

## Final Evaluation of the International Inspiration Programme

A Report Produced by Ecorys UK for IN

Sarah Jenkins and Jonathan France, Ecorys UK



# Glossary

ANOCA	Association of National Olympic Committees of Africa
BOA	British Olympic Association
BPA	British Paralympic Association
CCCP	Caribbean Coaching Certification Program
CFS	Child Friendly Schools
DCMS	Department for Culture Media and Sport
DFID	Department for International Development
FCO	Foreign and Commonwealth Office
HIV	Human Immunodeficiency Virus
IAAF	International Association of Athletic Federations
ICCE	International Council for Coaching Excellence
ICES	International community Coach Education System
ICS	Integrated Community Sports
IDS	International Development through Sport charity <sup>1</sup>
IIP	International Inspiration Programme
IN	International Inspiration charity
INF	International Netball Federation
IOA	International Olympic Academy
IOC	International Olympic Committee
IPC	International Paralympic Committee
IT	Information Technology
KPI	Key Performance Indicator
LOCOG	London Organising Committee of the Olympic and Paralympic Games
MDG	Millennium Development Goal
MoE	Ministry of Education
MoS	Ministry of Sport
MoU	Memorandum of Understanding
NGO	Non Governmental Organisation
NOC	National Olympic Committee
NPC	National Paralympic Committee
ODI	Organisational Development Initiative
PE	Physical Education
PTA	Parent Teacher Association
RAG	Red, Amber, Green assessment
SASCOC	South African Sports Confederation and Olympic Committee
SEN	Special Educational Needs
SO	Special Olympics
TOPS	TOP Sportsability <sup>2</sup>
UK	United Kingdom
YSL	Young Sports Leader
YST	Youth Sport Trust

<sup>1</sup> Merged with the II Foundation in 2013 to form IN.

<sup>2</sup> TOP Sportsability offers training and resources to schools. It includes practical advice to teachers, learning support staff, and other sports practitioners to enable them to deliver high quality, inclusive sports activities.

# Contents

---

	<b>Executive Summary</b> .....	<b>i</b>
<b>1.0</b>	<b>Introduction</b> .....	<b>1</b>
1.1	The International Inspiration Programme .....	1
1.2	About the Evaluation.....	1
1.3	Structure of the Report .....	2
<b>2.0</b>	<b>About the Programme</b> .....	<b>3</b>
2.1	Origins of the International Inspiration Programme.....	3
2.2	Programme Delivery .....	4
2.3	Theory of Change for the International Inspiration Programme .....	7
2.4	Programme Monitoring and Evaluation.....	11
<b>3.0</b>	<b>Governments and Policy Makers</b> .....	<b>14</b>
3.1	Context .....	14
3.2	Strategy .....	16
3.3	Activities .....	16
3.4	Key Performance Indicators .....	17
3.5	Outcomes .....	18
3.6	Legacy .....	31
<b>4.0</b>	<b>Practitioners and Delivery Organisations</b> .....	<b>35</b>
4.1	Context .....	36
4.2	Strategy .....	37
4.3	Activities .....	38
4.4	Key Performance Indicators .....	41
4.5	Outcomes.....	45
4.6	Legacy .....	61
<b>5.0</b>	<b>Children and Young People</b> .....	<b>68</b>
5.1	Context .....	68
5.2	Strategy .....	70
5.3	Activities .....	70
5.4	Key Performance Indicators .....	71
5.5	Outcomes .....	73
5.6	Legacy .....	87

<b>6.0</b>	<b>Conclusions and Key Lessons</b> .....	<b>89</b>
6.1	Programme Rationale .....	89
6.2	Programme Delivery .....	89
6.3	Role of the London 2012 Olympic and Paralympic Games .....	93
6.4	IIP Outcomes .....	94
6.5	Looking Forward .....	98
6.6	Key Lessons .....	98

<b>Annex One: Evaluation Research</b> .....	<b>A1</b>
---	-----------

<b>Annex Two: The IIP Start and End Dates</b> .....	<b>A8</b>
---	-----------

<b>Annex Three: Sport and International Development</b> .....	<b>A10</b>
---	------------

<b>Annex Four: Outcomes Matrix</b> .....	<b>A16</b>
--	------------

<b>Annex Five: Policies Influenced</b> .....	<b>A23</b>
--	------------

<b>Annex Six: SWOT Analysis</b> .....	<b>A37</b>
---------------------------------------	------------

#### List of figures

Figure 2.1 Geographical spread of IIP countries.....	6
Figure 2.2 IIP countries, programme start and end dates.....	6
Figure 2.3 IIP logic model.....	10
Figure 3.1 Number of policies, strategies, legislation or resources influenced, by country .....	27
Figure 3.2 Type of policy, strategy, legislation or resource influenced by the IIP .....	27
Figure 4.1 Number of adults trained, by country .....	44
Figure 4.2 Number of young people trained, by country .....	44
Figure 5.1 Number of children and young people engaged, by country .....	72
Figure 5.2 Number of children and young people reached, by country .....	73

#### List of tables

Table 2.1 DFID impact indicators .....	11
Table 2.2 Monitoring and evaluation processes.....	13
Table 3.1 Key performance indicators for government and policy makers.....	18
Table 4.1 Training delivered to date, broken down by country .....	40
Table 4.2 Key performance indicators for practitioners and delivery organisations .....	41
Table 4.3 National Sport Federations improve access to sport .....	59
Table 5.1 Key performance indicators for children and young people .....	71

# Executive Summary

## About the International Inspiration Programme

As part of the UK's bid to host the 2012 Olympic and Paralympic Games, Lord Coe made a promise to the world: 'to reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport'.

This promise grew into the International Inspiration Programme (IIP), the largest sport and social legacy initiative of its kind at the time of the London 2012 Games, which was delivered by partners UK Sport, UNICEF and British Council. The IIP was launched in 2007 and ambitiously aimed to reach and engage 12 million children in 20 countries. The programme's vision was as follows:

### IIP vision

To enrich the lives of children and young people of all abilities, in schools and communities across the world, particularly in developing countries, through the power of high quality and inclusive physical education (PE), sport and play.

In 2009, the II Foundation was established with responsibility for governing the IIP. In 2013, the II Foundation merged with International Development through Sport (IDS) and became International Inspiration (IN). This charity had responsibility for governing the IIP in its last year of delivery.

A base budget of £50 million (subsequently reduced to £40 million) was secured with support from the Premier League, British Council and UNICEF. Other key funders included the Department for Culture, Media and Sport (DCMS), Department for International Development (DFID), GE Foundation, Comic Relief, Laureus Sport for Good Foundation, plus a range of individual donors.

The programme was delivered in 20 countries, as well as the UK. In each country, the programme was managed by UNICEF and British Council in-country offices, who worked closely with their UK counterparts, plus UK Sport and the Youth Sport Trust (YST), and local partners including national sport federations, teacher training and sport colleges, community based organisations, and schools. The programme also worked closely with ministries of education, sport and youth, National Olympic Committees and where appropriate, National Paralympic Committees.

The programme operated at three different levels of intervention:

- government and **policy** makers
- **practitioners**, including schools and sports clubs
- children and young people – **participants**

## About the Evaluation

In January 2011, Ecorys UK was commissioned to evaluate the IIP. The evaluation explored whether the IIP achieved its original objectives, the impact of the IIP, and the extent to which the programme left a sustainable legacy. The evaluation also highlighted lessons that could be learnt from the delivery of the IIP. Over the course of the evaluation, Ecorys undertook 14 country visits, quality assured a further 18 country reports, consulted with key stakeholders, and synthesised programme documents and data. In the summer of 2012, Ecorys delivered an interim evaluation of the IIP and in the summer of 2014, Ecorys delivered a final evaluation of the IIP. This report sets out the final evaluation findings. This full evaluation report is accompanied by a stand alone executive summary document which is available at: [www.internationalinspiration.org/international-inspiration-programme](http://www.internationalinspiration.org/international-inspiration-programme).

## **Governments and Policy Makers**

### **Context prior to the IIP**

- Importance of sport was not sufficiently acknowledged or valued as a tool for development
- Some countries did not have an agreed policy on sport and others devoted much more of their attention to the development of elite sport rather than sport for all
- Importance of PE and sport as part of the educational curriculum was not always valued and as a result, there was insufficient time allocated to PE and sport
- Responsibility and interest in PE and sport often cut across a number of national ministries and in some countries, there was poor policy coordination
- Many countries lacked sufficient knowledge about how to implement policy changes

### **Key activities**

- Steering committees and partnerships
- Conferences, events and workshops
- Training, technical guidance and research

### **Key performance indicator**

- The IIP influenced 55 policies, strategies or legislative changes across 19 countries.

### **Outcomes**

- New or strengthened partnership working between organisations with an interest in sport and the personal development of young people.
- Enhanced capacity of policy makers.
- Improved perceptions towards PE and sport.

### **Legacy**

- Rolling out policy changes and activities
- Integrating IIP activities into existing programmes and policies
- Building capacity
- Sustaining partnership working

## Practitioners and Delivery Organisations

### Context prior to the IIP

- PE and sport were not sufficiently valued by head teachers, teachers and parents
- Lack of suitable teacher training courses for delivering PE and sport
- Schools and communities lacked qualified PE teachers and sport coaches
- Insufficient access to sports facilities
- Poor accessibility to sports clubs

### Key activities

- Training (for adults and young people)
- International partnerships between schools in the UK and the IIP countries
- Safe spaces and sports equipment
- Partnership development
- Community events and advocacy campaigns

### Key performance indicators

- More than 256,000 practitioners were trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities. Of these, more than 50,000 were young people
- 308 safe spaces were developed across 7 IIP countries
- 594 schools were engaged in a mutually beneficial relationship
- 1,025 community based events were delivered across 12 IIP countries
- 16 advocacy events were delivered across 11 IIP countries

### Outcomes

- Improved perceptions towards PE and sport, particularly among trained practitioners
- Enhanced training provision in PE and sport
- Enhanced skills amongst practitioners, including young people
- Increased capacity for delivering PE and sports sessions
- More inclusive, age appropriate, and child-centred PE and sports sessions
- Improved provision of PE and sports sessions for young people with disabilities
- Greater application of sport as a tool for development
- Improved access to safe spaces and sports equipment
- PE lessons better integrated into school timetables
- Increased quantity and quality of extra-curricular and community sport activities
- Greater partnership working between organisations

### Legacy

- Continuing to apply new skills and resources
- Cascading training
- Increasing organisational and financial capacity
- Continued access to safe spaces and sports equipment
- Maintaining international links

## Children and Young People

### Context prior to the IIP

- Limited opportunities for participating in high quality PE and sport
- Gender inequality and discrimination and exclusion of disabled children and young people
- Ill-health and lack of health knowledge
- Poor educational attendance and attainment
- High levels of youth unemployment

### Key activities

- Improved PE lessons and extra-curricular sports sessions
- Sports festivals
- Improved community sport sessions

### Key performance indicator

- Over 18.7 million children and young people of all abilities were regularly engaged in the IIP activities and over 6.3 million children and young people were directly or indirectly reached through the IIP

### Outcomes

- Increased satisfaction with PE and sports provision
- Increased sports participation
- Improved attitudes to women and disability and greater equality and inclusion
- Increased fitness and better health
- Increased school attendance and educational attainment
- Empowerment, increased aspirations and employability
- Increased cultural awareness

### Legacy

- Sustaining increases in sport participation
- Maintaining improved attitudes
- Applying skills to other areas of lives

## Lessons

Understanding what worked well (and less well) within the IIP provides important lessons for the future of the IIP, plus other sport and development programmes.

### Designing the programme

1. Building in an initial phase of programme delivery to provide an important opportunity to take risks, learn lessons and support continuous improvement.
2. Adopting a clear framework for delivery and a comprehensive approach, which focuses on different levels of society (policy, practitioners and people), incorporates an inter-connected top-down and bottom-up approach, and focusses on short, medium and long-term outcomes.
3. Applying theories of change, which help to precisely articulate to stakeholders how the development goals of a sport programme are achieved.
4. Integrating the programme within the wider Olympic and Paralympic strategies and establishing strong relationships with a range of non-governmental organisations.

## Managing the programme

5. Having formal governance arrangements in place to ensure that the multi-partnership programme is effectively managed and delivered. A clear vision, plus regular communication, is also key.
6. Identifying the skills and experience required to support the programme and ensuring that representation on the Board responsible for overall governance matches these requirements.
7. Involving lead delivery partners (UK Sport, UNICEF and British Council) that all bring something different to the programme, but also recognising that greater impacts could be achieved through encouraging more joint working towards a common vision.
8. Ensuring regular communication and strong relationships between the lead delivery partners in the UK and in the IIP countries.
9. Setting realistic targets, in terms of both fundraising and programme achievements. In addition, targets should not form a distraction from the real value of programmes, which often lies in the wider social outcomes.
10. Embedding monitoring and evaluation at the start of complex programmes. It is also important to set clear and consistent key performance indicators, with agreed definitions, that are effectively communicated to all partners involved in the programme.
11. Incorporating a monitoring and evaluation requirement for partners to report on progress of activities that continue beyond the programme funding to help assess the legacy.
12. Involving an external evaluator, at an early stage in the programme delivery to explore outcomes from an objective and robust perspective, and using evidence to support greater promotion and fundraising for the programme.

## Delivering the programme in-country

13. Tailoring the approach to each country and adopting a flexible approach.
14. Establishing in-country steering committees to strengthen partnership working.
15. Bringing a longer-term and broad-ranging vision and strategy for improving PE and sport to partner countries, including new perspectives and resources.
16. Ensuring all relevant partners are involved and that all lead delivery partners in particular are fully engaged with at an early stage in order to allocate roles and responsibilities.

## Achieving outcomes and leaving a legacy

17. Aligning with existing initiatives, but also recognising the need to enhance existing provision through the programme.
18. Influencing policy so that programme concepts, activities and ways of working are more likely to be embedded and sustained.
19. Building the capacity of government departments that can continue to deliver activities once the programme finishes.

20. Maximising the use of demonstration activities and effects to secure engagement and commitment to the programme, and to support a positive change in attitudes.
21. Identifying key programme champions, or 'change agents', to help maximise impacts.
22. Incorporating training to build the skills and capacities of individuals within the IIP countries.
23. Including a model for trained practitioners to cascade training to other individuals.
24. Working with young leaders to encourage them to realise their potential and to help secure a legacy.
25. Allowing sufficient time for the programme to embed a legacy.

## Conclusions

The IIP was both innovative in its content and ambitious in scope. It was the first time that a host country of the Olympic and Paralympic Games had delivered an international legacy programme of this kind, and one which engaged with such a large number of young people. Activities focussed on the delivery of high quality PE, sport and play, but with a strong theoretical underpinning including new pedagogical approaches and an understanding of the contribution of sport to development. In this respect, the IIP encouraged a unique partnership between lead delivery partners, which brought a range of knowledge and skills to the programme. These factors helped to ensure its success.

The IIP achieved its overall vision to enrich the lives of children and young people of all abilities in schools and communities across the 20 target countries. The programme contributed to positive change at three levels of society; policies were influenced, practitioners were trained, and significant numbers of young people were inspired by sport. In turn, this contributed to wider benefits for children and young people, including healthier lifestyles, increased engagement in education, personal development and social inclusion. Ecorys was struck by the level of consensus around these outcomes shared by young people and adults involved in the IIP, whether school pupils, community workers, head teachers or senior government officials.

Aspects of the programme will be sustained in all IIP countries. In this respect, IIP contributes to the positive legacies that can be generated through major sporting events, provided that resources are directed effectively, partners work together, and local stakeholders are engaged. Going forward, the IN charity and the lead delivery partners are also committed to building upon the achievements and lessons learnt through IIP, and continuing to use sport as a tool for social change.

It is hoped that this evaluation report will assist governments, sports federations, education establishments and sports and community organisations in delivering and strengthening their PE, sport and play activities, and in embedding sport as an important pedagogical and development tool.

# 1.0 Introduction

This report is the final evaluation of the International Inspiration Programme (IIP).

## 1.1 The International Inspiration Programme

As part of the UK's bid to host the 2012 Olympic and Paralympic Games, Lord Coe made a promise to the world. This promise was 'to reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport'.

This promise grew into the International Inspiration Programme (IIP), the largest sport and social legacy initiative of its kind at the time of the London 2012 Games, which was delivered by partners UK Sport, UNICEF and British Council. The IIP was launched in 2007 and ambitiously aimed to reach and engage 12 million children in 20 countries. The programme's vision was as follows:

### IIP vision

To enrich the lives of children and young people of all abilities in schools and communities across the world, particularly in developing countries, through the power of high quality and inclusive physical education (PE), sport and play.

## 1.2 About the Evaluation

In January 2011, Ecorys UK was commissioned to deliver a three year evaluation of the IIP<sup>3</sup>. The evaluation explored whether the IIP achieved its original objectives, the impact of the IIP, and the extent to which the programme has left a sustainable legacy. This was based upon the development and refinement of a logic model for the IIP, and underlying theories of change, which were demonstrated within wider literature and validated by the programme itself. The evaluation also highlighted lessons that could be learnt from the delivery of IIP, for the benefit of future sport and development initiatives.

The research involved quality-assuring 18 quarterly country monitoring reports between 2011 and 2014. In parallel, through a combination of the synthesis of country evaluation reports, surveys and other sources of secondary data, as well as in-depth primary field research carried out by Ecorys, evidence on the relevant outcomes and impacts of the IIP were gathered and assessed.

Over the course of the evaluation, Ecorys undertook 14 country field visits across six regions, focusing on countries at varying stages of programme delivery. Each field visit involved in-depth qualitative primary research with a broad selection of programme officers, policy makers, practitioners and child participants.

A series of stakeholder consultations were also undertaken within the UK, and working with the partners, achievements across the key performance indicators (KPIs) for the whole programme were quality assured. Further details on the evaluation research are set out in [Annex One](#).

In the summer of 2012, Ecorys delivered an interim evaluation of the IIP and in the summer of 2014, Ecorys delivered a final evaluation of the IIP. This report is the final evaluation of the programme.

<sup>3</sup> In 2007, the Loughborough Partnership was appointed to support the monitoring and evaluation of the IIP between 2007 and 2010; their work focussed on the five phase one countries.

## 1.3 Structure of the Report

The IIP was both innovative in its content and ambitious in scope. It was the first time that a host country of the Olympic and Paralympic Games had delivered an international legacy programme of this kind. The IIP also involved a unique partnership between lead delivery partners (UK Sport, UNICEF and British Council). The IIP was underpinned by an analytical logical framework (the Outcome Matrix) which set out the strategy, priorities, outputs and outcomes for the programme as a whole (extracts from the Outcomes Matrix are contained in the relevant chapters and the full Outcomes Matrix is available in Annex Four). The framework was aligned with three inter-connected levels of intervention: policy makers, practitioners, and people (i.e. children and young people).

This evaluation report has been structured in line with this framework; Chapters Three to Five focus on each level of intervention in turn. In each case, the context prior to the IIP, the strategy adopted, the key activities delivered, the KPIs and outcomes achieved, and the legacy are explored. The final chapter of the report sets out the key findings and lessons learnt. It is hoped that this report will assist governments, sports federations, education establishments and sports and community organisations in delivering and strengthening their PE, sport and play activities, and in embedding sport as an important pedagogical and development tool.

To summarise, the remainder of the report is structured as follows:

- **Chapter Two:** explores the origins of the IIP, the approach to managing and delivering the programme, and the theory of change of the programme.
- **Chapter Three:** assesses achievements with regards to policy change and policy makers.
- **Chapter Four:** assesses achievements with regards to practitioners and delivery organisations (schools and communities).
- **Chapter Five:** assesses achievements with regards to children and young people.
- **Chapter Six:** sets out the key findings relating to the programme rationale, delivery, the role of the London 2012 Olympic and Paralympic Games, and the outcomes achieved. It also includes lessons learnt.

The report is supported by the following annexes:

- **Annex One: Evaluation Research**
- **Annex Two: The IIP Start and End Dates**
- **Annex Three: Sport and International Development**
- **Annex Four: Outcomes Matrix**
- **Annex Five: Policies Influenced**
- **Annex Six: Strengths, Weaknesses, Opportunities and Threats Analysis**

This is the full evaluation report. An Executive Summary report has also been produced. The reports are available at [www.internationalinspiration.org/international-inspiration-programme](http://www.internationalinspiration.org/international-inspiration-programme)

## 2.0 About the Programme

This chapter provides further information relating to the background of the IIP, the involvement of the IIP partners and monitoring and evaluation systems. It also outlines the theory of change for the programme, which underpinned the methodology, fieldwork and data analysis for the external evaluation.

### 2.1 Origins of the International Inspiration Programme

As the Olympic and Paralympic Games have grown to become arguably the world's foremost sporting events, their impact on a host city and country has also increased. This has meant that cities interested in hosting the Games are now placing more and more emphasis on the legacy that such an event can leave for their citizens.

The International Olympic Committee (IOC) also recognised that the Games need to leave behind more than just good memories from 16 days of competition. Rule 2, Article 14 of the Olympic Charter states that part of the role of the IOC is *'to promote a positive legacy from the Olympic Games to the host cities and host countries'*. In 2013, the IOC President, Jacques Rogge, endorsed this by stating:

*"Creating sustainable legacies is a fundamental commitment of the Olympic Movement. Every city that hosts the Olympic Games becomes a temporary steward of the Olympic Movement. It is a great responsibility. It is also a great opportunity."*<sup>4</sup>

The Olympic Games Concept and Legacy section of London's 2012 Candidature file stated that London would host a Games that 'make a difference' and this vision was underpinned by four main themes:

- Delivering the experience of a lifetime for athletes.
- Leaving a legacy for sport in Britain.
- Benefiting the community through regeneration.
- Supporting the IOC and the Olympic Movement.

There was no specific reference in the Candidature file to the role of the Games in international development but the London 2012 bid team subsequently made a promise in Singapore in 2005 to *'reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport'*. This commitment was eventually realised through the launch of the IIP, with its aim of reaching 12 million children in 20 countries by 2014.

A base budget of £50 million (subsequently reduced to £40 million) was secured with support from the Premier League, British Council and UNICEF. Other key funders included the Department for Culture, Media and Sport (DCMS), Department for International Development (DFID), GE Foundation, Comic Relief, Laureus Sport for Good Foundation, plus a range of individual donors. Five phase one countries were identified and scoping visits and activities took place during 2007. The programme was formally launched in January 2008.

In December 2010 the UK Coalition Government published its revised legacy plan for the 2012 Olympic and Paralympic Games and this specifically referred to continued support for the IIP *'which has already used the power of sport to give more than 6 million young people around the world, with a particular focus on overseas countries, access to sports opportunities'*.

<sup>4</sup> Olympic Legacy, 2013, International Olympic Committee

With support from the Government Olympic Executive Committee within DCMS and the London Organising Committee of the Olympic and Paralympic Games (LOCOG), IIP continued to form a core strand of London 2012's international education programme. The IIP received the formal backing of the IOC and there was recognition that this was the first time a host country had undertaken an international legacy programme of this kind.

## 2.2 Programme Delivery

### 2.2.1 IN Board

The Government Olympic Executive Programme Board was initially responsible for the governance of the IIP. However, in 2009, the II Foundation, an independent charity, was established and adopted responsibility for governing the IIP. As of 31<sup>st</sup> January 2013, the II Foundation merged with another charity; International Development through Sport (IDS), which was also working with young people in deprived communities around the world to use sport to empower, educate and inspire young people. The new charity was called International Inspiration: International Development through Sport (IN) and from 2013 onwards, this charity was responsible for the IIP.

IN's goal is to build on the achievements of the IIP and engage and empower more generations through quality sport and physical activity. More specifically, the charity aims to: use sport and physical activity to engage more children and young people in education; promote the rights, status and voice of women and girls in their communities; provide opportunities for children with disabilities to join in social and sporting activities; and improve young people's understanding of communicable diseases.

### 2.2.2 Lead delivery partners

Delivery of the IIP was the responsibility of three lead delivery partners: UK Sport, UNICEF and British Council. Details of their roles and expertise are outlined below:

- **UK Sport:** UK Sport is the strategic lead body for high performance sport in the UK. The organisation has the belief that the UK should play a role in increasing opportunities for young people in developing countries to participate in sport and has therefore been involved in international sport development for almost twenty years. In the IIP, UK Sport was responsible for leading on the sport development components of the programme. They often worked closely with sports federations and policy makers to influence policies and to provide technical expertise. UK Sport also provided executive support, programme planning and delivery coordination to the Board responsible for the IIP.
- **UNICEF:** UNICEF is a charity that aims to protect child rights worldwide. In the IIP, the organisation had responsibility for working on the development of children and young people through sport, i.e. wider social and developmental issues. In addition to working in schools, they often worked in community settings, such as youth centres. In some countries, they worked closely with Right to Play, a charity which aims to create a healthy and safe world through the power of sport and play. In addition, UNICEF built relationships with ministries to achieve policy change.
- **British Council:** The British Council is the UK's international organisation for educational opportunities and cultural relations. For the IIP, they worked closely with the Youth Sport Trust (YST), which is a charity devoted to changing young people's lives through sport. The British Council had particular responsibility for delivering the physical education elements in schools, which included capacity building with practitioners, working with young leaders aged 14-19 years old, and developing school partnerships between the UK and overseas IIP countries. In addition, the British Council built relationships with ministries to achieve policy change.

Representatives from each of the lead delivery partner organisations met monthly and were responsible for the day-to-day management of the programme, which included managing in-country partners, monitoring progress and assessing any risks to the programme.

The IIP was also supported by a range of other partners in the UK; for example DFID and the Premier League were key partners providing funding and other support. Other organisations involved included the Foreign and Commonwealth Office (FCO) and IDS in the UK. LOCOG, the British Olympic Association (BOA) and British Paralympic Association (BPA) were also central to the programme. In addition, the programme was also supported by a number of Ambassadors, who were Olympic and Paralympic medallists and sporting heroes that acted as role models for children and young people.

### 2.2.3 IIP countries

IIP commenced in 2007 in five countries; Azerbaijan, Brazil, India, Palau and Zambia. Over the subsequent years, 15 further countries were introduced to the programme. Work was also undertaken in the UK.

