantly working on and looking after amongst all the teams we work with. On our board we have members of all political persuasions, several different religions and ethnicities as we do throughout our staff.						
Were there any changes in your senior leadership team in the last twelve months? If so, please give details. (250 words)	None						

1.7 Changes in leadership or governance structure

In this section we focus on governance in relation to the make-up of the board of governors/trustees of your organisation. In your application form, we asked for details relating to your governance, we would like to know whether there have been any changes to your governance structures since the programme begun.

Has there been any change in your ownership or governance structure in the last twelve months? If so, please give details. <i>E.g. transition from charity to company, merging with another organisation etc.</i> (250 words)	None
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Were there any changes in the last twelve months in the make-up of your board of directors/trustees? If so, please give details. (250 words)

None

Section 2: Monitoring, Evaluating and Learning

In this section we want to better understand the engagement you have had with the participants and/or communities your programme has targeted, and how you have measured the impact the programme has had on your participants, community, organisation, etc.

NUMBER OF PEOPLE BENEFITTING									
Below you will find the numbers of participants you expected to reach when you submitted your initial application. Please fill in the actual figures to date for each type of participant.									
A. Type of participants	Narrative description of who this includes (e.g. age and other characteristics)	Target Total	Target Male	Target Female	Gender defined differently	Total Actual	Male Actual	Female Actual	Gender defined differently
Other people benefiting	School children 6 to 18 from 6 partner schools in Eldorado, Diadema City	4400	2134	2266		4775	2563	2212	0
Other people benefiting	Children and young people from 6 to 24, members of community sports teams in Diadema City	810	600	210		586	393	193	0
Other people benefiting	Parents from 25 to 55 of children participating in activities	60	30	30		43	22	21	0
Participants	Young people 15 to 24 who live in the area of Eldorado, Diadema City	240	160	80		172	114	58	0
Participants	Children 8 to 14 who live in the area of Eldorado, Diadema City	270	165	105		201	149	52	0
Participants with Disabilities	From the total number of participants you have entered above how many are participants with disability:	0				0	0	0	0

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B. How have you calculated targets?

Please provide a brief explanation about how you calculated your actual totals. If you missed your actual totals significantly (eg. by 10% or more), please explain why you think this happened. Based on your actuals, do you expect to hit your targets by the end of the year? Please be realistic. (500 words max)

All of the numbers are calculated using a system that we have developed using a Google programme called Typeform. All information is inputted on either cellphones or computers. We have the following databases: 1. Inscription of all children, young people and adults divided by name, surname, date of birth, gender, school and school time. 2. Register of classes given with date, modality, coach, number of boys, number of girls, adults watching, children watching, register of incidents of verbal and physical aggression. 3. Register of taster sessions with date, school, number of boys, number of girls, modality and age of class. 4. Register of Festivals, friendlies and competitive matches with date, modality, number of participants by gender and whether 8-14, 15-24 or adults, number of home teams, number of opposing teams and number of spectators. We believe that we have missed the target on children and young people taking regular classes because with less staff than anticipated we have not been able to offer as many sessions as originally planned at different times of day and in different locations. Another factor which contributed to us not achieving our planned targets with regular classes has been the instability of pitches we use - we lost our main rugby training pitch suddenly due to state refurbishment and it took us three months to establish a new partnership guaranteeing stability into 2020.

With regard to parents' involvement, we holed out in the first semester and managed to make a great improvement in the second and based on the challenges will be using new strategies for parental engagement in 2020. In addition, we are aware that we did not have a data collection system in place which could capture one on one meetings between coaches and parents which we shall rectify in 2020.

The strategy for engaging children and young people from sports teams in Diadema was to realise festivals at weekends and due to having lower staffing than when we established the targets, we were unable to achieve this.

With the adjustments we are making and the learning from the project in 2019, we are confident that we shall be able to achieve our targets in 2020.

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OUTCOMES (*Changes you aim to bring about in people's lives as the result of your programme*)

Below you will find the outcomes, indicators and targets based on your original application. Please provide actual figures for the last 12 months.

Outcome 1 Description

Participant children and young people will have increased life skills

Outcome 2 Description

Young people in the project have a wider understanding of and are better prepared for options for further training, education and work opportunities

Outcome 3 Description

Children and young people participants in the project have a wider support network of peers and of trusted adults

Outcome 4 Description

Outcome 5 Description

Outcome No	Indicator Type	Indicator name	Data collection method and frequency of data collection	Participant group you have collected information from	Target	Actual to Date
Outcome 1	Quantitative	Number of children/ young people who are regular members of the sports sessions	Attendance lists	All participants	80% of participants take part in at least 70% of sessions.	298
Outcome 1	Qualitative	% of children/young people showing Increased interpersonal skills and children/young people showing Increased interpersonal skills at the end of the project at the end of the project	Questionnaire to be applied at the start and at the end of the year to track progress over time. To be done in interview format with data collection on a tablet/phone	75% of regular project participants		38%
Outcome 1	Qualitative	% of children/young people showing increased self-control skills at conclusion of project	Questionnaire to be applied at the start and at the end of the year to track progress over time. To be done in	75% of regular project participants		43%