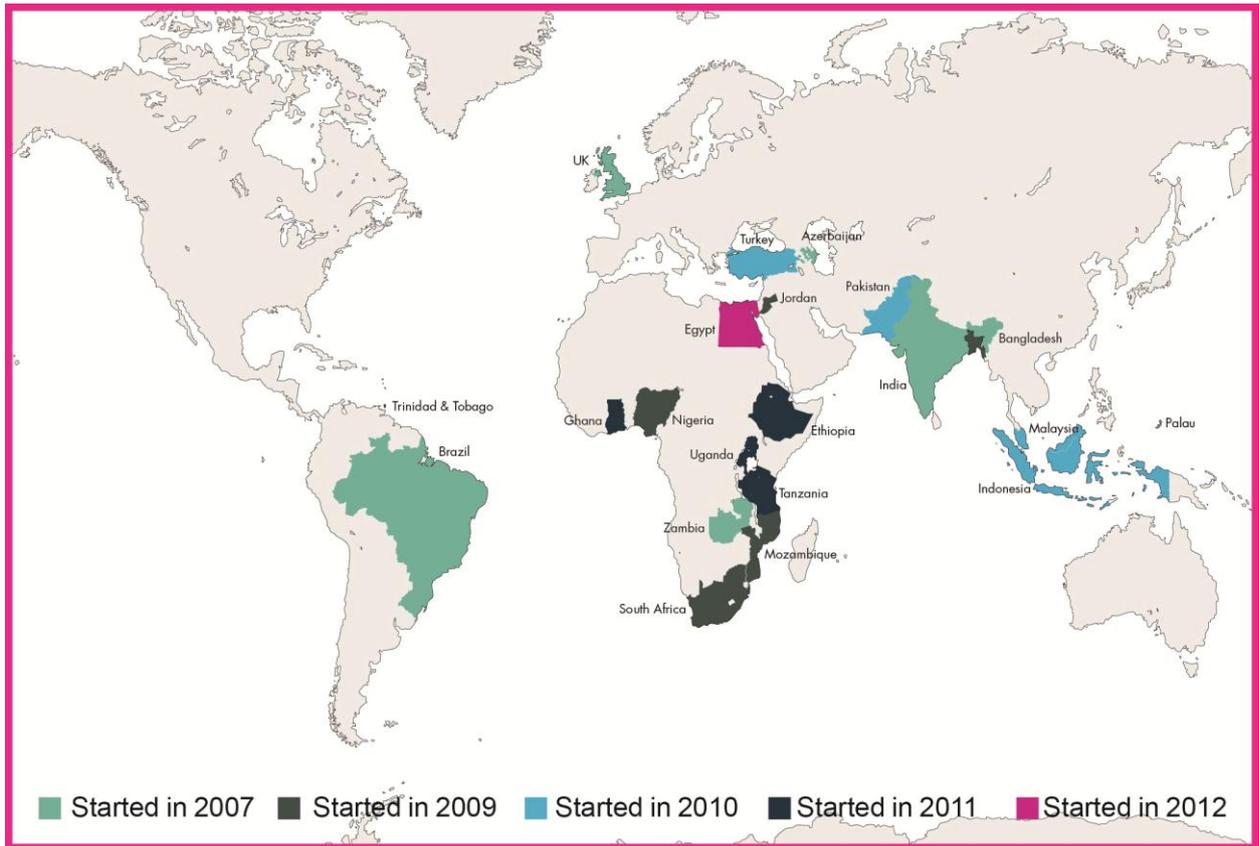
For the first five countries involved in the IIP, it was considered important to include a country from each of the Olympic regions. Based on the learning gained from these first five countries, a Strategy for Country Selection was produced for the IIP. This strategy aimed to ensure that the countries selected for the programme were fully committed and had the capacity and institutional values and systems in place to support and sustain the work of the IIP. Low income countries (mainly in Africa, the Americas and Asia), followed by low/middle income countries worldwide were targeted. Consideration of the following was also taken into account:

- countries of strategic interest
- countries with known needs for possible assistance
- countries with known interest in development through sport
- where the UK has comparative advantage based on, for example, language, culture and historical and diplomatic ties
- where children and young people lack or have limited access to participate in PE and sport or where there are inequalities in terms of access

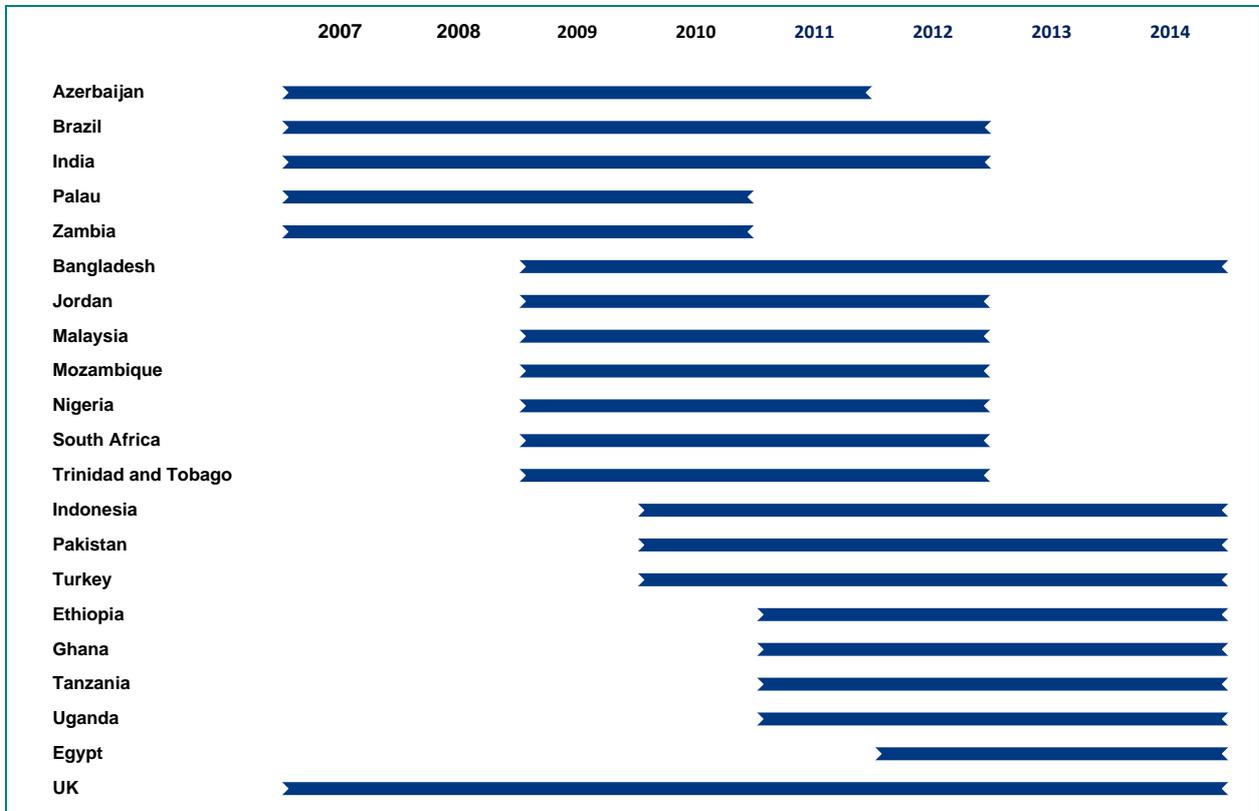
At the start of the IIP in each country, representatives from the lead delivery partners visited the country to work with in-country policy makers and local partners to explore how the IIP could help address key sporting and other challenges and build on opportunities. For most IIP countries, in-country partners also visited the UK (later in the programme, some visited other IIP countries instead) to share good practice and observe different delivery approaches. Following these two visits, an IIP Country Plan was developed, which established objectives and activities specific to the needs and priorities of both practitioners and children and young people in each country.

20 countries, plus the UK, were included in the IIP. These are shown in the following map and listed in the following diagram, along with the years the IIP started and ended in each country. In the majority of cases, the IIP was delivered in each country for four years, which included one year to plan the programme and three years for delivery. Further details on start and completion dates in each country are set out in [Annex Two](#).

**Figure 2.1 Geographical spread of IIP countries**



**Figure 2.2 IIP countries, programme start and end dates**



In each IIP country, the programme was managed by UNICEF and British Council in-country offices, working with a range of local partners including national sport federations, teacher training and sport colleges, community based organisations, and schools. The programme also worked closely with Ministries of Education, Sport and Youth, NOC and where appropriate, NPC.

In the UK, schools formed partnerships with schools in the overseas IIP countries. In addition, a selection of young sports leaders (YSLs) from all IIP countries, including the UK, volunteered at the UK School Games, which provided an opportunity for young people to take part in competitive school sport.

## 2.3 Theory of Change for the International Inspiration Programme

Although there is some systematic evidence and analysis available of the relationships between PE and sport and international development ([Annex One](#) provides an overview from recent literature), assessing the specific contribution of sport to wider social outcomes within this context is challenging. School students and other beneficiaries are subject to many parallel influences, sport and development programmes have hitherto tended to operate as isolated projects on a smaller scale, and the outcomes delivered are diverse, and often intangible or indirect in nature.

More generally, evaluation theorists such as Pawson have argued against simplistic top down assessments of programme impact, given the complexity of society, and the importance of context to success:

*'It is through the workings of entire systems of social relationships that any changes in behaviours, events and social conditions are effected, therefore rarely is the same programme equally effective in all circumstances'<sup>5</sup>.*

For Realist evaluators<sup>6</sup>, specific social outcomes can only be achieved when certain conditions are present and successful processes realised. Because of this, the generation of robust hypothesis in relation to an intervention's context and mechanisms of change, and their systematic testing through research, is seen to be the most valuable line of enquiry for an evaluation.

A clearly articulated theory of change and accompanying logic model provide a framework for generating these assumptions of how a programme works, which can then be explored at each step of the intervention. Positive results and validation of the hypotheses through objective research helps to then strengthen subsequent claims of programme impact and attribution to change. Such theory based approaches also generate useful learning and lessons around what works, why and under what circumstances.

The starting point for developing a theory of change for the IIP is the overarching aim of the programme and its strategy:

### IIP vision

To enrich the lives of children and young people of all abilities, in schools and communities across the world, particularly in developing countries, through the power of high quality and inclusive physical education, sport and play.

<sup>5</sup> Realist Evaluation, 2004, Pawson and Tilley

<sup>6</sup> Realist evaluators use a theory-driven evaluation method, which recognises that there are many interwoven variables operative at different levels in society.

The IIP aimed to achieve this vision through improving access to high quality and inclusive PE and sport, whilst also encouraging children (and the wider community) to value and choose to take part in sport. Sport is defined as all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction. This includes play, recreation, organised, casual, or competitive sport, and indigenous sports or games.

The specific strategy for delivering the IIP operates across three inter-connected levels of intervention – government and policy makers; schools, sport clubs and practitioners; and children and young people – and this is articulated below.

### 2.3.1 Government and policy makers

The IIP aimed to establish partnerships with named policy stakeholders in each country to ensure that the programme added value to education curricula, sport, youth and other development strategies, whilst boosting the capacity of stakeholders to undertake strategic planning and evaluation in relation to sport. In addition, it aimed to facilitate policy dialogue and public hearings on the importance of inclusive PE, sport and play, bringing together relevant public actors, in order to showcase pilot activities, change attitudes and promote the development of new relationships and visions for sport.

As a result of these efforts, it was anticipated that public actors would officially commit to scaling up pilot activities and the agenda of high quality and inclusive PE and sport for the development of children and young people in their countries, with systemic change evidenced in government policies and strategies, school PE curricula and curricula resources, and/or laws (leading to associated budget commitments and implementation).

### 2.3.2 Practitioners and delivery organisations (schools and communities)

The IIP supported the provision of both pre-service and in-service training of teachers in schools (through training of trainers, support to national teacher training centres, and on-going cascade training) and through the training of community coaches and YSLs in child-centred PE and sport. Alongside this, it also supported the development of a related series of curriculum resources and tools to facilitate the delivery of PE and sport sessions. The aim was to inspire leadership and to strengthen the human capital and skills required to deliver (and evaluate) high quality and inclusive sport. The IIP also developed the knowledge and skills of PE teachers and YSLs through mutually beneficial school linkages between the UK and overseas countries. At the same time, sport federations, non-governmental organisations (NGOs) and participating IIP schools were linked with communities and existing in-country youth provision, so that skills and lessons learned could be shared, and joint activities developed (for example through school cluster arrangements). The IIP also facilitated smaller-scale improvements, and increased access to, the equipment and spaces available for PE and sport (including encouraging greater improvisation in the use of local resources).

As a result, the structures and capacity to deliver PE, sport and play would be improved amongst targeted educational institutions. Sport federations would develop sustainable new policies and partnerships within the education and community sectors to broaden access to their sports. And finally, new tools, resources and approaches to pedagogy would be embedded (for example, within the school curricula), leading to expansion and sustained improvement in the delivery of inclusive PE, sport and play. Moreover, the work of the IIP at community level would help change the attitudes of parents, care givers and community leaders about sport and play, and its contribution to child development, for example, through the delivery of community events and advocacy campaigns.

### 2.3.3 Children and young people

Through the interventions outlined above, the IIP aimed to increase and improve opportunities for all children and young people, in schools and communities, to participate in high quality, inclusive and enjoyable PE, sport and play. Young people were either 'reached' (defined as being involved in one-off IIP events) having the opportunity to participate in high quality PE, sport and play, or to access other rights or entitlements through such participation) or 'engaged' (defined as having been involved in regular PE and sport activities delivered or improved as a result of the IIP). As a result, it was assumed that this would enrich their lives in a variety of ways; sport participation would increase, excellence would be recognised and fostered, and knowledge, attitudes and behaviour among children and young people in relation to their personal development would change for the better.

Ultimately it was hoped that this would contribute to raising child development indicators in all targeted countries, thereby also helping to transform lives, and in particular through interventions that benefit:

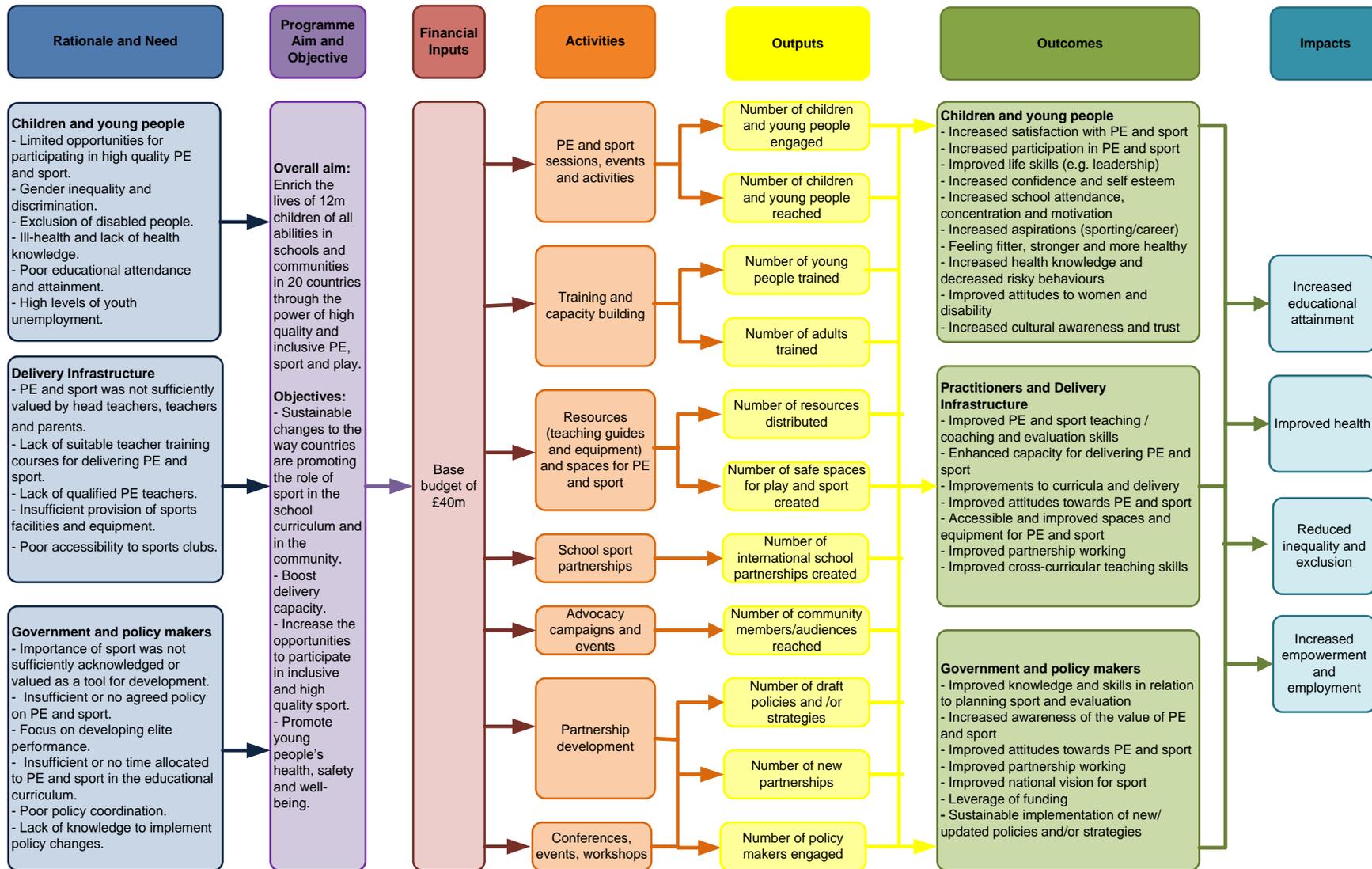
- **Health:** through improving mental well-being, fitness levels, the diet of young people and other indicators of a healthy lifestyle, as well as awareness of health risks such as HIV and AIDS (and associated sense of personal responsibility), leading to less risky behaviours.
- **Educational attainment:** through motivating young people to enrol, attend and perform better at school (through the attraction of sporting activities as well as peer effects), increasing attentiveness and concentration whilst in class (following periods of physical activity), and instilling the values of sport (such as teamwork, cooperation and respect), through transferring child-centred approaches to pedagogy across the wider curriculum, and providing appealing alternative education opportunities (for example, numeracy and literacy lessons as part of community sport sessions and through using sport as a cross-curricula learning tool).
- **Equality and inclusion:** through the inclusion and empowerment of women, disabled and vulnerable youth through sporting activities and leadership opportunities, through changing attitudes and generating respect for such groups, and through increasing cultural awareness, internationalism and trust through the partnership activities of the IIP.
- **Empowerment and employability:** through sporting talent development, the development of self-esteem, self-confidence and life skills<sup>7</sup> (such as leadership and communication skills), the acquisition of information and access to broader social networks, and development of career aspirations.

### 2.3.4 Logic model

Logic models are a visual method of demonstrating specific relationships between project resources, activities, outputs, and various outcomes, and indicate how various stages of a programme are intended to unfold to produce specific, describable and measurable changes or results. Logic models in turn provide the basis for formulating evaluation frameworks and questions. The following diagram sets out a logic model that was developed and applied to the evaluation of the IIP.

<sup>7</sup> Defined by UNICEF as a group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life. Life skills may be directed toward personal actions and actions toward others, as well as actions to change the surrounding environment to make it conducive to health.

Figure 2.3 IIP logic model



## 2.4 Programme Monitoring and Evaluation

### 2.4.1 The outcomes matrix and key performance indicators

At the start of the IIP, the three lead delivery partners applied their own monitoring and evaluation processes to assess progress against the overall IIP aim and objectives. However, during phase one of the IIP, it was recognised that a more holistic approach, supported by an analytical logical framework that focussed on results, would be beneficial. With support from the Loughborough Partnership who conducted the phase one evaluation<sup>8</sup>, an Outcomes Matrix was developed, which sets out the strategy, priorities, outputs and outcomes for the programme as a whole, aligned with the different levels of intervention set out above (policy makers, practitioners and people). All of the work delivered through the IIP is aligned with this framework. The programme was underpinned by three KPI targets:

- Across all targeted countries, 4 million children and young people of all abilities will have been regularly engaged and 8 million children and young people will have been directly or indirectly reached.
- 20,000 practitioners are trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities.
- At least 20 policies and/or strategies and/or curricula and/or laws have been changed, developed or operationalised in targeted countries to deliver high quality and inclusive PE, sport & play.

The Outcomes Matrix, which includes all the KPIs, is set out in [Annex Four](#).

### 2.4.2 DFID logframe

The IIP was expected to play a role in helping to work towards the Millennium Development Goals (MDGs)<sup>9</sup>. Where possible, monitoring and evaluation by IIP partners and the evaluation research conducted by Ecorys considered the extent to which IIP has contributed to relevant MDGs. In addition to the indicators outlined in the Outcomes Matrix and in the table above, DFID also identified a number of specific outcomes to help measure progress.

**Table 2.1 DFID impact indicators**

Impact	Impact Indicator
Across all countries funded by DFID through the IIP since April 2011, there is evidence that the IIP has contributed to an increase in attendance levels and improvements in the quality of education	<b>Impact Indicator 1:</b> Number of children attending primary schools.
	<b>Impact Indicator 2:</b> Literacy rate.
	<b>Impact Indicator 3:</b> Number of children completing primary education and moving to secondary schools.

In addition to the indicators outlined in the Outcomes Matrix and in the table above, DFID also identified a number of specific outcomes. These were as follows:

<sup>8</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership

<sup>9</sup> The eight Millennium Development Goals – which range from halving extreme poverty rates to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions.

- Number of policies and/or strategies and/or laws changed, which have a corresponding budget allocation.
- Number of PE curricula changed.
- % of teachers and coaches reporting they are using new curricula and pedagogy in teaching/coaching PE and sport one year after training.
- Number of pilot programmes scaled up to regional or national level.
- Number of targeted primary schools and/or civil society organisations adopting child-centred teaching and learning methodologies and materials.
- Number of secondary schools establishing strong links with neighbouring communities and working in clusters to provide high quality and inclusive sporting and recreational activities.

### 2.4.3 Monitoring and evaluation processes

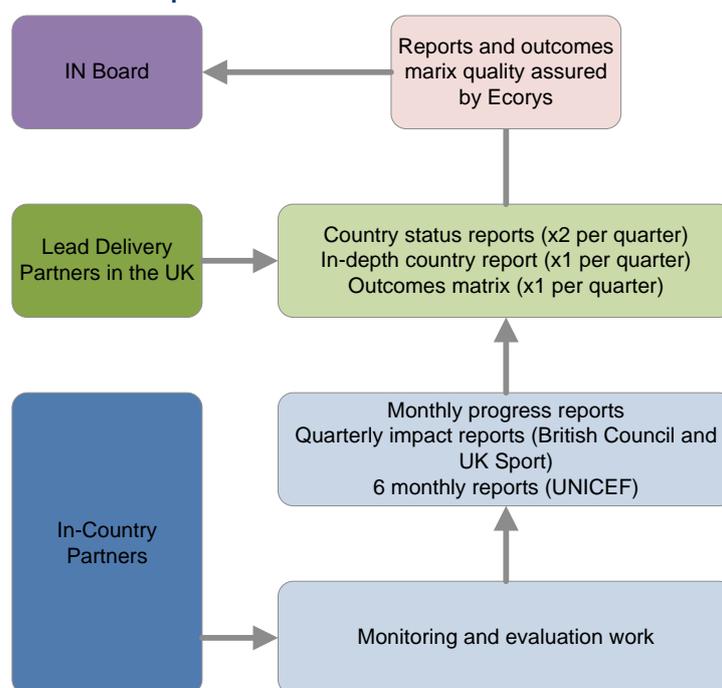
The partners working in the IIP countries were responsible for monitoring programme activities in their respective countries, and supplying data to meet the requirements of the frameworks outlined above. The precise nature of the monitoring and evaluation methods employed varied by country, but typically they included producing attendance registers, training reports, progress updates on school partnership links and YSL activities, case studies and surveys. Each quarter, British Council representatives in all of the active IIP countries produced quarterly impact reports, highlighting the headline results from IIP activities in their country. Similarly, UNICEF representatives in-country produced a report every six months, highlighting their progress and key achievements.

In addition to the outputs outlined above, every quarter, the UK partners produced a number of reports for the IN Board. This included the following:

- Country status reports for two IIP countries, which included an assessment (red/amber/green) and description of progress towards each of the outcomes set out in their respective country plans.
- An in-depth country report for one IIP country, which typically summarised progress in terms of quantitative figures, included a qualitative case study example, and highlighted challenges and key achievements to date.
- An Outcomes Matrix report for the programme as a whole, which included key achievements against each of the programme outcomes.

Each quarter, Ecorys was responsible for quality assuring these reports prior to them being shared with the IN Board. The following diagram summarises the monitoring and evaluation processes.

**Table 2.2 Monitoring and evaluation processes**



#### 2.4.4 Ecorys review of programme monitoring and evaluation

During the phase one evaluation of the IIP, the Loughborough Partnership reviewed the monitoring and evaluation processes for the programme and compiled recommendations to improve processes<sup>10</sup>. During 2010 and 2011, Ecorys built on this work and undertook a further review of monitoring and evaluation processes for the IIP. Working with the IIP lead delivery partners, a number of improvements were made or recommended in order to help strengthen the evidence base from the IIP. These are summarised as follows:

- Clarification of the KPI definitions (such as the difference between children and young people reached and those engaged).
- Refinements to the wording of the KPIs, to improve clarity and consistency.
- The disaggregation of the practitioners trained KPI, to specify the number of adults trained and the number of young people trained.
- Protocols for establishing a clear role for the IIP in any policies reported to be influenced.
- Advising partners to report on actual numbers of participants (for example, in school PE and sport festivals) whenever practical, or else programme estimates validated through monitoring visits, rather than relying upon targets or multipliers.
- Protocols for removal of any double counting in the figures reported (including between programme partners).
- Introduction of surveys for policy makers, delivery institutions, practitioners, and children and young people to address gaps in data collection.
- Clearer delineation of responsibilities between the IIP partners and the external evaluator, Ecorys.

<sup>10</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership

## 3.0 Governments and Policy Makers

This chapter focuses on governments and policy makers. It explores the context in target countries prior to the introduction of the IIP. It then outlines the key activities delivered through the programme, followed by the outcomes achieved and the extent to which a sustainable legacy has been secured. A summary of the key findings from this chapter is set out below.

### Context prior to the IIP

- Importance of sport was not sufficiently acknowledged or valued as a tool for development
- Some countries did not have an agreed policy on sport and others devoted much more of their attention to the development of elite sport rather than sport for all
- Importance of PE and sport as part of the educational curriculum was not always valued and as a result, there was insufficient time allocated to PE and sport
- Responsibility and interest in PE and sport often cut across a number of national ministries and in some countries, there was poor policy coordination
- Many countries lacked sufficient knowledge about how to implement policy changes

### Key activities

- Steering committees and partnerships
- Conferences, events and workshops
- Training, technical guidance and research

### Key performance indicator

- The IIP influenced 55 policies, strategies or legislative changes across 19 countries.

### Outcomes

- New or strengthened partnership working between organisations with an interest in sport and the personal development of young people.
- Enhanced capacity of policy makers.
- Improved perceptions towards PE and sport.

### Legacy

- Rolling out policy changes and activities
- Integrating IIP activities into existing programmes and policies
- Building capacity
- Sustaining partnership working

### 3.1 Context

Prior to the introduction of the IIP, at a policy level **the importance of sport was not sufficiently acknowledged or valued as a tool for development** across all programme countries. In some cases, this meant that countries had **no agreed national policy on sport**, for example in Brazil and Jordan<sup>11</sup>. In Nigeria, there was also no legislation promoting the value of PE and sport as a policy intervention either in its own right or as a cross-cutting tool (while existing sports policies were characterised by significant gaps, for example in terms of gender sensitivity, support for disabled people and specific guidelines for training). In other instances, it was clear that some countries **devoted much more of their attention to the promotion and development of elite sport and talent development**, rather than grass-roots sports delivery. For example this was evident in Azerbaijan, India, Ethiopia and Trinidad and Tobago, where sports-based programming tended to focus on the identification, development and promotion of young elite athletes. As a consequence, any PE and sport initiatives directed at achieving development goals

<sup>11</sup> Country scoping reports (2007 and 2009)

tended to be pursued in an ad-hoc and isolated manner, and often led by a handful of non-governmental organisations, such as Right to Play<sup>12</sup> and the Special Olympics (SO) (for example in the case of India). A lack of focus and legitimacy for sport at the national policy level tended to translate into a lack of trained personnel, equipment and commitment to supporting the delivery of sport for development on the ground.

***“Sport in Azerbaijan was not seen as a tool for development, only for winning medals.”***

*(UNICEF, Azerbaijan)*

In addition, in many countries the **importance of PE and sport as part of the educational curriculum was not valued**, or valued consistently, at a national level. In some countries, there was **no statutory commitment to delivering a specific number of hours of PE and sport per week** within the school curriculum at all (for example in Mozambique). In countries where PE was a part of the core curriculum, there was often **insufficient time allocated to PE and sport** (for example, in Indonesia) and/or PE was only a requirement for specific age groups (for example, in Nigeria and Uganda, where PE was only compulsory for secondary school pupils at junior level). Baseline evidence suggests that this was pursued largely in order to focus students on more traditional subjects with national exams, perceived by policy makers, teachers and parents alike as more important to a child’s development. In Tanzania, the former Ministry of Education actually banned sports competitions in schools between 2000 and 2007. Policies such as these had left a legacy of poor PE and sport within primary and secondary schools in the IIP countries, in terms of both the quantity and quality of provision (alongside commensurately poor PE training for teachers within colleges of education).

A further key strategic challenge facing all the IIP countries was the achievement of **policy coordination, given that responsibility and interest in PE and sport often cut across a number of national ministries** (most notably the ministries responsible for education and for youth and sport) and associated agencies. In India, the Ministry of Human Resource Development (MHRD) oversees all aspects of education whilst sport is managed through the Ministry of Youth Affairs and Sport (MYAS, with whom the IIP Memorandum of Understanding (MoU) was signed) and the national curriculum for physical education is the responsibility of the National Council for Education and Research (NCERT). Other national sports bodies include the Sports Authority of India and the Indian Olympic Authority. In order to ensure effective sports delivery, joined up working between government departments is essential but in many cases this was not happening at a sufficient level. For example, while Uganda was rare amongst IIP countries in benefitting from a combined Ministry of Education and Sport, a lack of wider coordination across different actors around PE, sport and play had led to inefficiencies in the deployment of available human, technical, material and financial resources<sup>13</sup>.

In some cases, early IIP scoping visits highlighted that although there was a desire among countries to improve their sport for development policies, many countries **lacked the knowledge of how to implement such changes**.

<sup>12</sup> Right to Play is a charity which aims to create a healthy and safe world through the power of sport and play.

<sup>13</sup> Country plan

## 3.2 Strategy

In response to these challenges, the IIP strategy at the level of governments and policy makers was as follows<sup>14</sup>:

- IIP would facilitate policy dialogue and public hearings on the importance of inclusive PE, sport and play, bringing together relevant public actors and promoting the development of new relationships.
- Partnerships would be established with named stakeholders in each country to ensure that the IIP added value to education curricula, sport, youth and other development strategies.
- Public actors would officially commit to the agenda of high quality and inclusive PE and sport for the development of children and young people, and change would be evidenced in government plans and policies (for example new legislation that provides legal direction and backing for sport in schools, and which specifies minimum standards of provision).

This aimed to contribute to the following outcomes:

- Short-term: awareness raising and relationship building.
- Medium-term: capacity building.
- Long-term: sustainable improved delivery and increased awareness of PE, sport and play, leading to children's lives being transformed.

## 3.3 Activities

In general, the activities delivered through the IIP at the level of governments and policy makers were as follows.

### 3.3.1 Steering committees and partnerships

At the start of the IIP in each country, a steering committee (or working group or task force) of key strategic stakeholders was established. Although the nature and composition of the steering committees varied from country to country, most included representatives from the following organisations:

- Government, such as the ministries of education and sport.
- Lead delivery partners, such as UK Sport, UNICEF and British Council.
- National Olympic Committee (NOC) and National Paralympic Committee (NPC).
- A selection of other organisations interested in PE, sport and development, such as universities, teacher training institutions and NGOs focussed on sport, gender and youth.

Members of the steering committees worked together, and with the lead delivery partners, to jointly develop their IIP country plan. The steering committees also played an important role in strategic decision making and the coordination of the IIP, plus encouraged ownership of the IIP activities. Wherever possible, the IIP built partnerships in order to promote efficiency and to embed activities within existing organisations and programmes.

Building capacity and commitment were particularly important for when programmes finished and for ensuring legacy, when responsibility for sustaining the IIP policies and activities were handed over to the countries themselves.

<sup>14</sup> As referenced in the Outcomes Matrix

### 3.3.2 Conferences, events and workshops

Numerous workshops, events and conferences were organised to promote the role of sport for development, for curriculum or sports policy development, and for consultation purposes. Key government policy makers, particularly those who were members of the steering committees typically attended, and sometimes presented, at the events. Across the majority of countries, events were held to launch the IIP. There were also conferences and workshops that provided an opportunity for individuals to advocate, discuss, and develop policy around PE and sport.

### 3.3.3 Training, technical guidance and research

During the programme, the IIP partners offered support to help policy makers build their capacity to develop and implement effective policies and strategies for high quality and inclusive PE and sport. Key activities included the following:

- **Training:** Policy makers had the opportunity to undertake a range of training that was offered through the IIP. This typically involved building the skills of policy makers in organising, delivering and evaluating high quality and inclusive PE, sport, sport for development and play activities.
- **Study visits to the UK:** When the IIP commenced in a country, key stakeholders were invited to participate in a study visit to the UK, facilitated by British Council and YST with input from UNICEF and UK Sport. This provided an opportunity for individuals to meet with UK organisations and gain support and ideas for delivering the IIP activities in their country.
- **Technical guidance:** The lead delivery partners provided on-going technical advice and support to partners in respect of designing, delivering and monitoring the IIP activities. Moreover, a representative from UK Sport undertook a support visit to each country once a year (at least nine months after commencement of delivery). This provided an opportunity for UK Sport to provide hands-on professional and technical support in the scoping, planning and delivery of the sport component of the country plan and how to work with the sport community. During the visit, UK Sport also helped countries resolve any delivery issues and supported the development of sustainable strategies. Partners also offered technical guidance and capacity building activities as part of the IIP.
- **Research:** The IIP provided financial and technical support to enable a range of research into the current provision of PE and sport for children and young people. In the majority of the IIP countries, baseline studies were undertaken by UNICEF. These typically mapped existing government policies and regulations for PE and sport, both in and out of schools. They also incorporated knowledge and attitude surveys with key stakeholders (for example policy makers and practitioners) and community members (for example parents and young people). These studies were designed to provide a better understanding of the current situation for PE and sport in terms of demand and supply in order to form the basis for stimulating more effective partnership working and policy making.

## 3.4 Key Performance Indicators

The following table shows that the KPIs for governments and policy makers have all been exceeded. In particular, the IIP has influenced 55 policies, strategies or legislative changes across 19 countries, against a target of 20 policies. These KPIs are explored in more detail below. Further details on the Outcomes Matrix, including key definitions, are set out in [Annex Four](#).

**Table 3.1 Key performance indicators for government and policy makers**

Targets (by end of 2014)	Achievements (by March 2014)	RAG <sup>15</sup>
At least 20 policies and/or strategies and/or curricula and/or laws have been changed, developed or operationalised in targeted countries to deliver high quality and inclusive PE, sport & play.	The IIP influenced 55 policies, strategies or legislative changes across 19 countries. Of these 17 were school sport policies or legislative changes, 9 were sports policies or legislative changes, 24 are teaching and coaching resources, and 5 are youth policies.	
By the end of 2014, across 20 countries there is evidence that policy makers have increased their capacity in strategic planning and monitoring and evaluation <sup>16</sup> .	There is evidence that policy makers in 20 IIP countries increased their capacity in strategic planning and policy makers in 17 IIP countries increased their capacity in monitoring and evaluation.	
By the end of 2014, across 20 countries there is evidence that policy makers have changed their attitudes and developed new relationships <sup>17</sup> .	There is evidence that policy makers in 19 IIP countries improved their attitudes towards sport and PE and that policy makers in 20 countries developed new relationships.	

In addition, at least 720<sup>18</sup> policy makers were engaged in the IIP, through the range of activities outlined above.

### 3.5 Outcomes

The following section considers the outcomes delivered by the programme at the level of government and policy makers.

#### 3.5.1 Improved partnership working

As identified at the start of this chapter, one of the key challenges across many countries was the lack of coordination between the various ministries and agencies relevant to PE and sport, and particularly for children and young people. Through the primary research conducted by Ecorys across multiple IIP countries, it was evident that the IIP had provided a catalyst for new or strengthened partnership working between organisations with an interest in sport and the personal development of young people. This manifested itself in improved communication, understanding and trust between key partners (culminating in new joint working and the policy changes documented in [section 3.5.4](#)).

Policy makers in Turkey noted that through working together on the IIP, they had learnt a lot from each other and now realised the potential opportunities, benefits and synergies that collaboration could bring to their other projects and activities. In Uganda, the IIP and its Steering Committee provided the platform for key partners to strengthen existing relationships (for example between the Ministry of Education and

<sup>15</sup> Red, amber, green (RAG) assessment indicating progress towards achieving the target.

<sup>16</sup> In October 2013, this KPI was re-worded to allow change to be measured across all 20 countries, rather than across a sample of policy makers.

<sup>17</sup> In October 2013, this KPI was re-worded to allow change to be measured across all 20 countries, rather than across a sample of policy makers.

<sup>18</sup> Data for the five phase one countries is based on evidence set out in Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership. Data for the other 15 IIP countries is based on data provided by the IIP partners, which was quality assured by Ecorys.

Sports, and Kyambogo University, Kampala), and resulted in new partnerships being formed, for example with the Ministry of Gender and Social Development. This evidence was supported by an IIP partner survey of policy makers<sup>19</sup>; 91% reported that the education and sport sectors in their country were working more closely together as a result of involvement in the IIP (44% stated 'yes – a lot' and 47% stated 'yes – a little')<sup>20</sup>.

Alongside national steering committees, a range of other partnership groups at other levels were sometimes set up, in response to local need and specific priority projects. For example, Ethiopia set up regional steering committees, which encouraged sports officers to come together to make decisions, build capacities, innovate, and widen participation. A further example of how the IIP stimulated partnership working in this way is highlighted below.

### Case study: Establishing a women's task force group in Tanzania

Opportunities to take part in sport in Tanzania have traditionally been regarded by many as something only available to men, rather than women as well. Therefore, increasing participation in sport by women and girls was a key focus of the IIP. As a result, the IIP enabled the Women's Leadership Programme to be launched. Building on this, the programme supported the formation of a women's task force group, which comprised ten leading female figures in sport, education, media and Government. The group had responsibility for developing a national strategy to build the profile and capacity of women in sport. One of the members of this group believes that without the IIP, the group would not have been established, as highlighted below.

*"The IIP provided financial support to bring together different people with different expertise to develop ideas for the women's leadership programme. The UK partners also provided guidelines for the development of the programme." (Women's Task Force Group, Tanzania)*

There was also some evidence that the IIP helped to strengthen partnership working with NOCs and NPCs. In most countries, these organisations sat on the steering committees and offered strategic support and guidance for the IIP. For example, support was provided at the scoping and design stages, as highlighted in Azerbaijan where the NOC undertook a survey to identify the main obstacles preventing girls and women participating in sport, and in Malaysia where the NPC conducted research into current provision for disabled children. In some countries these organisations also played a more direct role in the IIP delivery. In Tanzania the NOC was involved in developing the women's leadership programme, which included adapting the IOC's women leadership programme and resources, and in Turkey, the NPC delivered Paralympic School Days, which raised awareness of disabilities and Paralympic sports. Finally, the NOC and NPC sometimes supported the sustainability of the IIP activities, as highlighted in Jordan where the 5\* Disability Sports Challenge, which was developed through the IIP, was rolled out by the Higher Council for the Affairs of Persons with Disabilities, the Jordan Paralympic Committee and the Ministry of Education.

Through UK Sport, links between the IIP and the International Paralympic Committee (IPC) and the IOC were also evident. Wherever possible, in order to maximise the benefits for children and young people efforts were made to ensure that there was synergy between the activities delivered through the IIP and those delivered through the IPC and IOC. As an example, two IIP countries (Mozambique and Trinidad and Tobago) were involved in the Organisational Development Initiative (ODI), which is delivered by the IPC and aims to advance the development of NPCs. UK Sport endeavoured to raise awareness of the

<sup>19</sup> The survey was completed by 32 policy makers across 11 IIP countries.

<sup>20</sup> The survey was completed by 32 policy makers across 11 IIP countries.

opportunities for synergy between the IIP and the ODI in these countries and UK Sport believe it led to these countries being involved in the ODI at an earlier stage than would have otherwise happened.

What is more, in most countries, the IIP was the first time that the lead delivery partners (UK Sport, UNICEF and British Council) worked together. However, this has played out at differing levels and with varying degrees of effectiveness in different countries. For example, the IIP in Jordan provided an opportunity for the British Council and UNICEF to consolidate their joint working by developing a new project that involved establishing debate clubs. Both organisations believe this would not have happened without the IIP. Joint working also appeared particularly strong in Mozambique (for example with the British Council training local officials as part of UNICEF supported activity), facilitated by the set up of the national Task Force.

In terms of key mechanisms of change and supportive contexts, the establishment of steering committees was important for promoting partnership working. However, especially critical was that the IIP helped place PE and sport within a relevant policy framework for developing countries, and provided systematic opportunities to come together and engage in PE and sport strategic development, often for the first time in their countries.

***"The IIP has helped our partnership working. It is something new to bind us together and connect us all."***

*(Ministry of Community Development, Gender and Children, Tanzania)*

Senior government stakeholders from the Uganda Steering Committee reported that prior to the IIP there had never been such a forum to bring partners together around PE and sport. Likewise, in Mozambique, members of the IIP Task Force, including the Ministry for Education and the Ministry of Youth Sport, reported that they had never come together to make such firm commitments to policy change prior to the IIP; instead they had tended to work individually or on an ad-hoc project basis.

The design of the IIP managed to incentivise participation by bringing a longer-term and broad-ranging vision and strategy for improving PE and sport to partner countries, including new, and very welcomed perspectives and resources (for example philosophies and tools for integrating girls and disabled young people into sport, or athletics into primary school PE). As well as being underpinned by sound pedagogical principles, the resources introduced by the IIP were flexible and could be tailored to local contexts. All of this was very important to higher-level policy makers, looking to preserve but also open to enhancing existing policy systems, and helped to secure stronger partner buy-in.

Notwithstanding the successes outlined above, developing new partnerships has not come without challenges. Overall, although in most countries there was a strong commitment among policy makers and other partners to engaging with the IIP, there were a number of instances where the steering groups did not meet as regularly as planned (for example in Ethiopia, Tanzania, Egypt, Uganda, and South Africa), and in particular during the early stages of implementation. This was primarily due to time constraints among group members, as well as individual personalities.

There were only a minority of cases where the setting up of the IIP steering committees was not successful. One example was in South Africa. Partners reported that the scale of the IIP may have been too small (compared to other programmes), which meant that, coupled with time constraints, many policy makers did not sufficiently engage with the programme. Another example was in Indonesia where attempts to engage some national government ministries, including the Ministry of Education, largely failed. To overcome this, the IIP partners shifted focus to six demonstration units at a sub-national

government level, as well as alternative central government partners (including the Ministry of Social Affairs which understood the added value of sport to social work practice), and subsequently good progress was achieved. This underlines the importance of country context, and ensuring that sport for development programmes and partner selection are tailored to this.



Photo: ©UNICEF Pakistan / Warrick Page 2011

In light of the cross-cutting nature of PE and sport (and overlapping ministerial responsibilities), clearly defining the roles and responsibilities of different organisations and identifying the most suitable lead partner was also essential, but sometimes difficult. For example, in South Africa there was a particular challenge with respect to defining the roles and responsibilities of the Department of Education and the Department of Sports and Recreation (in light of internal restructuring) and in Nigeria there were a number of internal issues between the Ministry of Education and the Sport Ministry with regard to where a new policy should sit. Similarly at the start of the IIP in Malaysia, the Ministry of Education was the strategic lead for the IIP work at a policy level; however this later changed to the Ministry of Youth and Sport. Whilst it was essential to ensure that all relevant partners were involved in the IIP, key partners needed to be fully engaged with at an early stage in order to allocate roles and responsibilities appropriately. Policy makers in South Africa noted that the study visit to the UK, which involved a range of key partners, helped to develop and strengthen relationships in the early stages of the programme.

A significant proportion of the IIP countries subsequently also had to deal with on-going political change and Government reform, resulting in a regular turnover of those ministers and officials engaged as members of the various steering committees. This inevitably caused delays or stalled progress in some countries, and required additional efforts to establish buy-in and commitment amongst new partners. As an example, the reforms that followed the Turkish general election of June 2011 created uncertainty around the future of some members of the steering committee, which in turn led to delays in the introduction of a number of the IIP activities. This was also experienced in Nigeria, with regards to delays in setting up a Roundtable on School Sports to advocate for greater funding and planning for sport at the

state educational level (whilst strike action also held up plans to review the PE curriculum and develop teacher guidance materials alongside national policy change). In Jordan, the Minister of Education, who is responsible for any changes to educational policy, rotates every six months, which led to a lack of continuity and the need to regularly secure buy-in to the IIP. Likewise, Indonesia was affected by a lack of consistent personnel as a result of Government restructuring. Delays also occurred in Egypt as a result of civil unrest.

In some countries there were particular challenges securing buy-in and support from NOCs and NPCs. One of the main challenges was that the priorities of these organisations were more focussed on elite sport (despite the evident benefits of investing in young talent for the future). In Tanzania, at the time that Ecorys undertook a country visit in 2013, there was no representation from the NPC on the task force group and this was believed to be due to capacity issues within the small organisation. To help overcome this, the task force group sought to identify specific projects that could encourage the NPC to have a greater involvement in the programme. In other cases, it took time to gain the confidence of NOCs and NPCs but demonstration activities helped to address this. A further lesson was that different partners, including those not directly involved in the programme, needed to be engaged in different ways, depending for example on their levels of commitment and capacity.

There was also some evidence (for example, in Brazil and Ethiopia) to suggest that partnership working among the lead delivery partners was weak. In these instances, different organisational approaches to working meant that the partners were for the most part focused on leading separate strands of activity, with limited synergy and collaboration. In these cases, there were missed opportunities to maximise the impact of initiatives.

### 3.5.2 Increased skills and capacity

Having sufficient knowledge and skills to successfully design, administer, and sustain PE and sport policy change is essential and in many cases the IIP played a key role in enhancing the capacity of policy makers. This was supported by a survey, which found that 94% of policy makers felt more confident in strategic planning or sports based programmes following their involvement in the IIP (88% stated 'yes – a lot' and 6% stated 'yes – a little'<sup>21</sup>).

The study visits to the UK provided a powerful approach to stimulating learning (and subsequently new ways of working). For example, ten policy makers from Uganda took part in a study visit to the UK, and reported that they gained new ideas and knowledge in PE and sport, which they took home and shared with colleagues. During a visit to the UK, Turkey learnt from the Scottish Active Schools programme and has now developed Active Schools' standards and indicators, which are included in the Primary Education Institution Standards (PEIS) and the monitoring forms which all primary schools in Turkey are required to complete.

***“During the study visit to UK, we saw that there are sports colleges that focus on developing the skills and talents of students with potential in sports who have been identified at an early age... The current Governor of Lagos State has commissioned both the state ministries of education and youth development to look into replicating this structure at the state level.”***

*(Lagos State Ministry of Education, Nigeria)*

<sup>21</sup> The survey was completed by 32 policy makers across 11 IIP countries.

In some of the IIP countries, this was followed by the inclusion of steering group members in training, alongside practitioners (see [Chapter Four](#) for more details).

One of the key areas of up-skilling has been in the monitoring and evaluation of PE and sports activities. For example, in Tanzania, prior to the IIP, there was no consistent approach to measuring the role and impact of sport in Tanzania. The IIP provided technical expertise and advice to support the development of a monitoring and evaluation framework. Similarly, in Pakistan and Turkey, as part of the curriculum pilot, monitoring tools and templates were designed and shared with the provincial education officials who took ownership of overseeing the schools.

In a number of cases, the IIP encouraged governments to increase their own capacity in relation to delivering PE and sport. For example, in Brazil in 2009, the municipality of Pedra created a Sports Coordination Unit within its Department for Education, which is now responsible for planning and implementing sports policies and programmes in local public schools. The municipality also hired its first PE graduated teacher, who is now coordinating the Sports Unit.

### 3.5.3 Increased awareness and improved attitudes

Changing attitudes (towards the role and value of sport), particularly when they are deeply entrenched, takes time. However, the IIP demonstrated success in improving perceptions towards PE and sport among key policy makers. This was supported by the survey of policy makers, which asked respondents to record how positive they felt about the role of sport in supporting community and/or educational development (rated on a scale of 0 – 5, where 0 was not at all positive and 5 was highly positive). Prior to the IIP, an average rating of 3.9 was recorded but after the IIP, this had increased to 4.8<sup>22</sup>.

Ecorys' research suggests that the changes in attitudes were most evident among policy makers directly involved in the programme, for example those who sat on the IIP national steering committees. For example, in Nigeria, Baroness Estelle Morris hosted a launch and policy dialogue discussion with key stakeholders to inspire them to believe that a PE and sport strategy for young people and 'journey' could be achieved. In turn, these policy makers tended to be instrumental in helping to change the perceptions of other individuals.

Positive demonstration effects from the IIP pilot activities were found to be a critical factor in overcoming initial scepticism (or simply a lack of interest or competing priorities) amongst some policy makers. This tended to be achieved through the advocacy of their benefits to the steering groups or more commonly through relevant key stakeholders being invited to observe activities directly. Such activities helped to demonstrate the practical benefits of the IIP resources (and the positive responses of teachers, coaches and young people on the ground).

***“Seeing is believing.”***  
*(Ministry of Education, Ethiopia)*

<sup>22</sup> The survey was completed by 32 policy makers across 11 IIP countries.

The study visits to the UK were also reported to have made a major contribution towards generating improved attitudes towards sport. According to policy makers in Turkey, the visit was the most important factor in securing commitment and support from each of the partners involved. The visit was also beneficial for the Minister for General Education in Ethiopia, stating that: “the UK visit inspired me to copy what the UK were doing”. In addition, Loughborough Partnership noted that in India, the UK visits had a significant impact on policy makers and influenced a shift in policy thinking and practice<sup>23</sup>. As a result, positive attitudinal changes were evident.



In addition, attitudes were changed on a wider scale through conferences, workshops and other advocacy events delivered through the IIP. In addition to national government representatives, these events typically encouraged a dialogue and discussion amongst a much more diverse group of individuals than had often been the case in these countries before (facilitating the exchange of ideas and cross-sector buy-in). For example, in 2011, the conference ‘the Role of Sports in the Development of Children and Adolescents’ was held in Jordan. This conference provided an opportunity for policy makers, representatives from NGOs, head teachers, teachers and teacher trainers, sports coaches and young people to all positively discuss the development of a national strategy for sport in Jordan (reportedly for the first time to this extent). Similarly, in Ethiopia a symposium was held in 2013, which provided a platform for policy makers, sports practitioners and young people to exchange knowledge and practices on inclusive sport. In Pakistan, three curriculum development workshops were held, which brought together policy makers, curriculum advisors and teachers in order to build up momentum in the lead up to a policy dialogue that took place in 2013.

Through triggering such mechanisms of change, within the context of each country, the IIP contributed to attitudinal changes in a number of areas, as outlined below.

<sup>23</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership

### 3.5.3.1 Sport for all

The IIP raised awareness of the importance of sport for all, rather than just elite sport. In many countries, this has helped to increase awareness of the importance of community sport and the importance of having opportunities for all young people to take part in sport, including girls, disabled children and disadvantaged communities. Supporting this, findings from the phase one evaluation of the IIP<sup>24</sup> produced by Loughborough Partnership also noted that the IIP clearly had an impact on the thinking of stakeholders in relation to the social inclusion of young people with disabilities and other disadvantaged groups. For example, as a result of the IIP activities, there was a shift in understanding among policy makers in Ethiopia of what sport can offer and an increase in awareness of the role of community sport.

***“Community sport is flourishing now. People have started to understand.”***

*(Sports Commission, Ethiopia)*

In Uganda, prior to the IIP, the aspect of community sport was not present in the Ministry of Education and Sport’s national strategy and plan. *“The IIP sounded the first drum”*, and encouraged the Steering Committee to set up a Community Coach Education Framework and pilot activities. In the past the government had been more focused on PE within schools, but through the IIP, they realised that schools are part of their communities, and that they need facilities and access to sport too.