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			interview format with data collection on a tablet/phone			
Outcome 2	Quantitative	Number of participants who participate in the capacity building modules offered them	Attendance lists	Regular participants between the ages of 15 and 24	75% of participants participate in at least 2 modules.	58% took part in at least 2 modules.
Outcome 2	Qualitative	Percentage of young people demonstrating increased positive beliefs about their own future at the end of the project	Questionnaire to be applied at the start and at the end of a year to track progress over time. To be done in interview format with data collection on a tablet/phone	Regular participants between the ages of 15 and 24		63%
Outcome 2	Qualitative	Percentage of young people with increased ability to plan and set goals at the end of the project	Questionnaire to be applied at the start and at the end of a year to track progress over time. To be done in interview format with data collection on a tablet/phone	Regular participants between the ages of 15 and 24		34%
Outcome 2	Quantitative	Number of individual face-to-face sessions with mentors attended by youth monitors	aries/ monitoring sheets completed by mentors	5 youth monitors working in the project	All youth monitors attend 9 mentoring sessions in the year	2 youth monitors worked for the full year and one for 4 months; 2 of the 3 had a better than 75% participation in mentoring sessions.
Outcome 3	Quantitative	Number of participants who take part in the monthly sports festivals	Attendance lists at festivals compared with attendance lists from regular activities	Those from our activities who participate in festivals		251 (187 male and 64 female)
Outcome 3	Qualitative	% of children/young people with increased support at the end of the project	Questionnaire to be applied at the start and at the end of a year to track progress over time. To be done in interview format with data collection	All participants in regular activities		51%

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			on a tablet/phone			
Outcome 3	Qualitative	% of children/young people with improved bonding with members of peer group at the conclusion of the project	Questionnaire to be applied at the start and at the end of a year to track progress over time. To be done in interview format with data collection on a tablet/phone	All participants in regular activities		30%
Outcome 3	Quantitative	Number of participants who take part in the regular sports activities	Attendance lists	All participants	80% of participants take part in at least 70% of sessions.	298
Outcome 4						
Outcome 5						

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OUTPUTS (*Your activities*)

Below you will find the activities you listed in your original application or continuation form. Please fill in your actual figures to date.

Activities	Target	Actual to date
1 hour mentoring sessions with senior managers	monthly	15
Hour and a half long sport sessions in Futsal, football, rugby, volleyball, handball and basketball	Almost all will be twice weekly	969 sessions given and 292 were cancelled due to rain and public holidays amongst other reasons. At the beginning of the year some were cancelled due to a lack of pupils.
50 minute taster sessions in rugby	once a year	125
2 hour internal training sessions for staff	monthly	10
Sports department planning meetings	Weekly	92 (team split into two groups and closed for Christmas holidays from mid December)
Sports festivals in the different sporting modalities.	monthly	12
Parents and children sports festivals on fathers day and mothers day	twice annually	1 - Father's Day in August
Baseline and end of year surveys applied	Twice	Both applied
2 hour job preparation workshops (CV writing, social media management, vocational test etc.)	8 annually for youth monitors and 4 annually for the other participants	4 of 4 for youth participating in the project.
Sporting fixtures with private schools and other community sports programmes	twice a month	22
Preparing and submitting financial and progress reports to funder	Every six months	Mid term and end of year reports completed.
Posting on social media	daily	213

Programme Learning (*Laureus Sport for Good places significant value on organisations that prioritise learning throughout delivery*)

Can you please tell us what learning you have generated to explore whether your delivery is effective? (Please refer to the learning questions that you provided in

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your original application form-For example, has staff training you have delivered this year, helped staff members perform better in their roles. Have female coaches you have recruited had an influence on girls' experience in your programme?) (500 words)

This year we had two principle learning questions - one of which was to discover the reasons behind such high student churn rate and the other what the impact concerning having a female coach would be on the number of female participants.

STUDENT CHURN RATE:

Our ability to get a deep insight into the student churn rate was badly affected by a large reduction in the counterpart funding from that we had originally expected to receive which meant that we were unable to contract a dedicated person to do monitoring and evaluation. The original plan was that we would do in depth interviews with a significant number of students who had ceased to come to sporting activities in their own homes.

This year we have had a higher churn rate than in previous years and I looked into this with the sports coordinator, Orlando, in order for us to try and understand the factors that have contributed to this extra churn rate. We have identified the following: we had instability concerning the use of football pitches which especially negatively affected the rugby training and having gained over 20 new students through the taster sessions, we lost all but 2 with the change in pitches. We also had significant staff turnover with a change in assistant coaches in April where we could track students who stopped going to classes when the assistant left and it took several months for the new assistant coach to build up the groups again. This again happened between July and September when we lost our coach and hired a new coach. We were also forced to change the timings on some sessions from first semester to second and also saw a churn there. Our conclusion is that stability in staffing, time slots and locations is essential in order to reduce student churn.

EFFECT OF FEMALE COACH ON FEMALE PARTICIPATION:

We were able to do a good controlled study of this as from the beginning of the year we had two female youth monitors and no female coach. We hired a female assistant coach in May and she started taking classes alone from June onwards after a training period. In our six monthly report, we had 60 girls and young women participating in our classes and by the end of the year this had increased to 110. Part of this increase is due to a new strategy being developed working inside a primary school only with girls after classes but this was only possible due to us having a female coach.

It is clear to us that in order to increase female participation in our sports activities, we must have a female coach and also female youth monitors.

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Use of Learning: how do you intend to use and share the learning generated throughout the year? **(500 words)**

For 2020, we shall increase the number of times in primary schools for girls only from one day a week to four days a week and we shall also have our female coach deliver some taster sessions in schools along with female youth monitors.

With regard to stability of staff, sessions and sites, for 2020 we have guaranteed training grounds for rugby and the same site for the other sports as we have had for the past 5 years and are confident we shall be able to keep it. We have also established a partnership with a community organisation to deliver sessions two days a week at their hard court.

With regard to staffing, we are hiring a new assistant coach and youth monitors who will be with us for the whole year in addition to the coordinator and female assistant coach.

We have learnt from this year about not changing session times and have already established and are publicising the new training times which will be for the whole year in the community.

We are planning to hold a training week and one day event around rugby as a social intervention in partnership with the Rio de Janeiro based organisation UmRio in July 2020 and would share our learning in this forum.

Research: Have you produced any research this year? Please tell us about it and share any links to publications. **(500 words)**

Whilst we have collected a lot of data through our monitoring and evaluation system, we have not undertaken or participated in any specific research linked to the sports programme.

Section 3: Internal and External Communications

Highlights: Please provide any interesting stories, case studies, special achievements and pictures (up to 3 high resolution photos) from this year. Include any stories about youth leaders or role models who have emerged from the programme. *(Please confirm that informed consent has been gained from the individual(s))*

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concerned and that they allow Laureus Sport for Good to use their testimony and image for external communications to the UK and international public whilst following the case study and photo guidance that was included in your grant start-up pack? (500 words)

Rugby is a sport which is rooted in the practice on the pitch and off of strong social and personal values, so it is very heartening to hear from a 14 year old: "I got to know rugby through a friend, she would arrive at school with marks from the training sessions and I always asked why she had all these bruises and she said it was from rugby and that I should come to see the project and the sport itself because it would be good for me and she kept insisting until one day I went; I liked the class, the coaches and the team so I decided to take it up. For me, rugby has a therapeutic rôle, before I was very explosive and rugby has helped me to control my anger: before for any little thing I would swear and get stressed and if anybody said something to me it led to a fight or an argument. Through rugby and what the coaches teach me I am improving, each day I improve a little bit and in addition rugby has helped me to get to know new people and places and this is very important to broaden my understanding of people and how they live differently. My aim is one day to become a professional player which is why I am very dedicated and also I want to keep growing each and every day." We have the identity of the young man and if Laureus decide to use the story, we have permission to use it along with a photograph.

Wedja Soares do Santos started at ACER aged 15 at the suggestion of her school PE teacher who encouraged her to participate in ACER's selection process for youth monitors which she passed. Due to where she lives in the community and her parents worries, Wedja went to school by private van until she was 14 and was not allowed out except in the company of an adult family member.

Through her participation in the project she acquired confidence, voice and autonomy, through co-delivering classes and with the training received from Coaches across Continents.

She was a monitor for two years and gained more confidence in herself, knowing how to use her voice to acquire and transmit information to the pupils and also her peers, she also participated in training as a student and also took part in competitions and matches.

She made a trip to England on a youth exchange which was the first time she had ever been away from her parents and where he learned a little about the culture and peers from another country. This year, she did outreach at schools where she talks to the students about the importance of participating in ACER activities and how they could gain more autonomy.

She also participated in lectures about employment, and through this developed plans for the future. In December she tried out for a University rugby team in order to get a scholarship.