### 3.5.3.2 Sport for development

The IIP successfully changed policy makers’ attitudes towards the role and worth of sport in supporting development, including the progression of young people.

***“Rather than just have a notion that sport is not our responsibility, we can articulate the role of sport in our plans. The Ministry has come to realise another area [sport] that can support the engagement of women and children in employment.”***

*(Ministry of Community Development, Gender and Children, Tanzania)*

Equally, the Ministry of Gender and Social Development in Uganda reported that the IIP was “very timely” for them, and *“woke them up”*; through the pilot activities, they found that once people come to sport, they can communicate further development messages, and that sport can help to strengthen groups within the community.

Policy makers that work in sectors other than sport, for example in education, youth and community development, have seen how sport can be a tool to help them address their key priorities, as highlighted below.

<sup>24</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2010, Loughborough Partnership

## Case study: Recognising the value of sport for development in Indonesia

The Ministry of Social Affairs (MOSA) was first introduced to the potential of sport as an engagement and social therapy tool for youth at risk through the Premier Skills initiative, led by the British Council and the Premier League. However, the Ministry became further convinced of its practical application to support behaviour change following a demonstration of TOPS<sup>25</sup> training and cards (which had been introduced through the IIP and specially modified) and through subsequent pilots across 10 shelters and later 40 drop-in centres in the slums of Jakarta. The Director General has now embraced sport as an innovative and empowering addition to existing, and more conventional, social work practices, and is committed to scaling good practice up to a programmatic level for the benefit of more young people in need.

### 3.5.3.3 *Role of young people*

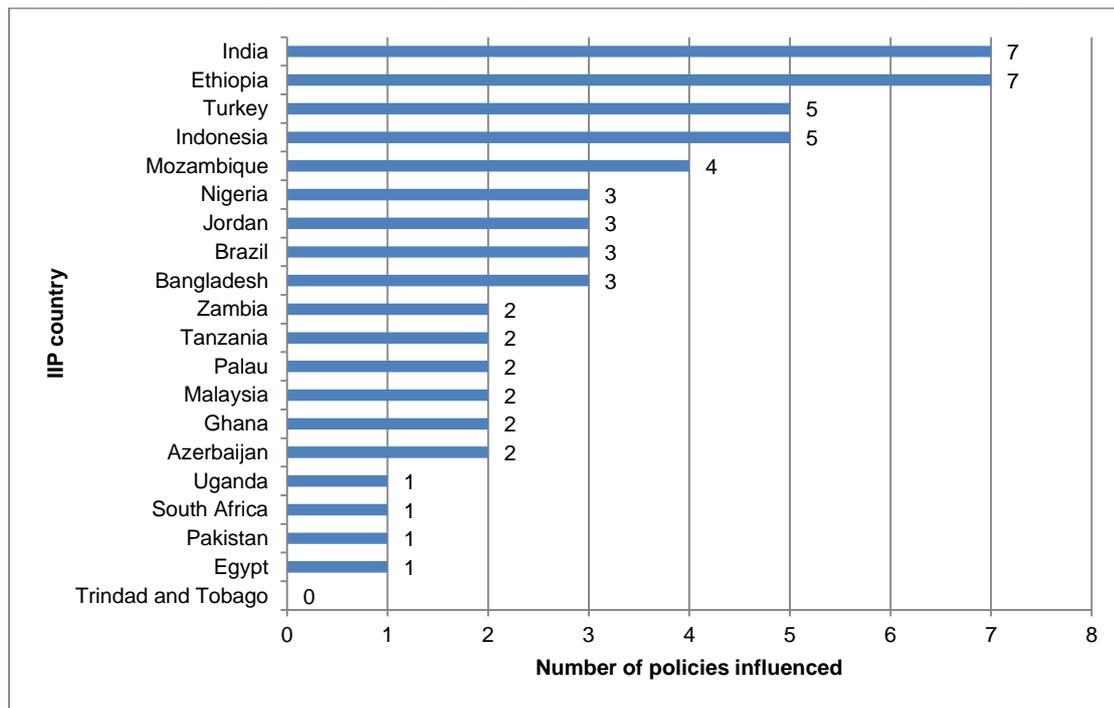
As a result of the IIP, the appreciation of the role and value of young people has increased amongst some policy makers. This has been achieved through the demonstration of their abilities as YSLs, for example through supporting the delivery of sporting events. Prior to the IIP, some policy makers in Ethiopia for example did not see young people as productive citizens. Through the IIP, they supported the delivery of the first national school sports competition in Ethiopia, which raised awareness of their capabilities. YSLs in Nigeria were actively employed to help renew and galvanise action amongst the IIP steering committee, through feeding back on their achievements.

### 3.5.4 *New and improved policies, strategies*

As highlighted in the previous section, the IIP influenced at least 55 policies, strategies, legislative changes, curricula or resources. The outcomes highlighted above (improved partnership working, skills and capacity and attitudes to sport) have all contributed to securing policy change. The following chart summarises the number of policies influenced, broken down by country. As of March 2014, policy changes influenced by the IIP were recorded in 19 countries. India and Ethiopia recorded the highest number of policies influenced (7 each), followed by Turkey and Indonesia (5 each). Only one country, Trinidad and Tobago, did not report any changes to policies as a result of the IIP. Notwithstanding this, Trinidad and Tobago have demonstrated a commitment to high quality and inclusive PE and sport, for example the Ministry of Sport is supporting a new Sports Administration Manual and is continuing to encourage the role of YSLs as volunteers.

<sup>25</sup> TOP Sportsability offers training and resources to schools. It includes practical advice to teachers, learning support staff, and other sports practitioners to enable them to deliver high quality, inclusive sports activities.

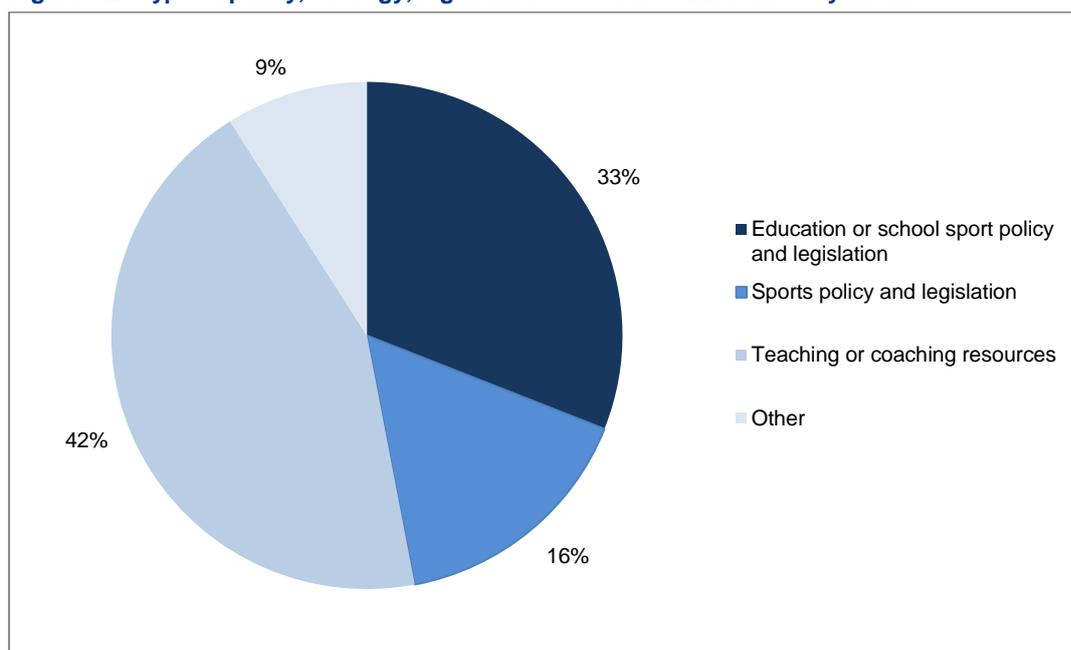
**Figure 3.1 Number of policies, strategies, legislation or resources influenced, by country**



Source: IIP data and Ecorys research

The following chart shows the types of policies and resources that the IIP has influenced. A full list of policies influenced is set out in [Annex Four](#). Most commonly, the programme influenced teaching or coaching resources (42%), followed by education or school sport policy and legislative changes (33%), and sports policy and legislative changes (16%). Positively the IIP has influenced policies across a range of government departments; most commonly ministries of education but also ministries of sport and ministries of youth. In addition, the IIP has also influenced policies across other organisations such as universities (for example Kyambogo University in Uganda), training institutes (for example Tanzania Institute of Education) and NOCs (for example in Palau).

**Figure 3.2 Type of policy, strategy, legislation or resource influenced by the IIP**



A clear role for the IIP in influencing changes to all 55 policies has been identified. In many cases, the IIP introduced new methodologies and resources which were integrated into policies. In addition, the programme facilitated training, alongside advocacy and lobbying work, to raise awareness of the importance of PE and sport. Supporting this, the IIP allowed new projects and activities to be piloted and showcased, which enabled policy makers to see the success of new approaches and how they could contribute to their strategic priorities. The programme also facilitated links with the UK and between the IIP countries, which provided an opportunity to share good practice and learn from one another. In addition, the IIP stimulated greater partnership working between key organisations in the IIP countries, for example through the IIP steering committees and task groups, which resulted in many policy changes. The IIP partners also provided high quality technical expertise, advice and guidance which played a key role in helping to deliver high level policy changes within the IIP countries.

Ecorys research suggests that in some cases (for example, the national Sports Strategy in Azerbaijan), such policy changes may have eventually happened anyway. However it is clear that the IIP stimulated changes to happen much more quickly (for example, the National School Curriculum revisions in Ethiopia), has facilitated additional enhancements to existing policies (for example in terms of ensuring a greater focus on accessibility and inclusivity) or supported the development of high quality resources to ensure that new policies were effectively implemented (for example TOPS). In other cases, the changes would not have happened at all without the IIP (for example the PE and School Sport Policy in Nigeria).



**3.5.4.1 Influencing education or school sport policy and legislation**

In terms of the IIP’s influence on education and school sport policy and legislative changes, the programme has demonstrated the importance of PE in the curriculum and as a result the provision of PE and sport in schools has increased. In Mozambique, plus the Andhra Pradesh and Assam states in India, and the Sindh Government in Pakistan, PE and sport has now been made compulsory. In Turkey, the IIP influenced a decision by Turkey’s Ministry of National Education to increase weekly participation in PE and sport in elementary schools from two hours to five hours.

***“As a part of the IIP, primary and secondary curricula now have mandatory and elective physical activity lessons for five hours a week instead of two. The IIP emphasized the importance of games and sports for children and inspired changes in the national curriculum.”***  
*(Policy maker, Turkey)*

Similarly, in Nigeria the IIP influenced a new PE and School Sport Policy which should ensure the provision of regular and systematic PE and sport in all schools.

Alongside this, in Lagos state in Nigeria, the IIP also contributed to a new policy which states that permission for any new primary or secondary schools can only be granted on the condition that they include space for PE and sport to take place on school grounds. Similarly, a new Act was introduced in India in 2009, the Right of Children to Free and Compulsory Education Act, which contains mandatory provisions for integrating PE and sport within the school education system and includes the provision of a playground for each school, plus a supply of play materials, games and sports equipment. In addition, YSL training has been included in the National School Sports Strategy in Bangladesh.

#### **Case study: Influencing school sport policy in Nigeria**

A new PE and School Sports policy to ensure provision of regular and systematic PE and sports in all schools and out of school was drafted by the Federal Ministry of Education and Ministry of Sports in Nigeria, in conjunction with UNICEF and YST.

The previous sports policy was reported to be weak or non-existent; for example with significant gaps in relation to gender sensitivity, special needs and specific guidelines for teacher training. In comparison, the new policy provided an appropriately wide ranging and high quality legal framework to underpin the aspirations of the IIP, with relevant SMART<sup>26</sup> targets (for example to increase the percentage of pupils and students who spend a minimum of 45 minutes, twice a week undertaking PE and school sport).

The IIP was a key influence on developing the policy, particularly through reciprocated visits between UK and Nigerian policy makers in 2009, the development of the IIP national steering committee (March 2010), an IIP launch/policy dialogue hosted by Estelle Morris in July 2010, and a presentation by YSLs at the end of 2010.

#### **3.5.4.2 *Influencing sports policy and legislation***

The IIP has also influenced sports policy and legislative changes in seven of the IIP countries. Changes that the IIP contributed to included greater recognition of disabled people, and girls and women in sport (for example in Jordan and Ethiopia), greater recognition of sport for development (for example in India), and the introduction of new frameworks to improve the delivery of community sport (for example in Tanzania). Changes also led to improvements in the quantity and quality of sports provision, for example through increased budgets for PE and sport (for example in Brazil) and increased training (for example in Indonesia).

<sup>26</sup> Specific, Measurable, Achievable, Relevant, Time-based

## Case study: Influencing sports policy in Azerbaijan

Prior to the IIP, there was a law on PE and sport and a state program on PE and Sport for 2004-2008. In 2008, the state program for PE and sport came to an end so there was an opportunity for the IIP to influence the development of a new policy. A working group was created, which included representatives from the Ministry of Youth and Sport (MoYS), Ministry of Education, NOC, NPC and other experts. The MoYS requested that the IIP partners supported (technically and financially) the development of the new strategy and an individual from UK Sport was appointed as a technical advisor.

A first step towards the development of a new strategy was to go into the regions to analyse the implementation of the previous strategy; to identify the needs and gaps, plus what did and did not work. What is more, once completed the draft strategy was also sent to all youth and sport departments in the regions as well as disseminated among PE and sport institutions for feedback. The partnership working, between government agencies, delivery partners and community members was a new approach to strategy development for sport and PE and it is believed that the IIP played an influential role in this approach, thus ensuring the strategy was practical and appropriate.

The IIP also introduced new concepts for sports delivery and in particular, played a key role in ensuring that the following elements (which were not in the previous strategy) were recognised in the new strategy:

- **Inclusion of disabled people:** The strategy aims to: ‘attract disabled people into physical education and sport activities’. Supporting this, it aims to improve sport equipment and facilities, ensure that disabled people are included in the duties of sport oriented organisations, and improve the training for the delivery of sport for disabled people.
- **Inclusion of girls:** The strategy aims to: ‘achieve wide and effective improvement of physical education and sport among girls’. Supporting this, it aims to improve sports activities to attract girls.
- **Sport for development:** Throughout the strategy there is recognition of the role of sport in supporting the wider development of communities in Azerbaijan. There is also a specific set of actions for developing youth sport.

The IIP has also influenced sports policy indirectly, through impacting on wider youth priorities in some of the IIP countries. For example the IIP supported the process of revising the National Child Policy in Bangladesh, which now includes a chapter on the rights of adolescents and highlights the importance of adolescent participation in sport, plus the National Strategy Document on Adolescent Participation and Development in Ethiopia, which now includes sport and play. In Indonesia, following challenges in engaging with the Ministry of Education, the IIP encouraged the Ministry of Social Affairs to embrace sport as an addition to conventional social work practice, and the Education and Research directorate reported that they were committed to scaling up good practice to a programmatic level.

### 3.5.4.3 *Influencing teaching and coaching resources*

A significant proportion of the policies influenced involved the integration of pedagogy resources into national PE and sport strategies and their roll out to enhance implementation. Most commonly, TOPS resources have been integrated into education strategies, for example TOPS strengthened Malaysia’s Transformation Curriculum which is followed by all primary schools, and TOPS was mainstreamed as part of Brazil’s Mais Educação Initiative, and rolled out to 45,000 schools. In some cases, countries took inspiration from TOPS and developed their own version of the resources, for example in India they developed Physical Education Cards (PEC), which are now featured in the curriculum used by all schools

under the Central Board of Secondary Education (CBSE), plus Sarva Siksha Abhiyan (SSA)<sup>27</sup> schools in Uttar Pradesh and West Bengal. Together, it was estimated that by the time of the 2012 Olympic Games, approximately 2.5 million children and young people in India had benefitted from these resources. Similarly, Turkey developed card resource packs, which were inspired by TOPS. By 2015, these will be rolled out to all 81 provinces in Turkey. Positively, TOPS resources have also been integrated into strategies and curriculums for teacher training institutes (for example in Ethiopia, Azerbaijan and Mozambique), which means that new teachers will adopt these methodologies.

In addition, the IIP supported the development of improved frameworks to enhance community coaching. In Zambia the International Community Coach Education System (ICES)<sup>28</sup> was embedded in their Sport Education and Accreditation System, while in Ghana and Uganda national Community Coach Education Frameworks were developed and ratified. These serve as a basic guide for training and educating community coaches.

Alongside the resources used to support PE and sport in schools, TOPS materials also inspired new resources to support the delivery of community sport. For example, a Brazilian version of TOPS was integrated into Segundo Tempo, a major programme of out of school sporting activities funded by the Ministry of Sport. Through two separate visits to Pernambuco state, the Ministry of Sport was able to observe how the TOPS approach was not so 'militaristic' in practice, how it might add value and fill a gap within existing teacher resources, and how well pupils responded to the approach. The Ministry of Social Affairs in Indonesia agreed to integrate TOPS within its wider pre-service training of social workers from 2014, with the potential for training up to 636 social workers over time, based upon a MoU and budget agreed with the British Council. The IIP Steering Committee in Uganda was also considering integrating TOPS resources into the new Community Coach Education Framework.

### 3.6 Legacy

Policy changes achieved through the IIP mean that activities and ways of working are more likely to be sustained over the longer-term. However the impact of policy change is not felt immediately; following ratification of any new law or policy, changes take time to be operationalised and even longer to be widely adopted. The most common challenge in sustaining changes at a government level has been the availability of sufficient resources, in terms of human and financial capital, particularly given the scale of some of the countries involved. Moreover, applying the concepts of sport for development and sport for all in every corner of a country is likely to be particularly challenging, since this requires a shift in attitudes and working cultures amongst those not directly involved in an IIP pilot activity. This is also likely to be an on-going task, which extends far beyond the lifetime of the IIP, before changes are fully embedded in the work of policy makers and practitioners. However, the IIP has facilitated important steps in the right direction. Ecorys' country visits demonstrated that the IIP has clearly had a substantive impact on PE and sport policies in the IIP countries and there is already evidence that these changes are being rolled out beyond the IIP pilot areas and in turn, starting to benefit a significant number of additional children and young people.

<sup>27</sup> Sarva Siksha Abhiyan (SSA) is the Government of India's flagship programme to ensure education for all at primary level.

<sup>28</sup> The International community Coach Education System (ICES) is a platform which supports agencies to engage in educating and developing community sport coaches.

### 3.6.1 Rolling out policy changes and activities

A positive legacy is being left in the IIP countries through the continued roll out of policy changes and pedagogy resources. What is more, these changes demonstrate a commitment from partners involved in the delivery of the IIP to continue the legacy. As an example, the IIP experiences and achievements in Nigeria were shared with education planners including State Universal Basic Education Board chairmen and members of the Association of Head Teachers in 21 states with the objective of its replication in other states (in addition to the three pilot states). In the state of Pernambuco in Brazil there is a commitment to roll out YSL training across 1,200 schools in the state by 2016. MoUs were also being developed between the British Council and Alagoas and Ceará states to roll out the YSL methodology across the region. Similarly, in Bangladesh the Ministry of Education has sent the Khelte Khelte Shekha (KKS) cards that were developed during the IIP to all secondary schools and madrashas in the country. It is estimated that this totals 32,000 institutions and that if the resources are used in every institution more than 10 million children could benefit. A further example highlighting the successful roll out of the IIP inspired activities is highlighted below.

#### Case study: Rolling out Physical Education Cards (PEC) in India

Physical Education Cards (PEC) was one of the key IIP activities and the adaptation, development and update of these resources was largely due to advocacy and influence undertaken by UNICEF through the IIP. Ecorys undertook a country visit to India in 2011 and found that PEC was continuing to be rolled out across India.

PEC has been rolled out to Sarva Siksha Abhiyan (SSA) primary schools in Andhra Pradesh. A conservative estimate is that 1 million children would have benefitted from this roll-out by the time of the 2012 Olympics. PEC was also being rolled out in some form through SSA in five other Indian states, including in two states (Bihar and Tamil Nadu) where it has been integrated into state wide in-service teacher training curricula. At the time of the visit, Uttar Pradesh was also in the process of planning the state wide roll out of PEC (Uttar Pradesh has a total population of 200 million).

PEC has been rolled out to schools affiliated to the Central Board of Secondary Education (CBSE). 10,000 schools were issued a circular stating that its use is mandatory and of these, around 1,500 teachers had received training by the time of the 2012 Olympics. Based upon available evidence, a conservative estimate was that the PEC roll-out through this channel engaged around 1.5 million young people in India by the time of the 2012 Games<sup>29</sup>.

Although many countries have demonstrated a commitment to rolling out policy changes, in some instances, a lack of resources prevented this from happening at the scale or speed that was hoped for (for example as highlighted in Ethiopia).

### 3.6.2 Integrating IIP activities into existing programmes and policies

In some countries, a legacy has been secured by integrating the IIP activities into existing policies and programmes. Ecorys found that some of the most successful aspects of the IIP were those that aligned, and added value, to existing initiatives. In Mozambique and Indonesia, for example, the IIP introduced a sport element to the Child Friendly Schools (CFS) programme (an existing UNICEF-led education programme 'owned by' government ministries). Similarly, in Jordan, the IIP led to the integration of the

<sup>29</sup> What is clear is that the monitoring of legacy outputs in countries where the IIP has formally come to an end, and in countries with large bureaucracies such as India is extremely challenging.

YSL into the King Abdullah II Award. Due to the success of the leadership programme, there has been continued governmental support and since the end of the IIP programme, the Ministry of Education has integrated the leadership component into the award, which is being rolled out to schools.

The IIP activities have also been integrated into new or existing programmes and policies adopted by the lead delivery partners (both in the UK and in-country). In some countries, the British Council has been able to build on the lessons learnt from the IIP through its current Premier Skills initiative and Connecting Classrooms programme. In addition, the British Council in the UK cited that the experiences of delivering the IIP helped them to secure funding for the Commonwealth Class initiative, which provides teaching resources, online debates and interactive activities for schools to mark the run-up to the 2014 Commonwealth Games. For UNICEF in the UK, the IIP allowed the organisation to see the value of sport for development activities and to have a greater understanding of sport for development models and approaches; they are now building it into their strategy for fundraising. What is more, inspired by the IIP, in 2012, they successfully pitched to be the official Commonwealth Games charity partner, which is enabling them to fund five specific programmes in Commonwealth countries (including an extension programme in Bangladesh). UK Sport is also using much of the experience and learning from the IIP in new legacy programmes including Unity, the Rugby World Cup 2015 rugby legacy initiative, and LEAP, the 2017 World Athletics Championships' legacy programme. Many of the lead delivery partners in the IIP countries (for example in Ethiopia, Jordan and Azerbaijan) also cited that they would seek to build upon the experiences of delivering the IIP, for example by integrating sport and leadership activities into future activities.

### 3.6.3 Building capacity

Building the capacity of (new or existing) government departments that could continue to deliver the IIP activities once the programme finished helped ensure sustainability, as shown in Brazil (through the creation of a Sports Coordination Unit within the Department for Education in the municipality of Pedra) and Turkey (through the establishment of a Sports and Olympism training centre in the NOC). In addition, in Palau, the successful delivery of the IIP led to the establishment of a permanent office of Physical Education and School Sport and according to research undertaken by Loughborough Partnership, this was considered to be a direct legacy of the IIP<sup>30</sup>. Also, in Trinidad and Tobago, all sport officers in the Ministry of Sport and the country's sport company are now being trained using the IIP resources.

### 3.6.4 Sustaining partnership working

Stronger partnership working has provided an important foundation for ensuring the sustainability of any activity and longer-term policy change. Policy makers tended to express a commitment to building on the partnerships established through the IIP and in some cases, there is evidence of this continuing, particularly where joint policies have been agreed. For example, in India, following partnership working stimulated through the IIP, the Ministry of Youth Affairs and Sports (MYAS) now sits on the Governing Council of Sarva Shiksha Abhiyan (SSA), the Government's flagship education programme at the primary level. The NOC for Palau and the Ministry of Education also fostered a partnership through the IIP and they are continuing to work together to deliver activities commenced through the programme. In addition, although the IIP only finished in Uganda in 2014, a small task force has been set up within the working group, to develop ideas around sustainability, including both ministries and universities.

<sup>30</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership

## Case study: Sustaining new partnerships in Indonesia<sup>31</sup>

Prior to the IIP, there was traditionally very poor communication between the different ministries. The IIP successfully showcased IIP activity, which helped to secure buy-in from ministries. Building on this, in October 2013, Indonesia held an IIP Legacy Conference, which provided an opportunity to document and present the success stories of the programme. Greater coordination between the Ministry of Social Affairs (MOSA) and the Ministry of Youth and Sports (MYS) was one of the key recommendations to support the sustainability of the IIP.

Following the conference, both MOSA and MYS, are now connected and have the same objective to help reduce numbers of street children through youth empowerment programmes. To support this, in 2014, MOSA and MYS proved their commitments to work together through fully ministerial funded joint TOPS training for social workers.

In addition, a number of countries (for example, Indonesia and Uganda) hosted events/summits at the end of the IIP to encourage policy makers and other stakeholders to come together to share the key achievements of the programme and to provide a platform for discussing how the IIP activities will be sustained. Importantly, the agencies are committed to keeping the partnership together and expanding it, including bringing in new partners. The key challenge in maintaining relationships is sufficient resources, both in terms of time and funding.



<sup>31</sup> IIP Legacy Report for Indonesia, 2014, British Council Indonesia

## 4.0 Practitioners and Delivery Organisations

This chapter focuses on the effectiveness of the IIP with regards to building the capacity of delivery organisations, notably schools, sports clubs and community groups, in order to strengthen the delivery of PE and sport. It explores the context in target countries prior to the introduction of the IIP. It then outlines the key activities delivered through the programme, followed by the outcomes achieved and the extent to which a sustainable legacy has been secured. A summary of the key findings from this chapter is set out below.