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External Communications: Please share with us any external links and additional communications/publicity that you have had with the project this year. *(500 words)*

All of our external communications have been done through social media:

<https://www.facebook.com/CarfUk/> <https://www.facebook.com/acerbr/>

<https://www.facebook.com/rinosdiademacityoficial/>

<https://www.instagram.com/acerbrasiloficial/>

<https://www.instagram.com/rinosdiademacityrugbyoficial/>

<https://www.globalgiving.org/projects/expanding-youth-horizons-in-brazil-throughrugby/reports/>

Section 4: Laureus Sport for Good Learning and Support

How often did you have contact with your grant manager during the grant? How useful were the catch-up calls? Are there any improvements we could be making

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to the structure of these calls?

I had three meetings with our grant manager when in the UK and we received one site visit in March 2019. In addition, we had regular e-mail contact with our grant manager, Olly Woodford and then with Amanda Lima who took over towards the end of the year. These meetings and catch-up communications have been very useful as it has meant that we have had a better quality feedback and dialogue than one just done through paper. I think that they are well structured and flexible enough to be tailored to each organisation.

Technical Support: What technical support have you received from Laureus Sport for Good throughout the year? *(tick all that apply)*

- No technical support provided
- Child safeguarding
- Programme management / sport for development
- Monitoring, evaluation and learning (MEL)
- Financial management
- Governance
- Gender mainstreaming
- Connecting to other Laureus grantees

Comments: The support through the year as a whole was useful but I would like to particularly say that the site visit was very important as it provided the opportunity for the entire team to put a "face" on our principal partner in the project and also to interact and receive some feedback from Laureus whilst also allowing our grant manager the opportunity to see the project in action within its context and being delivered by our local team. The other extremely useful and

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positive item was the written feedback to our six monthly report because it allowed us to reflect on certain things that were not going as planned and to rethink strategies with the team about how better to approach getting more female participation in our work. This was made more valuable still by having an online meeting with the grant manager after we had provided written feedback to his feedback to our six monthly report.

What was the tangible impact of the technical support that was provided to you? *(E.g. development of safeguarding policy, better data collection tools, etc.)*

As stated above, the most important tangible impact of the technical support has been on the monitoring and evaluation feedback providing a platform for reflection and a change in strategy to achieve aims that we were not doing up until the mid way in the year. The other place we found invaluable technical support was through the learning community with special emphasis on being able to learn from other organisations from around the world and understand how they approach many common challenges like engaging staff with monitoring and evaluation processes and also how to have a more consistent child and youth participation. Also important to us was to be able to work collectively on a Theory of Change which is something we did not previously have.

What technical support (if any) would you like from us in the following year?

We would definitely like to continue with the feedback on monitoring and evaluation and also to participate in the learning community although it would be a big improvement if at least some of the learning group sessions were in Portuguese which would enable more of the staff to effectively participate.

Reporting Process: What was your impression of the level of reporting required for your grant? *(tick all that apply)*

- The level of information required was about right
- The level of information I was asked to provide was too much
- I did not get an opportunity to say everything I wanted to say
- The reporting process was adaptable to fit my circumstances, if required
- The reporting process aligned nicely to the timing of our work

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The reporting process was a helpful opportunity for us to reflect and learn

Learning Communities: Did you attend a Laureus learning community this year? If not please tell us why as well as the challenges that you faced? If Yes, what were your highlights from this year and how would you improve the learning communities in the future? **(500 words)**

Yes, I attended every session of my learning community (Peaceful Societies) this year.

HIGHLIGHTS:

I think that the work we did collectively discussing the Theory of Change and coming up with a common piece has been extremely valuable for us as an organisation and for our sports programme especially.

I have been able to better support the sports coordinator at ACER through having access to how others work and think about their approaches. It has made things clearer as to attributions and what to expect from him and what others need to do for us to achieve results.

CHALLENGES/IMPROVEMENTS:

I would say that the main challenge around the group was that there were not many regular participants and that when people came and went between sessions which meant that we used considerable time helping people catch up and also made it more difficult to achieve continued development of ideas and concepts.

As the meetings were all in English and by the nature of the discussions, a good level of English speaking and comprehension was important, it meant that my other staff were unable to take part and benefit from the sessions which would have made a big difference especially to the coordinator.

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In the future, I would suggest having some sessions a year in "native languages" grouping participants through language rather than learning community.

Any other suggestions: What specific improvements would you suggest that would make Laureus a better funder? **(500 words)**

The most important change that I think is essential for efficient use of resources and the possibility of gaining learning and then implementing it is for Laureus to move to a cycle of three year funding. For example, we got important learning and challenge from our grant manager following our six monthly report and after holding discussions, we implemented a new strategy for female participation in September however we need to implement fully in 2020 to be able to evaluate its success at the end of 2020 and then be sure only in 2021 of having a robust intervention strategy on this point.

By having to submit our 2020 application by the end of August 2019, we were unable to incorporate much learning from the project that we implemented in 2019.

In the annual report, on the case study page, there needs to be a button to upload the high resolution photos that are requested.

I think that it would also be important to have a box for the project to be able to make comments about its outcomes, not just on the numbers.