### Context prior to the IIP

- PE and sport were not sufficiently valued by head teachers, teachers and parents
- Lack of suitable teacher training courses for delivering PE and sport
- Schools and communities lacked qualified PE teachers and sport coaches
- Insufficient access to sports facilities
- Poor accessibility to sports clubs

### Key activities

- Training (for adults and young people)
- International partnerships between schools in the UK and the IIP countries
- Safe spaces and sports equipment
- Partnership development
- Community events and advocacy campaigns

### Key performance indicators

- More than 256,000 practitioners were trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities. Of these, more than 50,000 were young people
- 308 safe spaces were developed across 7 IIP countries
- 594 schools were engaged in a mutually beneficial relationship
- 1,025 community based events were delivered across 12 IIP countries
- 16 advocacy events were delivered across 11 IIP countries

### Outcomes

- Improved perceptions towards PE and sport, particularly among trained practitioners
- Enhanced training provision in PE and sport
- Enhanced skills amongst practitioners, including young people
- Increased capacity for delivering PE and sports sessions
- More inclusive, age appropriate, and child-centred PE and sports sessions
- Improved provision of PE and sports sessions for young people with disabilities
- Greater application of sport as a tool for development
- Improved access to safe spaces and sports equipment
- PE lessons better integrated into school timetables
- Increased quantity and quality of extra-curricular and community sport activities
- Greater partnership working between organisations

### Legacy

- Continuing to apply new skills and resources
- Cascading training
- Increasing organisational and financial capacity
- Continued access to safe spaces and sports equipment
- Maintaining international links

## 4.1 Context

Prior to the introduction of the IIP within partner countries, the evidence suggests that the quantity and quality of PE and sports provision available within schools and communities was limited. This is understandable given the prevailing negative attitudes and beliefs at the level of policy makers, which tended to downplay the role and contribution of PE and sport to social objectives. A number of related but more localised factors also underpinned this context, linked to the know-how of practitioners, the physical infrastructure for sport, and levels of cooperation and collaboration.

Firstly, **the importance of PE and sport in schools did not tend to be sufficiently valued by head teachers and teachers.** Instead, many teachers traditionally placed a greater value on more academic subjects (such as Maths and English). As a result, legislation relating to the provision of PE and sport in schools was not always rigorously implemented, and it was not uncommon for PE lesson time to be used to teach other subjects (or, as was sometimes the case in rural schools, such as in Mozambique, nothing at all). This was also evidenced in a baseline report that was produced in Jordan, which found that across a sample of 105 schools, around 25% tended to cancel their PE classes and use the allocated time to catch up on other academic subjects<sup>32</sup>.

Secondly, many **schools lacked qualified PE teachers.** In some schools, particularly primary schools, there were no qualified PE teachers. This problem typically stemmed from a **lack of suitable pre-service and in-service teacher training courses and resources** (and a lack of qualified trainers) for delivering PE and sport. For example, in Turkey there was a particular shortage of trained PE teachers in rural areas, in India there was no specialist PE training available for primary school teachers, in Mozambique and Uganda teachers generally had little or no PE training (particularly amongst primary school teachers for years 1-5) and in Indonesia teachers were often assigned to PE simply based on interest rather than qualifications. As a result, teachers often lacked the skills to effectively deliver practical PE lessons (where PE lessons were delivered, they were more likely to be theoretical) and a diverse range of (structured) sporting activities. They also tended to be unaware of the wider benefits of sport. Particular weaknesses included the delivery of activities that were fully inclusive, for example of girls and disabled people, activities that were sufficiently engaging and interesting to young people, the delivery of age-appropriate activities, and the ability to teach basic sports skills. There was also a lack of knowledge of how to monitor young people's progress and development in PE. This inevitably translated into lower quality PE and sport within schools, impacting negatively on young people's experience of sport. This was further confirmed at a focus group conducted by Ecorys with school teachers in Lagos, Nigeria. One school reported that previously, they did not have a specialist sport teacher and thus did not take sport as a subject, whilst another conceded that they had previously only taught physical and health education in class, with little actual sporting activity on offer.

For community sport, there were similar challenges. Notably, there was a lack of qualified sports coaches whom were able to deliver high quality and inclusive sports sessions. In particular, there was a lack of female coaches (for example in parts of Azerbaijan) and insufficient knowledge in delivering sports activities for children and young people with disabilities (for example, in Indonesia).

Thirdly, many countries had **insufficient access to safe sports facilities.** Many schools lacked any safe outdoor space or appropriate surfaces on which to play sport; for example in Pakistan, half of all schools lacked any outside space for play or sport<sup>33</sup>. There was also very poor provision of safe parks and playgrounds for young people. In some countries this was compounded by a lack of space, for example in the favelas and poor rural communities in Brazil. Where there were facilities in the IIP countries, many had deteriorated or were in need of refurbishment. This was particularly evident within

<sup>32</sup> A study on sport and play among children and adolescents in Jordan, 2011

<sup>33</sup> Scoping report

the most deprived communities. This was supported by a baseline study that was conducted in Zambia, for example, which found that one third of sports spaces were “somewhat unsafe” or “unsafe”<sup>34</sup>. Where schools did have facilities for sport, they were rarely open to communities out of school hours (for example, this was evident in Ethiopia). This presented a fundamental barrier to participation in some countries, such as in Jordan, where other than the school playground, children did not have access to any other sort of outdoor playground<sup>35</sup>. There was a lack of knowledge among practitioners about how best to safely use the limited space available for PE and sport. In addition, as stated before, the lack of value placed on PE and sport meant that at a national and local level, there was insufficient investment committed to maintaining and improving sports facilities and safe spaces for play.

The quantity and quality of out-of-school sports provision in each country also varied, but a common **challenge was the accessibility of sports clubs**. In some countries, such as Jordan, sports clubs tended to focus on supporting elite sports performers with the potential to compete at a national level, rather than catering for those wishing to get involved in community sport. In Brazil, most sports clubs were in the hands of private organisations and as a result many individuals in disadvantaged communities were unable to afford the fees. In other cases, there were simply not enough sports clubs. In Malaysia, for example, prior to 1997 the Societies Act allowed everyone the right to form a society. However, in 1997, the Sports Commission was established and all sports clubs had to register with this organisation, which proved far more challenging. As a result, one stakeholder commented that the “*whole club system has died*”. More generally, individuals living in very rural areas (for example in parts of Brazil), and those living in very urban areas (for example in parts of India) tended to have poorer access to sports clubs. Across many countries, sports clubs offered fewer opportunities for individuals with disabilities.

Finally, these challenges were also compounded by wider attitudes within the community. Many **parents did not recognise the value of their children and young people participating in PE and sport** – some felt that it was unsafe, or not for specific groups such as young girls or the disabled, whilst others felt that it might impact negatively on academic performance. As an example, the baseline report conducted in Jordan found that across a sample of 271 parents, more than 60% had no idea about popular sports played in their areas and that less than 50% spent time playing with their children<sup>36</sup>. In some communities (for example in Bangladesh), individuals tended to be guided by the perceived attitudes of the community, and therefore would adopt decisions that were deemed socially supportive and acceptable. Faced with such attitudes, less pressure was likely to be exerted in turn on schools and policy makers to improve the quantity and quality of school sport, and on their children to get involved out of school.

## 4.2 Strategy

In response to these challenges, the IIP strategy at this level was as follows<sup>37</sup>:

- The IIP would promote the development of inclusive PE in schools, school sports and school linking between the UK and the overseas countries.
- At the same time, through the expertise of sport federations and NGOs, schools would be linked with communities and existing in-country youth structures, so that skills and lessons learned could be shared.

<sup>34</sup> International Inspiration Baseline Study, Institutional Analysis, Zambia, 2008

<sup>35</sup> A study on sport and play among children and adolescents in Jordan, 2011

<sup>36</sup> A study on sport and play among children and adolescents in Jordan, 2011

<sup>37</sup> As referenced in the Outcomes Matrix

Specifically, the IIP strategy for sports practitioners was as follows:

- The IIP would support the provision of both pre-service and in-service training of teachers in schools and special institutions (training of trainers, support to national teacher training centres, on-going cascade training etc), and the training of community coaches and YSLs.
- The IIP would work at a community level to help change the attitudes of parents, care givers and community leaders about sport and play and its contribution to child development.

In turn, the IIP aimed to contribute to the following outcomes:

- Short-term: awareness raising and relationship building.
- Medium-term: capacity building.
- Long-term: sustainable improved delivery, and increased awareness of PE, sport and play, leading to children's lives being transformed.

### 4.3 Activities

In general, the activities delivered through the IIP at the level of delivery institutions were as follows.

#### 4.3.1 Training

Through the IIP, a range of training for adults (for example, teachers, trainee teachers, community sports coaches and community leaders) and young people was delivered. Although the programme of training in each country varied slightly, it generally focused on building the skills of individuals to effectively organise, deliver, monitor and evaluate high quality and inclusive PE and sport, sport for development and play activities. Further descriptions of the training are outlined below.

- **TOPS training:** TOPS training was delivered by YST and facilitated by the British Council. It aimed to enable practitioners to create opportunities for all young people, including those with disabilities, to enjoy, participate and perform in PE and sport. The training focused on building the capacity of teachers and coaches in the TOPS methodology and effective use of inclusive resource cards, which clearly set out ways to teach sport and deliver inclusive activities. The individuals that took part in TOPS training were then responsible for cascading training to other individuals in their schools and communities. YST also identified and trained TOPS Master Trainers who underwent further training to enable them to train other trainers in TOPS, thus creating an in-country pool of trainers.
- **Young Sport Leadership (YSL) training:** Adults were trained as YSL tutors (at a local, national or international level). These individuals were responsible for delivering YSL training to young people (see below for more information). During the earlier stages of the IIP, the YSL training was delivered through the Dreams and Teams<sup>38</sup> model.
- **Kids athletics training:** Through the IIP, a partnership with the International Association of Athletic Federations (IAAF) was established. As part of this, the IIP delivered lead trainer training, based upon using educational cards to help individuals deliver new, innovative and inclusive events that enabled primary school children to learn basic athletics activities. Lead trainers (generally teachers, state officers and athletics federation affiliated sports coaches) then trained further PE teachers across the IIP countries.

<sup>38</sup> Dreams and Teams is a British Council project, run since 2001 in 45 countries all around the world. The project aimed to develop leadership skills and understanding of other cultures among young people through sport and international school links.

- **Right to Play (RtP):** A number of training modules were delivered by Right to Play<sup>39</sup>, which were targeted at different age groups. For example, Early Child Play was aimed at children aged 3-5 years old whereas Abilities First was aimed at children and young people aged 7-16 years old. Across all modules, individuals were trained using a series of resources that set out innovative ways to deliver age appropriate games and activities for all young people, and which also encouraged wider development among participants.
- **Sports federation training:** Across many countries, the IIP established links with national sports federations in order to deliver training for community sports coaches (this also included TOPS training, as outlined above). This training focused on improving the skills of individuals to deliver high quality and inclusive activities for children and young people and often included a specific emphasis on the inclusion of disabled people. Some of the IIP countries took part in Kids Athletic training, which was delivered through a partnership with the IAAF and others delivered training that conformed to the ICES.

A key component of the IIP was also training young people to build their skills and capacity and enable them to deliver sports activities for other children and young people in their schools and communities, and to become community leaders more widely. Examples of the training courses for young people that were delivered through the IIP are set out below:

- **Young Sport Leadership (YSL) training:** Through the British Council, YST delivered training for young people aged between 14 and 18 to enable them to set up and manage sports clubs and activities in the IIP link schools and to develop leadership skills. Following the training, the group of YSLs in each school also delivered regular sports festivals, which encouraged other young people from their school, nearby schools and the wider community to take part in PE and sport activities (parents also attend the sports festivals to support the participants and see the YSLs in action). Each YSL was also responsible for cascading the training to other young people in their school.
- **Peer leaders:** In a number of countries, UNICEF trained young people to become peer leaders. These individuals were responsible for educating their peers on sports participation, plus wider issues such as child rights, gender issues and health.
- **Sports federation training:** The IIP also established links with national sports federations to provide an opportunity for young people to be trained in delivering sports sessions to their peers.

<sup>39</sup> Right to Play is a charity which aims to create a healthy and safe world through the power of sport and play.

The following table summarises the types of training delivered across the IIP countries.

**Table 4.1 Training delivered to date, broken down by country**

Country	TOPS	YSL	IAAF	RtP	Peer leaders	Sports federations
Azerbaijan	✓	✓	X	✓	✓	Football, Volleyball, Athletics, SO
Bangladesh	✓	✓	X	x	✓	Swimming
Brazil	✓	✓	X	x	x	Triathlon, Athletics, Wheelchair Basketball, Sailing
Egypt	✓	✓	X	✓	x	x
Ethiopia	✓	✓	X	✓	x	Netball
Ghana	✓	✓	✓	x	x	Athletics
India	✓	✓	X	✓	x	Special Olympics
Indonesia	✓	✓	X	x	x	x
Jordan	✓	✓	✓	✓	x	Basketball, Swimming, Athletics, Taekwondo
Malaysia	✓	✓	X	x	x	x
Mozambique	✓	✓	✓	x	x	Athletics, Volleyball
Nigeria	✓	✓	✓	x	x	Athletics, Netball
Pakistan	✓	✓	✓	✓	x	Athletics
Palau	✓	✓	X	x	x	Athletics, Volleyball
South Africa	✓	✓	X	x	x	x
Tanzania	✓	✓	✓	x	x	Athletics, Women's Football, Volleyball
Trinidad and Tobago	✓	✓	X	x	x	Volleyball
Turkey	✓	✓	X	x	x	x
Uganda	✓	✓	✓	x	x	Cricket
Zambia	✓	✓	X	✓	x	Athletics, Volleyball

### 4.3.2 School partnerships

Through the IIP, and in particular the work of the British Council, secondary schools in each host country established links with partner schools in the UK. The partnerships aimed to enable schools to share good practice and develop innovative approaches for delivering PE and sport for children and young people. Alongside this, they aimed to encourage greater internationalisation within schools and learning with respect to different cultures. The IIP facilitated reciprocal visits between the linked schools, which provided an opportunity for head teachers and teachers to meet face-to-face, learn from each other and gain a better understanding of the schools they were partnered with. The linked schools then worked together to develop a partnership plan, outlining an agreed set of activities that they could work towards.

### 4.3.3 Safe spaces and sports equipment

UNICEF led on the development of safe spaces as part of the IIP. Investment in safe spaces aimed to move beyond simple infrastructure and equipment and included supporting staff to ensure that they were equipped with the skills that enable them to communicate positively with the child and to make the child

feel comfortable, happy and protected from any kind of abuse, exploitation or violence. Examples of improvements included fencing and levelling the ground. UNICEF also developed a sports equipment list and provided organisations with a range of sports equipment including items such as balls, bibs, cones, whistles, stopwatches etc.

#### 4.3.4 Partnership development

At the heart of many programme activities, the IIP encouraged organisations to work together more effectively in order to support improved delivery of PE and sport for young people. This included encouraging improved partnership working between schools, sports clubs and their representative sports federations, and the wider community in order to help further address issues of access to high quality sports provision.

#### 4.3.5 Community events and advocacy campaigns

UNICEF organised community events and advocacy/sensitisation campaigns, which aimed to change people's attitudes towards PE and sport and raise awareness of key issues, such as the child's right to sport, gender and disability issues and health. These activities aimed to engage all community members (school managers, teachers, parents and the wider community) and as examples include meetings, fairs, workshops, community sporting events, videos and radio campaigns.

### 4.4 Key Performance Indicators

The following table shows that there has been mixed performance across the KPIs for delivery institutions. These KPIs are explored in more detail below. Further details on the Outcomes Matrix, including key definitions, are set out in [Annex Four](#).

**Table 4.2 Key performance indicators for practitioners and delivery organisations**

Targets (by end of 2014)	Achievements (by March 2014)	RAG <sup>40</sup>
In a sample of targeted institutions across targeted countries, at least 90% report that they have introduced innovations and/or made changes to their curricula, timetables or delivery relating to PE, sport and/or play.	A sample of 195 institutions from 10 countries were surveyed. The data showed that 96% introduced innovations and/or made changes to their curricula, timetables or delivery relating to PE, sport and/or play.	
90% of targeted UK schools report that internationalism has increased in their institutions, citing involvement in International Inspiration as a contributing factor.	<p>46% of schools engaged in the IIP are involved in the International School Award. Of these, 16% have registered for the International School Award, 9% are working towards the award, and 21% have partly or fully achieved the International School Award.</p> <p>In 2013, 35 of the IIP schools were surveyed and 17% stated that their involvement with the British Council had a very significant impact on the international focus within their institution. 43% stated that it had a significant impact and 29% stated that it had a moderate impact.</p>	

<sup>40</sup> Red, amber, green (RAG) assessment indicating progress towards achieving the target.

Targets (by end of 2014)	Achievements (by March 2014)	RAG <sup>40</sup>
At least 60 national sport federations in at least 5 different sports, and at least 5 International Sport and Regional Sport Federations, including IOC, IPC, NOCs and NPCs, have developed new strategies and/or reported new partnerships with the new education sector and community groups that help to broad base access to their sports.	6 international sports organisations developed new strategies and/or partnerships. This included the IOC, IPC, IAAF, International Council for Coaching Excellence (ICCE), International Olympic Academy (IOA) and International Netball Federation (INF).  46 sports federations (including a selection of NOC's and NPC's, South African Sports Confederation and Olympic Committee (SASCOC) and Association of National Olympic Committees of Africa (ANOCA)) across 17 countries developed new strategies and/or reported new partnerships. Sports included athletics, volleyball, football, triathlon, sailing, swimming, taekwondo, hockey and cricket.	Yellow
In a sample of targeted national institutions across targeted countries, with a specific focus on schools, at least 70% have strengthened their structures for an improved delivery of PE, sport and play.	14 representatives from national institutions with a focus on schools (including representatives from universities, colleges and teacher training institutes) across 7 countries responded to a survey. Of these, 93% strengthened their structures for an improved delivery of PE, sport and play.	Green
By the end of 2014, at least 60 safe spaces for sport and play will have been provided across targeted countries.	308 safe spaces developed across 7 of the IIP countries.	Green
600 (half in the UK and half overseas) schools have been engaged in a mutually beneficial relationship.	A total of 594 schools engaged in a mutually beneficial relationship. Of these, 288 were UK schools and 306 were overseas schools.	Yellow
By 2014, across 20 countries there is evidence that new links between delivery institutions have been established <sup>41</sup> .	There is evidence that new links between delivery institutions in 20 IIP countries were established.	Green
In a sample of trained practitioners across targeted countries, 90% report that their capacity has been increased and they are delivering regular high quality and inclusive PE, sport, sport for development and play.	A sample of 432 practitioners from 9 countries were surveyed. Following their training through the IIP, 86% have new skills and 88% know more activities. What is more, 95% are using the new skills they gained from this training at least once a month and 46% are using their new skills daily.	Yellow
20,000 practitioners are trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities.	More than 256,000 practitioners were trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities. Of these, more than 50,000 were young people. These figures exclude any double counting and include cascade training.	Green

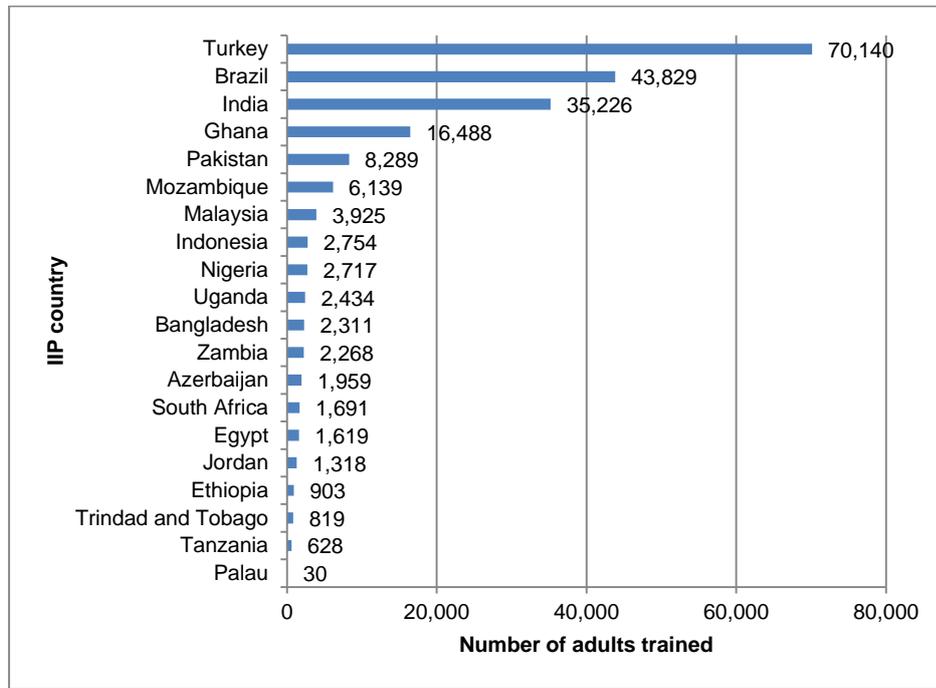
<sup>41</sup> In October 2013, this KPI was re-worded to allow change to be measured across all 20 countries

Targets (by end of 2014)	Achievements (by March 2014)	RAG <sup>40</sup>
In a sample of targeted parents, community members and other practitioners sampled, 90% report they have developed new attitudes towards the importance of PE, sport and play.	A baseline and end-line survey was conducted in Indonesia. A survey of teachers found that there was an increase in the proportion who felt that sport made your body healthy/fit (67% at baseline and 71% at end-line) and that sport created enjoyment and happiness (9% at baseline and 44% at end-line).  Qualitative evidence gathered through Ecorys visits highlighted that practitioners had developed new attitudes towards the importance of PE, sport and play.	Yellow
At least 200 Community based events have been delivered across all targeted countries.	1,025 community based events were delivered across 12 IIP countries.	Green
At least 20 advocacy campaigns have been delivered across all targeted countries.	16 advocacy events were delivered across 11 of the IIP countries.	Yellow

Of particular note, **the programme exceeded its target to train 20,000 individuals. By March 2014, more than 256,000 practitioners had been trained; of these, more than 50,000 were young people.** These figures were based upon monitoring data collated by the IIP partners, and verified by Ecorys, as an IIP country was visited or as a country report was quality assured<sup>42</sup>. Cascade training and the roll-out of policy changes, played a role in helping to train a much larger number of individuals than initially expected. The following graph summarises the number of adults trained, broken down by country. Turkey trained the highest number of adults (70,140); a large proportion of these figures were as a result of a teacher training session that was conducted through an online distance learning system. Brazil and India also trained a high number of adults through the IIP.

<sup>42</sup> When recording the number of practitioners trained, the partners avoided double counting, ensuring that if any individual undertook more than one training course through the IIP, they were only counted once. In the majority of cases, the figures were calculated based upon attendance records for training courses or records maintained by schools and sports clubs on their number of young leaders. However as the training was cascaded to further schools and practitioners, and to different locations often across a wide geographical area, it became more difficult to evidence and formally record progress. In some of these cases, estimates of outputs were therefore supplied by partners.

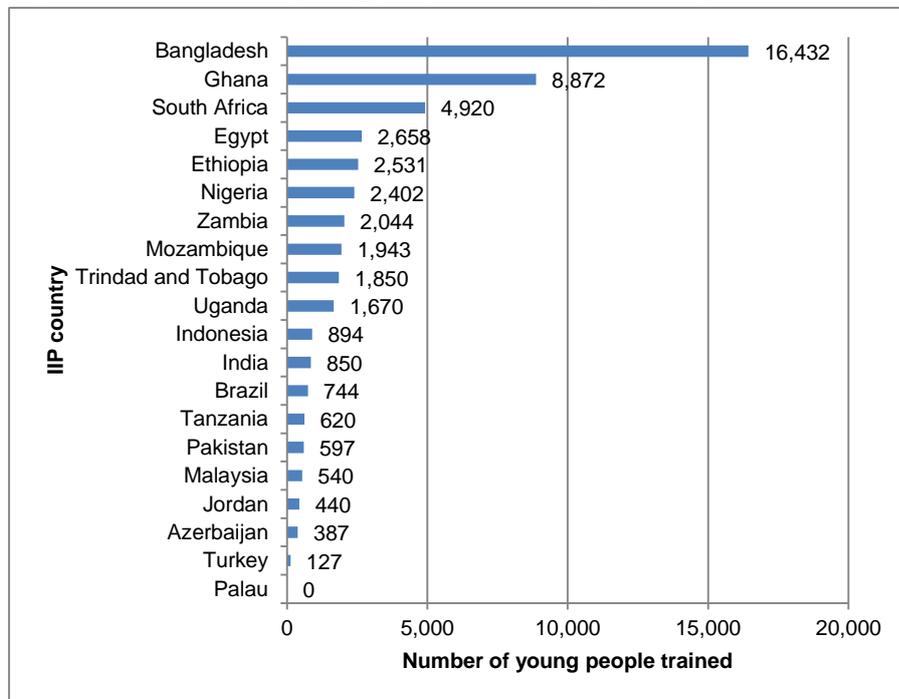
**Figure 4.1 Number of adults trained, by country**



Source: IIP data

The following graph summarises the number of young people trained, broken down by country. Bangladesh trained the highest number of young people (16,432); a large proportion of these figures were as a result of the young community swimming instructors that were trained. In Ghana, the peer educator training by teachers on e-SHEP (online school health education programme through which UNICEF helped to reintroduce PE and sport in schools) contributed to a high number of YSLs trained (teachers were trained and they were then responsible for cascading this training to young people).

**Figure 4.2 Number of young people trained, by country**



Source: IIP data

## 4.5 Outcomes

The following section considers the outcomes delivered by the programme at the level of delivery institutions.

### 4.5.1 Enhanced skills amongst practitioners

Systematic evidence is available that suggests that the IIP, through training, exchanges with UK schools and resources improved the practical skills of teachers and coaches and enriched their knowledge of PE and sport. Together with sports leadership training for young people, the capacity to deliver high quality and inclusive PE and sport has also increased in the IIP countries. A survey of practitioners showed that following training delivered through the IIP, 86% have new skills. Positively, the vast majority (95%) use their skills at least one month and almost half (46%) use their new skills on a daily basis<sup>43</sup>. The types of skills and knowledge that have been developed are outlined below.

#### 4.5.1.1 Skills in delivering practical PE and sports sessions

One of the most notable benefits of the IIP has been the introduction of basic ideas and techniques that enabled teachers and community coaches to deliver PE and sports sessions that are more structured and child-centred. Supporting this, a survey of practitioners found that following the training delivered through the IIP, 88% know more activities, 79% know how to structure an activity and 77% have used new methodologies in activities<sup>44</sup>. For young people, Ecorys research found that the majority had never had the opportunity to teach sports to others (although in some cases, they had played sport themselves) but the IIP gave them the opportunity to become sports leaders.



<sup>43</sup> The survey was completed by 432 practitioners across 9 IIP countries.

<sup>44</sup> The survey was completed by 432 practitioners across 9 IIP countries.

The simplicity of the various approaches for delivering PE and sports sessions was one of the key success factors; practitioners (for example in Uganda and Indonesia) often commented that training delivered prior to the IIP was far more complex and more theoretical. As a result, teachers and coaches commented that individuals without a sports background could apply the approaches, thus increasing the number of people capable of delivering PE and sports sessions.

Practitioners reported that the IIP has shown them how to deliver fun and entertaining sessions that engage participants, for example practitioners learnt how to modify sessions to cater for young people of different abilities. Supporting this, a head teacher in Indonesia reported that teachers at his school were now able to deliver much more varied and vibrant sessions than before. The training also taught them ways to effectively teach basic sports skills, plus the importance of introducing warm-up and lead-up activities ('ice breakers') and cooling down activities. In Uganda, the teachers also reported that they had learnt more child centred methods for handling children, rather than being very authoritarian. For example, in Malaysia, teaching is now more student-centred; at SMK Keningau, teachers now allow students to lead and take charge of events, which represents a vast difference from the traditional teaching culture where teachers had absolute authority over students.

The partnerships with the UK schools also provided an important mechanism for practitioners to learn new techniques. Teachers at Bishoftu Secondary School in Ethiopia saw how their UK partner school used visual aids; they have now added pictures and diagrams to their walls to support the delivery of their sessions. Teachers in Indonesia also noted that the training enabled them to introduce greater variation and to be more creative and innovative in their PE lessons.

***"Before this training, I never knew that you had to warm up and cool down before playing football. I never knew that you had to learn basic football skills first. I will now teach these things to other students."***

*(YSL, Tanzania)*

The IIP training and UK schools also inspired adults and young people and gave them the confidence to deliver high quality PE and sports sessions. In countries such as Mozambique and Turkey, it was suggested that teachers had simply needed extra encouragement and basic ideas around structure and improvisation, to deliver sport in their schools. Similarly, in Tanzania, women who typically had a role in sport<sup>45</sup> were trained in delivering sports sessions in their communities through the Women's Leadership Programme, as highlighted below.

***"Some people already know how to implement sports activities in their community: the training has woken them up to how the information in their head can be used to support their communities. It has given them the strength and confidence to apply these skills."***

*(Trainer, Women's Sports Leadership programme, Tanzania)*

<sup>45</sup> For example, sports teachers, sports coaches, sports association leaders, District Sports Officers

In addition to training and knowledge exchange, the IIP also supported the development of pedagogy resources which support practitioners in delivering their sessions. Practitioners in Turkey stated that one of the key benefits was: “*having high quality materials to support PE lessons for the first time*”. The TOPS cards have been viewed very positively; practitioners commented that they are user friendly. The TOPS resource cards were designed in English, so in some countries (for example, Tanzania and Pakistan) it has been essential to set aside resources to enable the cards to be translated into local languages or to reflect local cultures and traditions. In other cases, TOPS resource cards have been adapted to develop new resources, although based upon the TOPS template (for example, the physical education cards (PEC) in India and the Khelte Khlte Shekha (KKS) Cards in Bangladesh). The flexibility of the resources and the opportunity to tailor them to local contexts were important factors in facilitating their take-up and implementation across different countries.



Another key success factor of the IIP’s approach to up-skilling practitioners was the fact that many activities could be delivered with minimal equipment or in some cases without requiring any additional equipment. Teachers interviewed by Ecorys at St Mary’s College Kisubi in Uganda commented that they had learnt about the potential for improvisation in the use of equipment, rather than being dependent on available equipment, which represented a “*remarkable change*”. The training also demonstrated how locally available materials could be used to overcome shortfalls in sports equipment. Schools in Ethiopia used material to create sports equipment such as soft balls, in Indonesia they used coconut shells and bottles filled with sand, and in Nigeria they used grass heaps and bamboo sticks for hurdles (as demonstrated through the IAAF kids athletics training). Training also demonstrated how sports sessions could be adapted to play indoors, for example to overcome challenges associated with limited outdoor safe spaces for sport as highlighted in Malaysia and Tanzania.

***“TOPS makes sport and PE more interesting, friendly, fun and easy to set up. It also offers low-cost-approaches to delivering PE. For example, instead of using a ball in volleyball, young people learn with a balloon – this also overcomes any fears of getting hurt. We have also learnt how games can be adapted to play indoors, for example we now play cricket indoors using a bat made out of cardboard and a ball made out of paper.”***

*(School Teacher, Malaysia)*

In addition to training individuals in the delivery of high quality PE and sports sessions, the IIP also trained trainers. This was an important element of the programme as it ensured that once the IIP finished, the skills and capacity to continue to roll out training remained in the IIP country. For example, adults were trained as YSL trainers and TOPS master trainers.

***“I have been coaching since the 1970s but I never attended a session (Integrated Community Sports training) that has been so useful and so enthusiastic. I have never coached young people to be coaches before, I have only coached athletes. The young people’s response has been fantastic and we hope to use this to help get Tanzania back to the same sporting level it had before and to re-gain the international respect that we lost.”***

*(Master Trainer, Tanzania)*

A number of international trainers were also trained. For example, a Malaysian teacher, who was trained as an international trainer visited Indonesia to support TOPS training.

#### **4.5.1.2 Knowledge of new sports**

The IIP introduced new sports to the IIP schools and communities and importantly, built the capacity of adults and young people to enable them to coach others in these new sports. Links with the UK played a key role in making this happen. For example, adults from the IIP countries visited UK schools and young people took part in the UK School Games, which gave them an opportunity to witness, and take part in, different sports. In addition, as part of the school partnership links, when teachers and young people from the UK visited the IIP countries, they introduced new sports. There is evidence to suggest that practitioners have learnt how to deliver a range of new sports, such as cricket in one of the schools visited by Ecorys in Malaysia, volleyball in Mozambique, athletics in Uganda, and rugby in one of the schools in Jordan, as well as more general keep-fit and jogging clubs.

Links with international sports federations also enabled individuals to be trained in the delivery of new sports. The IIP established links with the IAAF which enabled IAAF kids athletics training to be delivered in a number of the IIP countries, such as Nigeria.

***“IAAF training is excellent for the age of the child that will be targeted. It is the best method that I have seen for teaching track and field athletics.”***

*(State Universal Basic Education Board, Lagos, Nigeria)*

In addition, the British Council in Ethiopia worked closely with the INF to deliver netball training to women and girls, as highlighted below.

### Case study: Introducing netball in Ethiopia

Netball was first introduced in the Asosa region by individuals from the UK in 2007 but it was not played outside of this region. The IIP believed that expanding this sport could help to increase opportunities for girls to participate in sport. A five day training session in Addis Ababa was organised by British Council, in partnership with the INF in Africa (who provided trainers and equipment).

87 PE teachers (only six were male and the vast majority (around 90%) had never played netball before) and 222 young females attended the training to learn how to play, coach and umpire netball. The training was delivered by five trainers: three from the UK, one master trainer from Namibia, and one master trainer from Malawi.

There were two key aims of the training: one was for UK trainers to help build the capacity of African Master Trainers in netball so they were not reliant on UK trainers in the future; and the other was to build capacity and interest in netball among Ethiopian women and girls.

Following the training, the participants pledged to return to their schools and communities and introduce the sport to others.

In some countries, the integration of traditional games in sports sessions was encouraged, for example in Egypt a resource for indigenous games was developed.

#### 4.5.1.3 *Knowledge of sport for development*

Through the IIP, practitioners were trained in sport for development, which developed their knowledge in using sport as a tool for tackling wider social issues. In some cases, prior to the IIP, individuals had delivered sports activities but using sport as a tool for development was a new concept. In Indonesia, partners worked together to develop TOPS as a way of supporting behaviour change (based upon the Olympic values). Social workers responsible for working with street children reported that they had been provided with empowering and up-to-date approaches for using sport to deal with at-risk youth and behavioural issues, complementing their more formal clinical approaches to individual or groups / role playing work.

***“Before the training, doing PE for me was just for the sake of it, but afterwards I realised that it was part of a child’s development.”***

*(Head teacher, Indonesia)*

Similarly, training in Ethiopia enabled community coaches to use sport to address key social issues such as HIV/AIDS. In Tanzania, an Integrated Community Sports (ICS) model was developed, which aimed to encourage organisations to use community sport to support wider community issues, such as inclusion and health. In Egypt, the IIP supported the development of three resource manuals, combining physical activity and life skills education. The manuals targeted street children, school children and adolescent girls, which meant that their delivery could be targeted according to the needs of each group.

***“A coach that goes out into the community has to be a parent, a teacher, a friend, but nobody taught the coach about those aspects. ICES enables coaches to share experiences and equips them to identify and address a lot of social ills that society is crying out to have tackled.....ICES is about making a coach into that all round person who can go into primary schools and secondary schools and on the streets and work with real young people”.***

*(Volleyball Federation, Trinidad and Tobago)*

#### **4.5.1.4 Skills in delivering inclusive PE and sports sessions**

The IIP training programmes offered guidance on how to ensure that sport is fully inclusive, whether on a general level for young people, for example through IAAF guidelines specifically tailored to delivering athletics for young people, or more specifically for girls or young people with disabilities. A survey of practitioners found that 86% knew how to make sure all children can join in, including girls and/or children with a disability<sup>46</sup>. Supporting this, teachers in Nigeria explained how TOPS cards and training had taught them how to vary and adapt sport sessions to meet different situations and contexts, for example working with deaf students. In addition, these resources highlighted how teachers and young people could split children into groups to enable them to take part in sport at the same time whilst also catering for individuals of different abilities.

***“One of the main things I have learnt through the IIP is that you can include many people, of different abilities and from different backgrounds, in sport. Before the IIP, people would say that some individuals could not take part but now everyone plays together.”***

*(Sports Teacher, Tanzania)*

At the Palau High School, TOPS resources were adapted to enable pupils with disabilities to undertake a credit-bearing PE course. In the past, students with disabilities had not been subject to this requirement but Loughborough Partnership reported that TOPS was successful in terms of developing students' skills and interests in this area<sup>47</sup>. The partnerships with schools in the UK were also a very effective way of enhancing knowledge in respect of delivering inclusive activities; a number of the IIP schools (for example in Malaysia, Pakistan, Tanzania and Ethiopia) were linked with schools which catered for special educational needs (SEN) students and this provided a valuable opportunity to share knowledge and good practice. For example, a UK school demonstrated to practitioners from Mukidoma High School in Tanzania how they used a bell ball to support people with poor vision to take part in sport. Mukidoma High School did not have the necessary equipment to enable them to replicate this but they were applying similar principles to support participation.

#### **4.5.1.5 Wider skills and knowledge**

The IIP has also encouraged wider knowledge exchanges. For example the Principal of Khensani Primary School in South Africa highlighted how their UK partner school had shared their red and yellow card system with them that they used at playtimes. Khensani Primary School subsequently introduced this approach, which helped them to better manage student discipline. A UK partner school taught teachers at SMK Mat Salleh Ranau school in Malaysia how to use a database to evaluate PE; prior to the

<sup>46</sup> The survey was completed by 432 practitioners across 9 IIP countries.

<sup>47</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership

IIP, they did not evaluate PE at all so were unable to identify progress among young people taking part. In addition, the Community High School in North Shields in the UK introduced fitness testing for students and tracked fitness levels throughout the school<sup>48</sup>. The monitoring requirements associated with the IIP (for example, UNICEF's CFS in Mozambique) also helped to improve monitoring and evaluation skills for sport within schools and communities.

#### 4.5.2 Improved attitudes

Evidence from Ecorys' country visits suggests that the training delivered through the IIP has helped to significantly improve perceptions amongst practitioners of the value and benefits of PE and sport for young people. The training (and subsequent positive experience of delivering activities) showed teachers and coaches directly involved in the IIP activities that sport can be fun, whilst at the same time supporting their teaching and the development of children and young people. Within the IIP schools this also effectively acted like a snowball; as the benefits for pupils and changes in behaviour and attitudes became apparent, more and more people within each school took note and got involved. As a consequence, this helped to change attitudes amongst these school head teachers and teachers in favour of providing more sport in school and towards getting more involved in teaching PE and sport themselves. In turn, PE as a subject has increased in importance. In Indonesia, a baseline and end-line survey of teachers was conducted. The survey showed that there was an increase in the proportion of teachers and principals that saw the value of PE and sport: at the baseline 9% of teachers and 16% of principals stated that one of the benefits of sport was creating enjoyment and a happy feeling and at the endline these figures had increased to 44% and 53%, respectively<sup>49</sup>. Ecorys' visit to Şehit Abdulkadir Yüzbaşıoğlu in Turkey highlighted that before the IIP, PE and sport was perceived as a trivial subject, but since the IIP activities began not only PE teachers but all teachers had embraced and now appreciate the value of sport to the school.

***“The IIP has established a sports culture in the school which gives it a more positive atmosphere.”***

*(School Teacher, Turkey)*

Whilst much success may have been registered with those practitioners directly involved in the IIP activity, it has been commonly reported that it is more difficult to encourage other schools and teachers outside of the IIP to increase sports opportunities. Engaging and securing the buy-in of teacher colleges of education, as well as education officials at the sub-national level (for example through further demonstration work and steering groups or conferences/policy round tables) is generally considered to be important to help mitigate this risk, alongside accompanying national government policy and legislative change.

There is also evidence that, through training and showcasing activities, some individuals working in communities have also begun to see the value of sport. For example at a youth centre in Ethiopia, a volunteer who specialises in medical interventions was trained in sport and play for the first time and can now see how it can be used as a tool to engage young people.

<sup>48</sup> School case study report, Community High School in North Shields

<sup>49</sup> Final IIP Report, Indonesia, April 2010 – March 2014, UNICEF

***“The tools inherited by the IIP have changed the vision of teachers, young people and parents – they now see the importance of PE and sport and how it can support the wider development of young people”.***

*(Sport for Development, Azerbaijan)*

Capturing changes in attitudes among other community members, such as parents, has been more challenging. The IIP supported a range of community events, particularly in Brazil, where as part of the sports and citizenship challenge introduced into the Municipal Seal of Approval<sup>50</sup>, UNICEF encouraged the communication of the child's right to play through a series of public meetings and sports festivals that were organised across 585 municipalities. In Bangladesh, 254 social action and mobilisation activities were organised. In addition, advocacy campaigns were delivered in 11 of the IIP countries (including India, Trinidad and Tobago, Jordan and Brazil).

YSLs also delivered a range of sports festivals (to which parents were invited) and community events to raise awareness of the importance of sport among community members, including local leaders and the families of young people. They were also expected to play an ambassadorial role within their communities to help raise awareness of the value of taking part in PE and sport. Before the IIP was introduced, the Polis Amca primary school in Turkey conducted annual surveys with parents and the results showed that the majority perceived PE and sport as “unnecessary”. The same survey conducted a year later after the IIP was introduced showed that the majority of parents and students had changed their minds and were now more supportive of PE and sport. For example, many parents were previously opposed to their daughters playing for a girls’ football team, but the school used the IIP as an opportunity to counteract stereotyping and gradually parents became more encouraging of their daughters’ participation, as they developed greater trust in the school and realised the importance of physical activity and sport for girls.

Evidence does suggest that facilitating a change in attitudes among community members is challenging, takes time and requires careful and purposeful planning. In Ethiopia for example, advocacy activities regarding girls’ participation in PE and sport were cancelled in order to reduce programme costs, and were achieved through other activities instead. Evidence from Nigeria also highlighted the importance of communicating messages in local languages. The evidence suggests that activities have been most successful where parents can see the sports activities being delivered (for example at festivals) and subsequent positive changes in their children; hence advocacy work may be most effective when embedded within existing sporting activities.

#### **4.5.3 Improved access to safe spaces and sports equipment**

A key achievement of the IIP was the creation of 308 safe spaces (against a target of 60). In particular, a large number of safe spaces were created in Jordan (89 safe spaces created), Pakistan (86) and India (58). The safe spaces often focussed on increasing safety to improve access to sports for girls. There have also been examples of schools improving their grounds to better cater for sports. According to the British Council in Ethiopia, all 15 IIP schools in their country created new and/or improved existing spaces for sport, for example Adama Secondary School cleared rubbish, levelled the ground and prepared a nearby field for sports activities, Bishoftu Secondary School established a basketball court, and Mojo Secondary School established a netball court. In Ghana, the concept of safe spaces was promoted

<sup>50</sup> The UNICEF Municipal Seal of Approval is a strategy to make children and adolescents a priority in public policies across the Brazilian Semi-arid and Amazon Regions, by building and strengthening the capacities of duty bearers and rights holders at the municipal level.

through UNICEF's work with Parent Teacher Associations (PTAs). PTAs had taken their own initiative to try to protect school land and to make them safer spaces for PE and sport. For example, some PTAs put measures in place to prevent the local community from encroaching on school land or building too close to the school. Other PTAs made spaces safer and friendlier for young people to use by involving the local community to help clean or repair school play areas.

The IIP has also improved access to spaces for sport. One approach has been to open up school sports facilities to the community. To this end, schools in Pakistan taking part in the programme allocated time slots after school when their sports facilities were available for use, and some schools also made their coaches available to teach different sports as a way to reach out to groups of young people in their community, as well as to partner schools that did not have adequate sports facilities or resources. Two teachers from different schools in Nigeria similarly reported that their schools had opened up access to existing or new school sport facilities. In addition, all of the IIP schools in Ethiopia that Ecorys visited had been opened to the community before and after school; prior to the IIP schools were not used by the community and one head teacher stated that the reason for this was because he thought “*schools were just for education and learning.*”

Building on this, in Jordan the IIP introduced the concept of 'sports hubs', which encouraged organisations such as schools, youth centres, sports clubs, rehabilitation centres and other community organisations to form clusters in order to share existing resources and spaces to provide safe appropriate spaces for children to play. Since 2009, 15 sports hubs have been created involving more than 60 partner organisations. Similarly, in Ethiopia, UNICEF worked with 18 youth centres and encouraged coaches to use community playgrounds for activities. As the playgrounds are in the heart of the communities, this approach proved very successful and sport for development activities attracted large numbers of children. Qualitative commentary based on observation also suggests that the use of the playgrounds in Azerbaijan was successful in attracting girls<sup>51</sup>.

In addition, the IIP enabled organisations to have access to better equipment for PE and sport. Within Mozambique, 391 sports kits were distributed to Child Friendly Schools, including balls, nets and cones (when a challenge was faced in distributing such a large number of sports kits, UNICEF piggy-backed on field visits, monitoring visits, and other projects and partners to help distribute them efficiently).

Although the IIP has made a positive contribution in improving spaces and equipment for sport, access to suitable sporting equipment was identified as a key barrier to the on-going or further development of sports capacity within some schools and communities. Ecorys research found that the lack of funding for equipment and provision of space for sporting activities was also commonly mentioned by YSLs as a barrier to achieving the objectives of the IIP.

#### 4.5.4 Strengthened delivery structures

The outcomes highlighted above (enhanced skills amongst practitioners, improved attitudes, and improved access to safe spaces and sports equipment) have all contributed towards strengthening the delivery structures for PE and sport for children and young people in the IIP countries. The key improvements are highlighted below.

##### 4.5.4.1 Improved structures for school PE and sport

Through the training, the IIP increased capacity to deliver PE and sport within schools, which ensured more regular physical activity sessions for children and young people. For example, a history teacher at Azania Secondary School was trained through the IIP so where necessary, he can stand in for the PE

<sup>51</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership

teacher if he was unavailable to take a class. There was also evidence of YSLs working together with teachers to help deliver PE lessons, or even taking responsibility for delivering PE lessons in order to cover for PE teachers when they are off work (for example, in Tanzania and Indonesia). One head teacher in Uganda also stated that they may not need to hire extra coaches in basketball because a YSL had stepped up to perform this role. In some cases, schools were encouraged to recognise that more needed to be done to ensure sufficient capacity for delivering PE and sport. In Tanzania, the Deputy head teacher at Ilboro Secondary School commented that they had not had a PE teacher in post for three years, but *“the IIP made us realise there was a gap and that there was a real urge to replace the PE teacher”*; the school has now recruited a PE teacher. Likewise, in Nigeria some link schools reported that they had been inspired to recruit trained government PE teachers as a consequence of the IIP.

Following their involvement in the IIP, some schools have also committed more time to PE lessons. For example, in the IIP link schools in Lagos, Nigeria, more upper secondary school pupils now have PE lessons on their timetable (alongside junior secondary school pupils for whom it was already compulsory), and teachers were reported to be more likely to get involved in supervising weekly sports sessions. This was also supported by young people at the Federal Government Girls College, Abuja, who commented that since the introduction of the IIP, they had seen an increase in the time allocated to PE and sport. Similarly, in Uganda, district education officials reported that the IIP had helped to encourage more regular teaching of PE and sport. Since their involvement in the IIP, Azania Secondary School in Tanzania has made PE compulsory for all students. Bishoftu Secondary School in Ethiopia has a school within the same compound that is dedicated to SEN children, and as a result of IIP training teachers are now regularly delivering one session of PE per week.

In countries where changes to national PE and sport policies and the curriculum have yet to take hold, many schools still struggle to allocate more time for PE within the school day. Notwithstanding these challenges, schools have also increased the quantity and quality of sport sessions within extra-curricular games periods, or out of school hours. In the IIP schools in Ethiopia, schools typically deliver two extra curricular sessions per week, each one lasting around one hour. Similarly, at Mukidoma Secondary School in Tanzania, the frequency of sports sessions increased from twice a week to almost every day. The duration of the sessions also increased and this was primarily as a result of the greater range of sports they could offer. In addition, in Uganda, practitioners reported that the quality of after school sessions had increased as activities were now more structured.

The IIP endeavoured to facilitate greater partnership working between schools and to encourage them to work in clusters; however there has been mixed success here. In some IIP countries, the schools that were directly involved in the IIP (i.e. those that partnered with UK schools) also acted as a hub for other nearby primary schools. In Indonesia a unique and particularly structured approach had been adopted for its school links; links between ten secondary schools in Wales and ten secondary schools in Indonesia were established through the IIP and each secondary school in both countries was also linked to a primary/feeder school in their local area. The evidence does suggest that where clusters with local primary schools were established, significant additional capacity building benefits with respect to the work of young practitioners were achieved. Local school clusters helped to ensure that the new skills and activities, equipment and YSL capacity developed in the IIP schools benefited larger numbers of teachers and young people in the host countries than could have been achieved otherwise, given limited resources. This was particularly the case with respect to the organisation of sports festivals and competitions by YSLs (involving on average up to 2-3 local primary schools alongside each lead secondary school). In support of organising and implementing these events, YSLs within many link schools also helped to train YSLs and set up the IIP clubs within partner primary schools (for example, in Uganda and Nigeria). Ecorys research highlighted that one of the main challenges for YSLs was the difficulty of balancing school work with their responsibilities as a YSL, although the YSLs were also keen to stress that the positive benefits of participation outweighed any drawbacks.

## Case study: Young sports leaders deliver additional sports activities in Uganda

As a result of YSL training, a YSL club was established in 2012 at St Mary's College Kisubi (Entebbe). At the time of Ecorys' visit to Uganda (2013), the club had 200 members, aged between 13 and 19 across all years (which will also help with sustainability). 83 YSLs had been trained and were deeply involved; the remainder were going to be trained during the following terms (although they were also competent enough through the on-going orientation).

The YSLs organised many activities including festivals and sports days in three schools in the area. Other activities included:

- Over the summer of 2012 they organised a sports day for their school and reached out to 1,200 students and their parents.
- They also organised a festival with Save the Children to advocate alleviating hunger, and reached out to 248 children via a mini marathon.
- In 2013, they organised a festival at St Theresa Girls Primary school, involving roughly 1,000 students, plus a sports day at St Saviour's Junior Primary School, involving 1,200 students.
- They then held a joint festival at their school for all three junior schools; 150 pupils attended, pre-selected by the YSLs.

Previously all big events were organised by sport teachers and the school administration. The YSLs have helped to improve the time management of sports days, for example by removing lots of speeches, and no longer waiting until 7pm, which inconvenienced parents.

The YSLs also organised sports leadership training in seven different sports (including rugby, basketball, volleyball, badminton, football, hockey and tennis), involving around 65 students per sport. This provides additional capacity for delivering sports sessions meaning that the school may not need to hire extra sports coaches because students stepped up to perform this role. One YSL hopes to build a basketball team for the school which will leave them with something when he graduates.

Despite the positive cluster work, there were a number of challenges in developing local school links. Within Nigeria, for example, a number of TOPS Master Trainers and link schools reported that they had wanted to work in partnership with junior secondary and/or primary schools, but had faced barriers. It had been difficult in some instances to secure permission to work with primary schools as different school bodies and ministries were said to create a dislocation between federal and state schools, and linking the IIP and IAAF schools through joint competitions for example, proved to be very bureaucratic. Attitudes in schools not directly receiving support from the IIP partners may also have contributed to the problems. In Indonesia, YSLs reported that although they do run activities in primary schools the distance to travel to these schools does pose challenges, which highlights the importance of working with local schools.

Finally, in some countries, the IIP has helped to bridge the gap between pre-service and in-service training of teachers. In Ghana, for example, prior to the IIP there was a disconnect between the teacher training at the Colleges of Education and the teacher training required in field. In response to this, UNICEF worked with lead teachers from the Colleges of Education to influence their curriculum and develop manuals for in-service training. In Ethiopia, the teacher education curriculum was also revised in line with the PE curriculum and Kotebe University College strengthened partnerships with schools in the cluster area to support on-going training opportunities for teachers.



Photo: © UNICEF/2010/Graham Crouch

#### 4.5.4.2 *Improved structures for community sport*

IIP schools have endeavoured to create links with the wider community to support delivery. Although a survey of the IIP link schools found that 86% had established strong links with neighbouring communities to provide high quality and inclusive PE and sports opportunities for children and young people<sup>52</sup>, Ecorys research suggested there had been mixed success in this. For example, in Ethiopia, the IIP sought to establish links between youth centres and schools, primarily through the trained coaches. However, it was recognised that there was scope to strengthen these links further. Capacity issues within the youth centres and schools appear to have been the main constraints.

Notwithstanding this, Ecorys research highlighted that the IIP had supported an increase in the quantity and quality of community sport. For example, at the start of the IIP, Uganda conducted a community sport pilot, which found that they had a lack of coaches to support activities. In response to this, the IIP placed a specific emphasis on mobilising community coaches and 160 coaches were trained. In Ethiopia community coaches reported that they were delivering around two hours per week of new sport for development sessions at youth centres and community playgrounds and these sessions were attended by as many as 50 or more children and young people per coach. Likewise, as a result of the IIP, the Balarenik Children Shelter in Indonesia started to deliver regular sports sessions once a week, which

<sup>52</sup> The survey was completed by 195 representatives from delivery institutions across 10 countries.

attracted at least 20 regular participants (but sometimes up to 40 participants). In addition, the trained YSLs in all of the IIP countries that Ecorys visited deliver sports festivals in their communities.

Many of the IIP countries strengthened their community sport provision by introducing new approaches that ensure appropriate training for coaches is in place, plus guidelines and standards for ensuring the delivery of high quality sports sessions. One example is the ICES, which aims to support agencies to engage in educating and developing community coaches. Through the IIP, a number of countries developed new training standards that conform to ICES, including Trinidad and Tobago, Ghana, Uganda, Tanzania, Mozambique, Bangladesh, India and Pakistan. Specific activities were tailored to each country's requirements. UK Sport believes that without the partnership stimulated through the IIP, the ICES work would not have taken place in these countries. The following case study highlights the ICES work undertaken in Trinidad and Tobago in more depth.

### **Case study: Applying ICES in Trinidad and Tobago**

In Trinidad and Tobago, ICES work was led by UK Sport and the Trinidad and Tobago Alliance for Sport and Physical Education (TTASPE). Other key partners included the Trinidad and Tobago Volleyball Federation (TTVF) and the Trinidad and Tobago Paralympics Committee (TTPC). Prior to the IIP, no community coaching education system existed in Trinidad and Tobago. Following a mapping exercise, conference, and visit to the UK, ICES has enabled Trinidad and Tobago to develop a sport education framework of common reference points for accreditation, recognition, support and quality sport education / community sport coaching. Alongside this, specific agency development plans were produced that outlined better coaching practices:

- TTASPE drafted a document that outlines a framework for child and vulnerable person protection that was then modified and adopted by each partner. This created a proactive approach to protection for institutions, coaches and children where formal systems regulated by government did not exist. TTASPE is also implementing child protection modules and agreements in all of its youth projects.
- TTVF has formally accepted to implement a yearly licensing process to all community coaches (from January 2011). They have also strengthened curriculum areas and coaching resource material used in volleyball coaching education through new partnerships with Volleyball England.
- The TTPC worked with the Trinidad and Tobago Karate Federation (TTKF), through the TTPC and TTASPE to train, monitor, evaluate and certify karate coaches that work with persons with disabilities using the ICES framework.
- The Caribbean Coaching Certification Program (CCCP) was committed to reviewing its coaching modules and systems of implementation by adopting the ICES framework, which would support strong professional development within sports coaching.

*Source: UK Sport*

In Tanzania, a Sports Participation and Athlete Development Pathways Model (SPADPM) was developed, which aimed to support a more consistent approach for coaches that outlines a pathway for developing basic sports skills that an individual should acquire at certain ages. IIP supported the development of the model by providing technical guidance and by sharing good practice from elsewhere and many stakeholders believe that the model would not have been developed without the programme. A representative from the Women's Soccer Association did, however, note that they were already developing their own model but commented that the IIP contributed new ideas, helped to develop it quicker and ensured that it was in line with other sports federations. A Sport Education and Accreditation

Framework (SEAF) was also developed in Tanzania, which provides a consistent accreditation framework that can be applied across all sports. IIP enabled experts from the UK to work with Tanzania partners to raise awareness of the importance of such a framework, explain how it could be developed, and share good practice. Stakeholders believe that the IIP helped to develop a higher quality framework and allowed it to be developed much sooner. A sample of sports federations believed that the framework was a positive step towards better supporting sport in Tanzania. For example a representative from the Volleyball Association believed that the framework would help to increase the recreational aspect of their sport and make it accessible to a wider range of individuals.

Building on this, the IIP supported a range of work with national sports federations to encourage them to broaden access to their sports. To this end, 46 sports federations across 17 IIP countries have developed new strategies and/or reported new partnerships. Examples of this work are set out in the following table. However, it is important to note that in some countries progress was more limited; for example, in India, engagement with national sports federations and individual sports practitioners and clubs was reported in the phase one evaluation to have been much more limited, and at the time of Ecorys’ visit to India (in 2012) such links still appeared to be weak. In addition, in Ghana it was hoped that YSLs would work closely with sports federations and community sport organisations but it was challenging to find the time for young people to go out into the community during school time. Overall, there was scope to undertake greater work with sports federations through the IIP.

**Table 4.3 National Sport Federations improve access to sport**

Azerbaijan	Football	UNICEF collaborated with the Football Federation and established a good relationship with the Under 17’s women’s football team, who now continue to visit their local communities to take part in community football matches with their peers and to support sport for development. This work aimed to encourage more girls to take part in PE and sport, whilst also raising awareness of key issues facing young girls in Azerbaijan, such as health and gender and child rights. Prior to the IIP, early discussions had been held with the Football Foundation but activities did not get off the ground. A UNICEF representative believes that the IIP was able to generate a greater understanding of sport for development, which encouraged this work to happen.
Brazil	Triathlon, Sailing and Athletics	Inspired by the IIP, the federations of triathlon, sailing and athletics were reported to have developed new alliances among themselves and with their communities in order to provide an opportunity for thousands of young people from Ceará, Alagoas and Pernambuco states to participate in their sports. However, such a focus on working with sports federations was not sustained later in the programme.
Jordan	Swimming	The IIP facilitated a relationship between the British Swimming Federation (BSF) and the Jordan Swimming Federation (JSF). BSF has supported JSF in developing a training programme. They adapted the BSF tools to use in Jordan in order to broaden their base, particularly in terms of increasing female participation. The IIP helped them to develop this plan and relationship further and UK Sport supported them in developing a long-term athlete development plan after the IIP.
Nigeria	Netball	UNICEF worked with an INF trainer to introduce netball in primary schools and to revive the Nigeria Netball Federation.

In some IIP countries, the capacity of non-sporting organisations was also developed to enable them to deliver sports activities. This was evident in countries such as Jordan, Ethiopia and Egypt, where youth centre staff and volunteers were trained to deliver sport for development activities. In Ethiopia, a Youth Centre Service Provision Standard document was produced, which included a focus on sport for development and links with community playgrounds. To support the implementation of this, sport and recreation officers were established in the youth centres taking part in the IIP. Sports organisations have also expanded to increase their capacity. For example, in Azerbaijan, UNICEF supported the SO in establishing branches in rural areas. The IIP has also helped to strengthen Sport in Action’s capacity in Zambia; it supported its expansion into six more districts, including rural districts, helped to devise more appropriate activities, which they had previously found difficult, and improved their financial management, marketing and monitoring, which meant they were more attractive to donors. There are also examples of where the IIP has supported the establishment of new organisations. In Ethiopia, the IIP provided expertise and support to enable the establishment of a Deaf Sports Association in 2014. With the support of the NPC, this organisation is implementing an action plan aimed at supporting participation in PE and sport by disabled people. At the time of Ecorys’ visit to Ethiopia (in 2013), the INF in Africa was working closely with the British Council with the aim of establishing a national netball federation. In principle, the Sports Commission was supportive, however there were a number of steps to follow in order to ensure that the process was driven by Ethiopia’s needs and was bottom-up. As a result, establishing this new organisation is likely to take some time.

**4.5.5 Increased internationalisation**

The IIP supported partnerships between IIP countries and the UK. In particular, a total of 594 schools were engaged in a mutually beneficial relationship. Of these, 288 were UK schools and 306 were overseas schools. The Ecorys visits highlighted that some school links had proved to be a successful mechanism for sharing knowledge and increasing internationalisation and cultural understanding.



Anecdotal evidence suggests that the school links in Ghana successfully promoted cultural learning, exposed young people to different sports and activities, and created friendship bonds between the schools. In Turkey, schools were partnered with schools in Scotland, which provided an opportunity for students to learn about different national cultures and identities, including traditional Scottish dance. And in Mozambique, some schools started up English clubs to help improve their communication with the UK.

One of the key factors of success was that the IIP facilitated exchange visits, which provided an opportunity for teachers and students to visit their links schools and meet individuals face to face. However, Ecorys' research found that schools often faced numerous challenges in maintaining these relationships. Technology was often a barrier, for example some IIP schools had a limited number of computers and poor internet and/or telephone connections (this was particularly evident in rural areas). Time differences, language barriers, and school personnel changes also inhibited partnership working. In Nigeria, the civil war in the north prevented some schools from the UK from visiting their partner schools. In the UK, schools also reported that exam commitments and time limitations made it difficult to maintain communication with students in their partner schools.

The programme also facilitated partnership working across the IIP countries, in order to share knowledge and experiences of delivering improved PE and sport. For example, a Nigerian trainer visited Ghana to share her experiences of delivering the IAAF kids athletics, and a Malaysian teacher, who was trained as an international trainer, visited Indonesia to support TOPS training.

## 4.6 Legacy

The sustainability of work to boost the delivery of PE and sport, in terms of both practitioner capacity and physical capital, can be considered on two separate but related levels. These include firstly, the extent to which IIP-enhanced skills and resources continue to be used within the target schools and communities, post-programme, and secondly the extent to which these skills and resources are developed across host countries more widely, through the roll-out of IIP piloted initiatives to more schools and communities over the longer-term. The latter is largely an issue for policy reform at the national levels, and is covered in the previous chapter. Here, we focus on those directly benefitting from the IIP activities.

***“They can’t stop the programme now as it has become established and we have the equipment and resources... We want to invest more funds in sporting equipment and offer training to other schools within the community.”***

*(Teacher, Nigeria)*

### 4.6.1 Continuing to apply new skills and resources

At the time of most of Ecorys' visits, countries were still delivering the IIP. Notwithstanding this, practitioners had seen the benefits of the new ways of working that were introduced through the IIP and as a result, they expressed a desire and commitment to continue applying their new skills in the future. To support the legacy of TOPS, the YST has also established a TOPS international network, which is available to all accredited TOPS deliverers and master trainers. The aim is to provide support to encourage individuals to continue delivering TOPS activities in their countries. All of the IIP countries have been invited to be a part of this network and there has already been a positive response from some countries. In India, follow-up interviews were conducted with teachers from two schools who had benefitted from the national roll-out of physical education cards (PEC) within the Central Board of Secondary Education (CBSE) schools. There was a clear desire to continue using the PEC resources,

and teachers spoke positively about the benefits of PEC for pupils, particularly in terms of boosting confidence and team spirit. Nonetheless a teacher from one school did report that they had recently undergone a reduction in their size, and had recruited a new principal, and that this had led to some uncertainty around whether they would continue to use PEC in the future.

This highlights just one of the practical challenges associated with the long-term sustainability of the IIP capacity building activity. It was evident in some countries, such as Brazil, that a light-touch on-going liaison role and informal networking support was being provided by the British Council staff to help support continuity across some of these activities, particularly within link schools. However this in itself was posing capacity problems for the organisation. As roll-out progresses across countries, national governments must eventually take-over and strengthen their own monitoring systems (including where necessary with the help of development support from the IIP partners earlier in the programme, as was being successfully pursued in the case of Mozambique), to ensure that standards are maintained.

The YSLs that Ecorys spoke to were all keen to continue in their role and to sustain (and even expand) their YSL clubs and also continue to deliver the sports sessions and sports festivals. Training YSLs was a particularly successful element of the programme as they will be the individuals responsible for continuing the IIP work in the future. Evidence in Brazil suggested that YSLs were still very active in former IIP link schools (as suggested by Facebook and email communication, as well as a focus group with YSLs conducted in Recife, Pernambuco State, where their on-going role in arranging festivals was discussed). What is more, post-IIP, interest in becoming a YSL in former link schools in the North East of Brazil was still high; for example during a round of recruitment for new YSLs, there were reportedly twice as many applicants as required. YSLs were also still being asked to support the delivery of events, such as the Summer Sport Camps in Trinidad and Tobago and the National School Competitions in Ethiopia.

Many YSLs highlighted that further funding would help them to continue their work (for example, to pay for equipment); however they also recognised that there was a range of community projects that they could undertake that did not require much financial input. A further challenge is that young people trained through the IIP will progress or move on elsewhere, for example they move on from their school after a relatively short period of time. However, many YSLs commented that they would continue to use their skills in the future, and what is more, as highlighted below, there was a commitment to cascading the training to other young people.

Ensuring that new skills continue to be applied in the future, both within education and community settings is particularly dependent upon buy-in and action at the national government and policymaker levels, as well as amongst national sports federations and bodies. In particular, if new ways of working and new resources are embedded, for example through curriculum changes or mainstream programmes, there is a greater chance of them being sustained within the IIP countries.

#### 4.6.2 Cascading training

A further positive component of the IIP was the integration of training of trainers. The aim of this was to ensure that when the IIP finished in each country, capacity had been built to ensure that training would continue. In the countries that Ecorys visited, practitioners suggested there was a clear commitment to cascading training to other individuals. In Uganda, one of the trained teachers, who was also the chairperson for PE and sport in their local zone, cascaded the skills he had learnt to teachers (approximately 80) in the area. In addition, in Indonesia, three teachers shared their thoughts and experiences at a National PE Teacher Forum about how to maximize utilization of limited sports equipment in class. In Tanzania, at the time of Ecorys' visit (2013) one community leader who was trained through the Women's Leadership Programme had already trained 20 women who were actively delivering sports sessions in their community. Selecting the right individuals to act as master trainers is

key to the success of the cascade. In recognition of this, the YST carefully observed the training of participants and identified those with the potential to become master trainers.

### Case study: Cascading training in Malaysia

The roll-out of TOPS in Perak (an IIP pilot state) was particularly successful due to significant support from the District Officer in this state. Uptake in Sabah (also an IIP pilot state) was slower at the beginning but two international trainers based in this state later played a key role in cascading the training. What is more, in 2012, they expanded the training to the nearby state of Sarawak. In addition, the ten IIP schools in Malaysia developed local partnership plans, which involved the cascading of TOPS and YSL training to local schools, thus contributing to a sustainable legacy.

Schools visited or consulted with by Ecorys generally reported that they were training more YSLs on an on-going basis in order to replace those who had graduated from school (and in support of a wider philosophy of building their capacity so that they can "train others wherever they may find themselves"). Following their YSL training, teachers were continuing to train more of their students each year in order to sustain the YSL clubs that had been created through the programme. At Baku School 23 in Azerbaijan, a teacher confirmed that even beyond the lifetime of the IIP, their YSLs (who are in the 10th grade and due to leave the school that year) were continuing to train a new generation of YSLs from the 7th grade. She did note, however, that the training was being delivered in a less structured (and formal) way than was the case during the IIP. For example the younger children learnt about the role by watching the YSLs, and speaking to them about how they can deliver activities. The East Mucurapo Secondary school in Trinidad and Tobago has completely integrated the training into their school programme. They created a school management committee to oversee the training with the two IIP tutors. The training is a must for all young people when they get to year two and the IIP club has been incorporated into the School's Student Council, which is the overall body that manages clubs such as these. Similarly, Kibuli Secondary School in Kampala, Uganda has integrated the YSL club within the club structure in the school and training takes place up to three times a year. There was also evidence in some countries (for example in Tanzania and Ethiopia) that young people from nearby schools were being trained to enable them to establish their own YSL clubs.

Organisations have also endeavoured to further enhance the level of cascade training after the IIP had finished. In Azerbaijan, the IIP was handed over to national partners in 2010 and they have continued to deliver training. Funding from the World Bank and the Ministry of Education has enabled PE teachers across all schools in three regions of Azerbaijan to be trained. 14 TOPS tutors were responsible for delivering training to 3,000 teachers and one of the modules included in the training was TOPS; five of the trainers were trained during the IIP and nine individuals were trained after the programme had finished. Similarly, in Bangladesh, UNICEF plans to train 2,000 more community swimming instructors over the next four years. In Brazil, the YST delivered an international lead trainer course for six new Master Tutors. These new Master Tutors will continue to promote youth leadership activities in the state of São Paulo and their plan is to reach 180 schools and over 4,000 children over the next two years. In Trinidad and Tobago, the Paralympic Committee is also continuing to carry out YSL training as part of their Paralympic School Day Programme and it is believed that the training is continuing in all the secondary schools that the IIP worked with.

## Case study: Rolling out YSL training in Ethiopia

In Ethiopia, the IIP showcased the value of training young people and as a result, the Ministry of Education supported training for 400 young people in Addis Ababa. These young people organised the first national sports competition for children and young people in Ethiopia. Policy makers commented that the YSLs had successfully delivered a very high quality festival. As a result of the event, the Sports Commission also saw the benefits of the YSL training and have now invested resources in leadership training for approximately 24,000 young people involved in their projects. At the time of Ecorys' visit (2013), 22 people (two people from each region) had been trained in YSL. In turn, they are training 894 coaches across Ethiopia, who will then cascade the training to young people. This training has started but progress varies across the regions.

In Uganda, one of the master trainers is now receiving requests from other schools who would like to have their staff trained in the YSL methodology, and in Nigeria, the IAAF kids athletics has already been replicated in 253 neighbouring community schools. Unfortunately, in Azerbaijan, the YSL training is no longer continuing formally. This was mainly as a result of Right to Play ceasing their operations in the country. This further emphasises the importance of building capacity within the IIP countries so that countries are not reliant on a few individuals or organisations. Notwithstanding this, stakeholders did highlight that YSLs in Azerbaijan were continuing to informally pass knowledge onto their peers. For example, in School 23 in Baku, YSLs who were due to leave the school soon were passing their knowledge, skills and experience onto pupils in the seventh grade, thus ensuring the activities continue.

Another key challenge going forward will be to monitor and quality assure the continuous implementation and roll out of training. Where training has been built into wider national reforms, for example in school education curriculums and courses delivered by training institutes, it is anticipated that the roll out would



be monitored through the organisations leading on these reforms. However, where this is absent, there is a reliance on the role of the master trainers to ensure that high quality training and implementation is maintained. To support this, in Indonesia, master trainers from the Viv Forum in Pasuruan, which was established through the IIP, monitor training and delivery in four sub-districts and are overseen by the forum lead.

Continuous training and refresher courses will also be important. Insufficient time was also a barrier to cascading the training. This was particularly evident in South Africa where teachers felt they did not have enough time in their school timetable to deliver the training. To help overcome this, some schools worked closely with individuals from the community or from sports federations to assist them in the delivery of training. The availability of funding will also impact upon the scale and quality of training that continues to be cascaded, for example this was evident in Nigeria where a lack of funding meant that cascade training stopped in a number of schools.

***“The issue of sport must be owned by the people. Financial issues cannot stop the activities; they should still continue.”***

*(Ministry of Community Development, Gender and Children, Tanzania)*

### 4.6.3 Increasing organisational and financial capacity

As highlighted earlier in the chapter, the IIP helped to build organisational capacity within the IIP countries by supporting the development of existing organisations (for example, Zambia’s Sport in Action and the SO in Azerbaijan) and encouraging the establishment of new organisations (for example, the Deaf Sports Association in Ethiopia). In addition, following the completion of the IIP, a new non-governmental organisation was established in Azerbaijan, as highlighted below. It is anticipated that these organisations will play a key role in sustaining the IIP activities.

#### **Case study: Establishing a new sport for development organisation in Azerbaijan**

Since the IIP finished in Azerbaijan in 2010, individuals have continued to promote sport for development, particularly among key policy makers and decision makers. As a result, in November 2011, the Ministry of Youth and Sport and the NOC submitted a document for the registration of an IIP spin-off organisation. 'Sport for Development' is an independent and not-for-profit organisation that has been established with the principal aim of continuing the work of the IIP by using the power of sport for holistic development of children and young people. The organisation is currently implementing a three phased programme to address some of Azerbaijan’s marginalised populations and in particular, children and young people. In particular, the organisation is currently in negotiations with the Ministry of Education to develop a countrywide application of TOPs within the framework of the new PE curriculum. This organisation represents an important legacy of the IIP and will provide a key mechanism for sustaining the IIP activities in Azerbaijan.

One of the most significant legacies delivered by the IIP in Zambia related to UNICEF’s work in helping to capacity-build local NGO sport organisations and broker a consortium, led by Sport in Action and also including EduSport, Core (who support the development of coaches) and Grassroots Soccer. This partnership helped to ensure local ownership of projects and to ensure that training activities continued.

The IIP has also helped to attract additional funding, which is continuing to build capacity in some of the IIP countries and ensures that sport for development activities continue. For example, the Australian Sports Commission provided funding to work with a number of sports for development organisations in India, thus enabling the work of the IIP to be built upon.

### 4.6.4 Continued access to safe spaces and sports equipment

Ecorys visits suggested that there was a commitment to sustaining the safe spaces that had been created through the IIP but finding sufficient resources to do so remains a key challenge for many of the countries; over time it will become more apparent as to whether the IIP countries are successfully maintaining these spaces. The evaluation of phase one of the IIP recognised that securing sustainable contributions from safe spaces requires local ownership, but did find, positively, good examples of stakeholder engagement in the planning and subsequent use of these facilities. One example was evident in Zambia, where Sport in Action has continued to create some safe spaces, and young people have continued to use these safe spaces to develop their life skills. Two facilities are also reported to have been taken on board by local schools, which will support sustainability, whilst otherwise the consortium’s on-going funding is supporting the renovation and upkeep of the spaces until 2015. The

expectation is that local government will then support some of these in the future. Ecorys' research also highlighted another example in Ghana where PTAs had taken their own initiative to try to protect school land and to make them safer spaces for PE and sport; this local ownership means that the spaces are more likely to be maintained in the future. In Nigeria, the IIP partners worked with 28 local education authorities to allocate resources to improve sports and play spaces, and to encourage their ownership. In addition, at a school level, mechanisms have been put in place to coordinate equipment use and maintenance.

Alternatively, the IIP activities relating to spaces and equipment have been integrated into existing programmes. For example, in Mozambique, the provision of sports kits and the upgrading of safe spaces was an integral element of the package of support provided to some schools within the CFS initiative, which is likely to support the sustainability of this work. Ecorys research also suggested that after the IIP finishes, schools that had opened their facilities to the community would continue to do so in the future.

For Turkey, one of the main challenges for the national roll out of Paralympic School Days is the equipment required for the games (notably, wheelchairs). The TNPC and the Ministry of National Education (MoNE) need to identify and agree on alternative ways to ensure that it can be rolled out more cost-effectively, without comprising on the quality of the delivery. Teachers consulted within Nigeria also felt that as the appetite amongst pupils for new or more sophisticated sports grows, inevitably new or upgraded equipment would be needed (for example, to help improve the sports festivals), which they would find difficult to afford. Alongside government funding, they suggested corporate sponsorship as one solution to this dilemma. Ecorys found that one of the YSL clubs in Malaysia had successfully secured support for their sports festival from a local bank and a university. This was also evident in South Africa. Establishing multi-sector partnerships can provide an effective way of securing resources to continue sports festivals in communities, and should be encouraged as a way of sustaining activities and their associated infrastructure requirements.

#### 4.6.5 Maintaining international links

Ecorys research suggests that the sustainability of international school links tends to differ on a school by school basis, depending upon the schools' IIP experiences, their capacity, and the value that they feel can be derived from continuing with the partnership. As stated previously, challenges maintaining partnership links related to poor communication infrastructure, time differences, language barriers, and school personnel changes. With these challenges in mind, it perhaps should not be expected that all school partnerships will continue. Although there was evidence that some partnerships had not continued, there were certainly examples of good practice across the programme.

***“The last three years have been an amazing cultural and educational journey with our partner school. We have shared so many experiences that have had a huge impact on so many students and staff. Our journey will carry on in the future as we build upon our successes of the IIP.”***

*(Assistant Head teacher, UK)*

One of the schools in Turkey noted that their students had little or no interaction with the students from their partner school (partly due to language barriers) but in hindsight they recognised that establishing stronger links could have helped to sustain the partnership beyond the lifetime of the programme. In comparison, at the time of Ecorys' visit (in 2013) to Mukidoma High School in Tanzania, the first 20 YSLs to be trained were regularly communicating with students from the UK school via Facebook and Twitter.

In Uganda, some students were hesitant about continuing to communicate with students in the UK school because they were unsure how often to do this. They could be supported through being assigned set times for communicating with them.

The evaluation of phase one of the IIP (2011) reported that 80% of schools in India were maintaining their links, and it was reported to Ecorys that there had been on-going video conferences between some of the linked schools. In South Africa, towards the end of the IIP, a sustainability workshop was held to help the IIP schools create a plan on how they were going to continue the work with their UK partner schools. The main outcome of the workshop was that the IIP schools and their UK partner schools developed case studies to highlight the work they have undertaken together to share amongst all the other IIP schools and their UK partner schools. It is believed that since the IIP finished at the end of 2012, around half of the school partnerships had been sustained. Similarly, in Brazil, eight out of the twelve original school links in Nottinghamshire celebrated their on-going links with Brazil in a two day celebration event in July 2011, a year after funding had ceased. More generally, providing opportunities for YSLs and other stakeholders to meet and share good practice elsewhere is something that could add significant value to the programme and help sustain the impact of the programme beyond the funding itself.

In Mozambique, towards the end of the IIP, one school had signed a MoU with their partner school to continue cooperation and school exchanges until 2016. Whilst a very positive example of good practice, this appeared to be a relatively isolated example within the country.

Ecorys found that some countries, where at the time of Ecorys' visits the IIP was still being delivered, were taking positive steps towards sustaining their partnership links beyond the lifetime of the programme. For example, in Malaysia and Ethiopia, a number of schools from the UK arranged additional visits to their partner schools. The schools reported that they valued the face to face meetings and therefore supported a number of additional visits to Malaysia in order to help strengthen the relationship. One of the schools in Zambia has also held an exchange with their UK school every year.

Building on the success of the school partnership working established through the IIP, the British Council has also encouraged the IIP schools to apply for their Connecting Classrooms funding, which is a global education programme that supports school partnerships. Schools in Bangladesh are already continuing links with the UK through this programme and around eight of these are focussing their partnership work around PE. In January 2014, 15 of the IIP school partnerships applied for Connecting Classroom funding and the British Council expects more applications from the IIP schools later in the year. Schools in Nigeria are also participating in the online Commonwealth Class debates.

## 5.0 Children and Young People

This chapter focuses on children and young people. It explores the context in target countries prior to the introduction of the IIP. It then outlines the key activities delivered through the programme, followed by the outcomes achieved and the extent to which a sustainable legacy has been secured. A summary of the key findings from this chapter is set out below.

### Context prior to the IIP

- Limited opportunities for participating in high quality PE and sport
- Gender inequality and discrimination and exclusion of disabled children and young people
- Ill-health and lack of health knowledge
- Poor educational attendance and attainment
- High levels of youth unemployment

### Key activities

- Improved PE lessons and extra-curricular sports sessions
- Sports festivals
- Improved community sport sessions

### Key performance indicator

- Over 18.7 million children and young people of all abilities were regularly engaged in the IIP activities and over 6.3 million children and young people were directly or indirectly reached through the IIP

### Outcomes

- Increased satisfaction with PE and sports provision
- Increased sports participation
- Improved attitudes to women and disability and greater equality and inclusion
- Increased fitness and better health
- Increased school attendance and educational attainment
- Empowerment, increased aspirations and employability
- Increased cultural awareness

### Legacy

- Sustaining increases in sport participation
- Maintaining improved attitudes
- Applying skills to other areas of lives

## 5.1 Context

Children and young people in the countries where the IIP was operating face a number of fundamental development challenges. These can be summarised as follows.

Firstly, children and young people may have **limited opportunities for participating in high quality PE and sport activities**. In some countries, such as Azerbaijan, young people are focussed on earning a sufficient income to survive or on working for the family business and therefore do not have the time nor the motivation to participate in sport. In other cases, young people may face pressures from the family to focus more on their academic education, particularly amongst those aged 15-16 years old, and therefore do not participate very often in sport and play. There may also be a lack of awareness of the importance of taking part in PE and sport. As noted in the previous chapter, low levels of time and motivation may be compounded by a lack of time allocated to PE and sport in school, a lack of qualified PE teachers and sports coaches, insufficient provision of sports facilities and poor accessibility to sport clubs.

Secondly, **gender inequalities and discrimination** are a key challenge in the IIP countries. This stems from a number of factors, including cultural traditions and religious beliefs, and tends to result in girls having fewer opportunities than boys. For example, in Bangladesh, girls are treated differently from birth, and a survey found that one-third of women aged 15-49 in Bangladesh were married before their fifteenth birthday<sup>53</sup>. This practice of early marriage conflicts with a person's right to free and full consensual marriage. In addition Muslim children and especially young Muslim girls, for example in Nigeria and parts of Tanzania, tend to have limited access to PE and sport due to religious beliefs. **Disabled children and young people often face exclusion.** As a result of negative perceptions and/or a lack of understanding of individuals with disabilities, there were often limited opportunities for children with disabilities to take part in community life, including sports activities. In Mozambique for example, the NPC reported that prior to the IIP there was a common perception that disabled people were not real citizens or normal people, and therefore that they should not be involved in the same activities as others. Vulnerable young people, including those who are out of school, on the street, displaced or orphaned, also face exclusion and have more limited opportunities. With respect to sports participation, there are often significant cultural barriers to overcome here since many communities believe that these groups of individuals should not take part in sport. In addition, these groups are often doubly disadvantaged by a lack of suitable sports facilities that meet their needs (for example in terms of disabled or affordable access), as well as a lack of appropriately skilled PE teachers and sports coaches (for example that are trained to deliver sports sessions that are appropriate for girls to participate in).

Thirdly, many children and young people living in the IIP countries experience **ill-health and a lack of health knowledge**. Non-communicable diseases are increasingly affecting populations in low-income countries. Many of these diseases, such as cardiovascular disease and diabetes, are linked to preventable risk factors relating to lifestyle, including a lack of physical activity. Hunger and malnutrition also affects a large proportion of children and young people in overseas countries. These challenges are compounded by changes in diets and lifestyles. Poor hygiene and water sanitation also contribute to poor health within overseas countries. HIV and AIDS play a significant role in increasing the level of poverty among many countries included in the IIP. The disease weakens the health of individuals directly affected and millions of children and young people are orphaned as a result of AIDS. Finally, malaria is another disease that affects individuals in many of the IIP countries. As a consequence, in countries such as Nigeria, according to the United Nations, life expectancy is only 46 years for men and 47 years for women. All of these health challenges are leading to extra burdens on the health systems and reducing the level of economic activity. As a result, they are considered to be among the main obstacles to development. In many cases, knowledge of the diseases and how to prevent them is very low in overseas countries.

Fourthly, **low school attendance and educational attainment** among children and young people is a key challenge in the IIP countries. Some children and young people never go to school and in other cases, there are high drop out rates, particularly during the transition from primary to secondary school (for example in Pakistan, Turkey and Indonesia). Low educational attendance is typically a much greater challenge among girls.

Finally, as a result of poor education, many young people lack the skills required to gain employment and as a result there are often **high levels of youth unemployment** (for example in Uganda and Turkey). In some parts of the IIP countries, such as Hajigabul in Azerbaijan, there is also a lack of jobs, which forces young people to leave the area. On top of this, young people often feel disempowered and as a result, see limited prospects for the future.

<sup>53</sup> Multiple Indicator Cluster Survey (MICS) 2006 in Sports for Development in Bangladesh, Progress report for the UK Committee for UNICEF, 2009

Although the challenges outlined above were beyond the scope of the IIP to address on any systematic level, understanding these challenges helps to contextualise the programme outcomes experienced by individuals, and generates an understanding of how these outcomes can go some way to helping address wider development challenges.

## 5.2 Strategy

In response to these challenges, the IIP strategy for children and young people was as follows<sup>54</sup>:

- The IIP would create opportunities for children and young people, in school and communities, to access and participate in high quality and inclusive PE, sport and play.
- Overlaps/collaboration amongst partners, especially through the work in schools, would be fostered.
- The IIP would contribute to raising child development indicators in all targeted countries through country-based interventions in education, child protection, health (including HIV and AIDS awareness) and youth empowerment.

In turn, the IIP aimed to contribute to the following outcomes:

- Short-term: increased participation.
- Medium-term: increased knowledge and changed attitudes.
- Long-term: sustainable improved delivery and increased awareness of PE, sport and play leading to children's lives being transformed.

## 5.3 Activities

There were two core types of the IIP activities that children and young people took part in as part of the IIP. Firstly, YSLs were trained through the IIP; this is covered in the previous chapter. Secondly, children and young people took part in PE and sports sessions, many of which were delivered by practitioners that had been trained through the programme.

In all the IIP countries children and young people benefitted from the improved delivery of PE lessons within school, as a consequence of the capacity building of teachers, head teachers and youth leaders. This was designed not only to ensure that PE and sport was embedded within the school curriculum and practised more regularly within schools, but also that it proved more attractive and suitable for different groups of young people. Children and young people also took part in extra curricular sports sessions that were delivered before or after school, or during lesson breaks. These were either delivered by teachers or YSLs.

In addition, YSLs, with the support of local sport tutors and teachers, organised and delivered sports festivals. Most festivals were held at a host school, and participants came from the host school, plus other schools or institutions in the local community or wider region. Participants took part in a range of inclusive sports (for example football, basketball, running), games (for example tug of war, musical chairs) and other cultural activities (such as traditional dance and painting).

Community sport sessions were also delivered by trained adults and young people. As examples, these were delivered in places such as youth centres or community playgrounds. These were also complemented by sports sessions delivered by local sports clubs or coaches trained through national sports federations.

<sup>54</sup> As referenced in the Outcomes Matrix

## 5.4 Key Performance Indicators

The following table shows that the KPIs for children and young people have all been exceeded. These KPIs are explored in more detail below. Further details on the Outcomes Matrix, including key definitions, are set out in [Annex Four](#).

**Table 5.1 Key performance indicators for children and young people**

Targets (by end of 2014)	Achievements (by March 2014)	RAG <sup>55</sup>
All targeted countries will have reported that the engagement of children and young people in high quality PE, sport and play has contributed to positive change in one or more child development indicators amongst those taking part in the IIP.	991 children and young people from 16 countries who took part in the IIP activities were surveyed. As a result of taking part in PE/sport, 79% reported improved academic results.  Qualitative evidence from Ecorys' visits demonstrated that the IIP had a positive impact on children and young people in terms of improved educational attainment, better health, increased equality and inclusion, and increased empowerment and employability.	
In all targeted countries, in a sample of children and young people, 90% report that participation in high quality and inclusive PE, sport and play has led to changes in their knowledge and behaviours.	991 children and young people from 16 countries who took part in the IIP activities were surveyed. As a result of taking part in PE/sport, 96% developed new knowledge and at least 97% changed their behaviours (based on those that have developed values, developed soft skills, developed relationships or changed their perceptions of health).	
Across all targeted countries, 4 million children and young people of all abilities will have been regularly engaged and 8 million children and young people will have been directly or indirectly reached.	Over 18.7 million children and young people of all abilities were regularly engaged in the IIP activities and over 6.3 million children and young people were directly or indirectly reached through the IIP.	

Of particular note, **the programme exceeded its target to regularly engage 4 million children and young people of all abilities. By March 2014, over 18.7 children and young people had been regularly engaged.** Children and young people 'regularly engaged' included those in PE lessons that had been improved through the IIP (for example, through the quality of delivery or the time allocated) and those involved in regular community sport and sport for development activities delivered and/or improved as a result of the IIP.

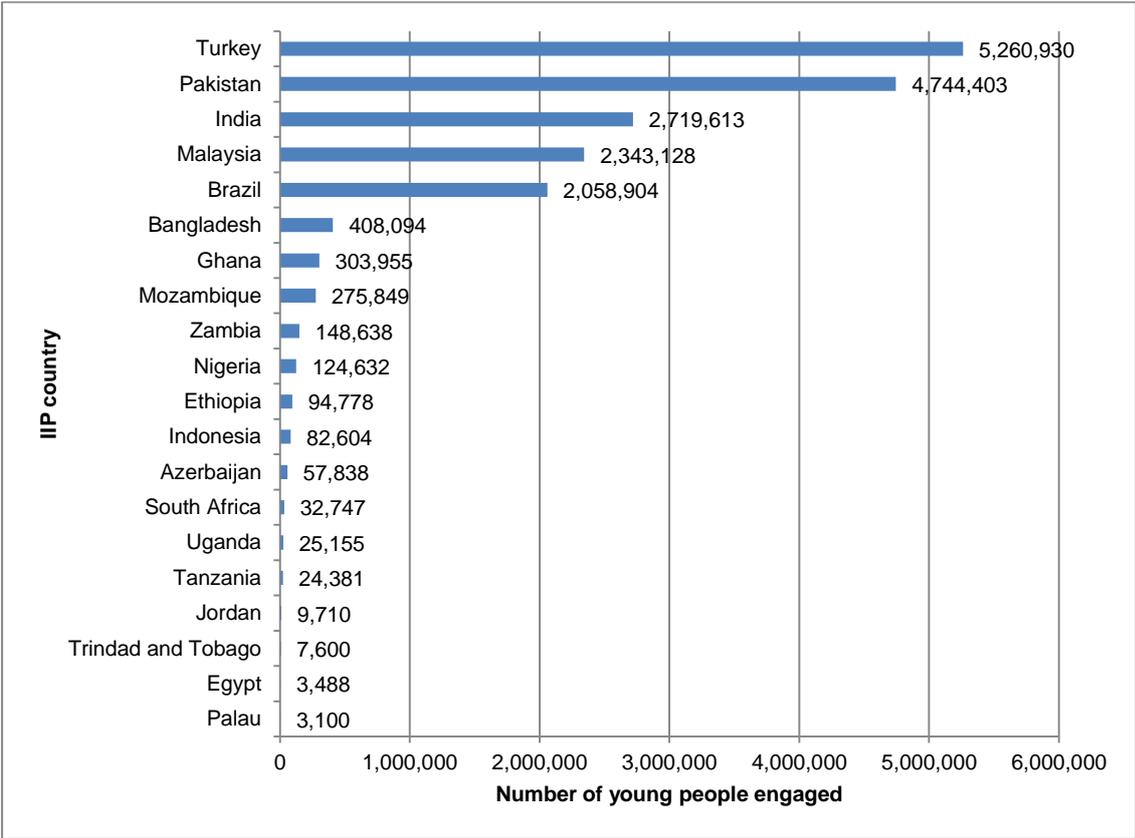
The programme did not meet its target to directly or indirectly reach 8 million children and young people of all abilities. The term 'reached' was defined by the IIP partners as involvement in the one off IIP events, such as community festivals and did not include young people already recorded as 'engaged'. **By March 2014, over 6.3 million children and young people had been reached.** Instead, as highlighted above, the programme engaged a far greater number of children and young people than anticipated. Three quarters (75%) of the children and young people involved in the programme were engaged and one quarter (25%) were reached, which compared to a target split of one third (33%) engaged and two

<sup>55</sup> Red, amber, green (RAG) assessment indicating progress towards achieving the target.

thirds (66%) reached. Given that a higher number of young people had been regularly engaged in the programme, as opposed to being involved in an on-off activity, it is reasonable to assume that the opportunities for delivering wider benefits to children and young people in the IIP countries was likely to be greater than originally anticipated.

The following graph summarises the number of children and young people engaged, broken down by country. Turkey, Pakistan, India, Malaysia and Brazil reported the highest figures for children and young people engaged. Together, these five countries recorded 92% of the total number of children and young people engaged) across the IIP. For all five countries, this was largely as a result of successful roll out of activities nationally, which enabled the IIP to engage much higher numbers of children and young people than expected.

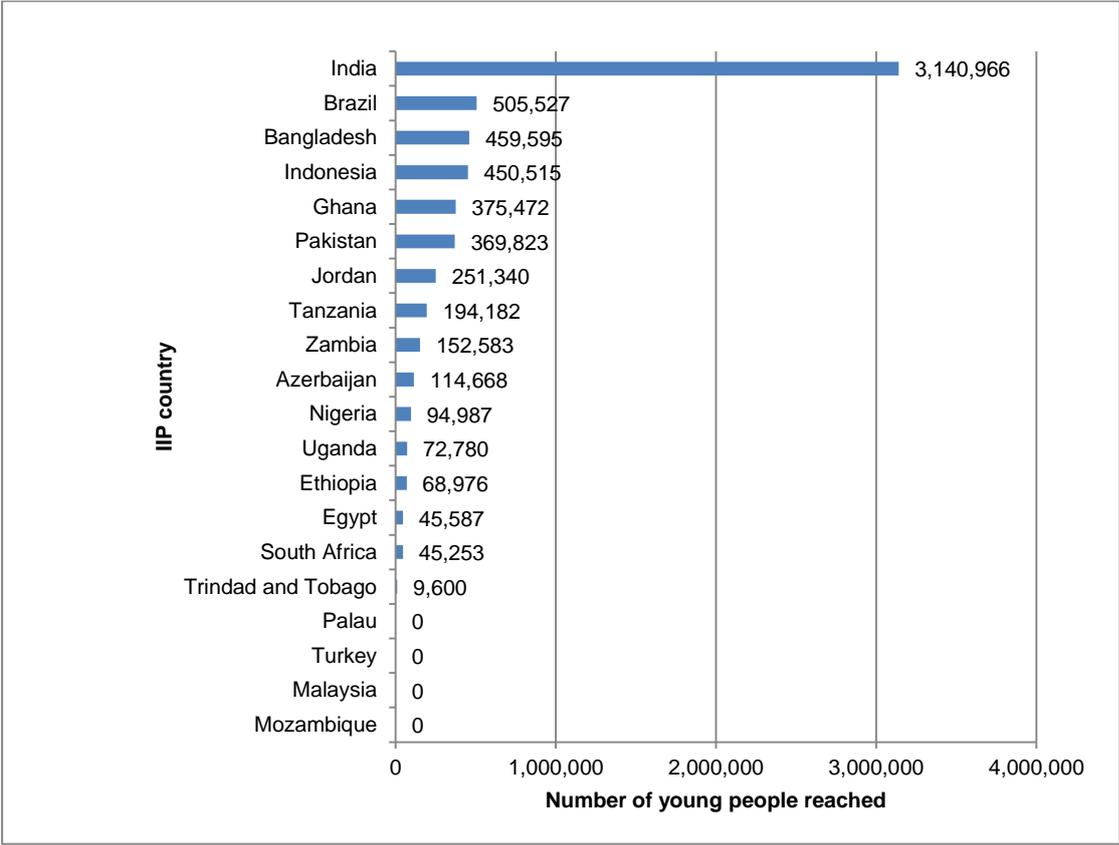
**Figure 5.1 Number of children and young people engaged, by country**



Source: IIP data

The following graph summarises the number of children and young people reached, broken down by country. India has recorded a significant proportion of the children and young people reached; 49% of the total. According to the following graph, Palau, Turkey, Malaysia and Mozambique did not record any children and young people as being reached, this was because all the children that were involved in the one-off IIP activities in these countries were also regularly engaged in the IIP activities and therefore, to avoid double counting, were only counted in the figures for children and young people engaged.

**Figure 5.2 Number of children and young people reached, by country**



Source: IIP data

DFID provided funding for the IIP activities in eight countries<sup>56</sup> and was interested in a breakdown of the children and young people engaged and reached through the IIP, broken down by gender. Data from these countries showed a good balance of participation by both boys and girls: 49% of the children and young people engaged were female and 51% of the children and young people reached were male.

**5.5 Outcomes**

The IIP has had a positive influence on policy makers and policies, as outlined in [chapter three](#), and has contributed to improvements in the delivery of PE and sport at a local level (through enhancing skills and capacity amongst practitioners, improving access to safe spaces and sports equipment, and strengthening local delivery structures), as outlined in [chapter four](#). As a result of these achievements, the IIP has contributed to increases in the quantity and quality of sports opportunities available to young people. In turn, this has helped to generate a number of wider positive outcomes, explored below.

**5.5.1 Increased participation in sport and physical activity**

Trained practitioners, including adults and young people, have stimulated greater interest and enthusiasm for sport among children and young people. The IIP taught practitioners how to deliver more structured and interesting sports sessions, including basic sports skills and more appropriate tailoring towards individuals of different ages and abilities (through, for example, the training and resources provided by TOPS and IAAF kids athletics).

<sup>56</sup> Jordan, Mozambique, South Africa, Nigeria, Ethiopia, Pakistan, Indonesia and Uganda in the period 2011 – 2014.

An increased range of sports have also been made available to children and young people, whilst YSLs have played a key role in organising additional sport sessions and supporting their peers to take part in these activities. As a result of the IIP, children commented that PE and sports sessions were now more fun.

***“Sports have never been as exciting as they are today.”***

*(Student, Nigeria)*

This in turn has led to an increase in overall levels of sports participation among children and young people in IIP targeted schools and communities, both in terms of an increase in the frequency of participation, as well as more young people taking part in sport.

***“Before the IIP, I did not take part in sport. I was not interested in the sports. Now there are so many more games to choose from so I am more interested in taking part.”***

*(YSL, Tanzania)*

In Indonesia, it was reported by officials that children now love sports and look more confident and less tense and fearful when playing sports. As a result, a greater number of students were actively participating in PE lessons (rather than just watching a few individuals take part). This was supported by a teacher in Malaysia who commented that there was much better attendance at PE lessons; pupils who had previously skipped the lessons were now taking part. Extra curricular or community sport sessions were also very well attended, and in some cases, even over-subscribed. Following a sports festival in Indonesia, children were reported to have approached a PE teacher to request additional sports sessions and as a result an additional extra-curricular activity was delivered.

Sports interventions such as the IIP do need to be aware of unintended negative consequences; some YSLs reported that they sometimes spend so much time organising sport that they end up playing less sport in practice; as well as regional differences within countries, which may affect progress (as was evident for example in the predominantly Muslim and more conservative north of Nigeria). However, the balance of evidence suggests that PE and sport is now appealing to a greater number of children and young people, involving them more often, and finally embracing a greater range of young people.

***“Junior students used to just sit and watch the older students play sport, but now they are encouraged by the young leaders and have the confidence to take part.”***

*(YSL, Uganda)*

### 5.5.2 Inclusion and equality

A central component of the IIP was the delivery of sports activities that were inclusive of all children and young people. Ecorys' country visits highlighted how this proactively supported greater equality of opportunity amongst participants, and particularly for women, disabled people and vulnerable children.

On a basic but systematic level across the IIP countries, the programme boosted the participation of girls in sport through the delivery of activities such as sports festivals that aimed to cater for all young people, the organisation of sports sessions that were delivered just for girls, the introduction of sports that are more commonly played by girls (for example, netball), and the adaptation of sports, such as touch rugby, which were made more suitable for girls. In addition the development of safe spaces in some countries ensured that girls had a safe environment in order to participate in sport (for example in Jordan and Ethiopia). There was also evidence that through their engagement in the IIP, female participation in sport in the UK had also increased, for example in Hartford Church of England High School in Cheshire and Charters School in Berkshire.



Photo: © UNICEF Bangladesh / Brahmanpara 2008

The IIP also helped to increase girls’ participation through changing attitudes and perceptions. Young people who were engaged in sport, including members of the YSL clubs, acted as role models to girls in their schools and local communities. To support this, the YSL club at Ilboro School in Tanzania (an all boys school) trained 25 young people from the nearby Winning Spirit School (an all-girls school), which enabled them to set up a YSL club. Other examples of role models include the under 17’s women’s football team in Azerbaijan who were trained as peer leaders and encouraged girls in their communities to take part in sport, girls that were taking part in the King Abdullah Award for Physical Fitness in Jordan, and women in Tanzania who were trained to deliver sports sessions in their communities.

***“If the next generation see their parents playing sport, it becomes easier for society to understand that sport should be available to everyone.”***  
*(Women’s Leader, Tanzania)*

In Bangladesh (and some other countries such as Nigeria, Tanzania and Mozambique), the IIP also aimed to empower girls and young women by raising awareness of the rights of adolescent girls through sport, community meetings and advocacy campaigns, but also through challenging gender discrimination more generally and social norms such as early marriage and dowry. Similarly, in Ethiopia, the IIP encouraged the establishment (or strengthening) of girls clubs, which contribute to addressing issues facing females.

***"The perception in rural areas that women should not do sport is coming to an end."***

*(Member of the taskforce group, Mozambique)*

There have, however, been challenges engaging some women and girls in sport, particularly those from Muslim communities. This was particularly evident for example in Zanzibar in Tanzania and in North Nigeria. However, Ethiopia did report some success in engaging Muslim girls in sport. One of the youth centres in Addis Ababa trained staff and volunteers to enable them to deliver high quality, structured sport for development activities and as a result, they noted that Muslim girls, who would not normally be allowed to leave their home after school, were attending. Similarly, in Indonesia, young Muslim girls were introduced to a variety of new sports in their schools.

The IIP also undertook a range of work to facilitate the inclusion of children with disabilities. Ecorys' country visits found that YSLs were endeavouring to include young people with disabilities in their sports festivals and that TOPS training built the capacity of teachers and coaches to deliver activities that were appropriately tailored to young people with disabilities, often for the first time. Ecorys visited a number of schools that catered for SEN students and found that as a result of the IIP, teachers were now delivering PE and sports sessions as part of their school timetable and students with disabilities had opportunities to take part in activities with able bodied students; prior to the IIP, many students with disabilities did not take part in any physical activity. For example, during a visit to Ethiopia, Ecorys spoke to one student who had no arms and who, prior to the introduction of the IIP, had never taken part in physical activity. She stated the following:

***"When I am playing with others, I forget my disability."***

*(Student, Ethiopia)*

Other specific examples of children and young people taking part in sports activities were observed by Ecorys and included YSLs in Tanzania who had taught a fellow student how to play table tennis with one hand, a sports teacher in Ethiopia who had learnt how to integrate a student on crutches into sports sessions, and a teacher in Jordan who had adapted sports sessions to encourage a student in a wheelchair to take part.

***“I have a friend – a fellow student – who is hearing impaired. Before the IIP came to our school, he had no interest whatsoever in sports because he felt he couldn’t participate. The TOPS programme has helped get him involved. It has given him an equal chance to participate in sports and he is confident enough now to try new games including rugby and cricket.”***

*(YSL, Nigeria)*

Given the large range of disabilities present, many young people required tailored approaches in order to ensure that activities effectively met their individual needs and positively, the IIP resources and teaching methods supported this. However, some teachers (for example in Indonesia) did report that even with the IIP training, it was still difficult to engage the most severely disabled students.

In many countries, the IIP also made good links with the SO to help build their capacity and encourage young people with disabilities to participate in sport. This was evident in Indonesia where through the IIP, UNICEF signed a partnership agreement with the Special Olympics Indonesia (SOIna) in order to advance their shared goal to improve the quality of lives of children with special needs and promote inclusion and equality. As part of this, the IIP facilitated activities where children with special needs could participate in sport with able-bodied individuals. The activities helped to break down barriers among children with different abilities and encouraged them to participate in sport together.

The IIP also helped to raise awareness of disabilities among children and young people. YSLs delivered seminars to raise awareness of disability. In addition, in Turkey, students that Ecorys spoke to commented that the Paralympic School Days had meant that they were better informed about what it means to be disabled. What is more, the games they participated in were a good way of creating empathy and tackling discrimination.



Although there is evidence of positive stories relating to the inclusion of children and young people with disabilities, many are small scale examples. The inclusion of children and young people with disabilities typically involves changing deeply embedded perceptions that communities have towards disabled people. Individuals with disabilities also appear to be highly dispersed, with relatively small numbers of disabled pupils in the schools targeted by the IIP. As a result, their inclusion in sport and in wider community activities will take time, and subsequently evidence of large scale changes/cultural shifts through the IIP is limited.

There are specific examples across the different IIP countries of other marginalised groups of children and young people taking part in PE and sport, for example in Tanzania, community leaders encouraged children in Masai communities to take part in sport and youth centres provided an opportunity for children not in education to participate in sports sessions. Partners in Egypt also encouraged the integration and rehabilitation of street children by engaging them in sports. The IIP provided the street children with an opportunity to play within teams in mainstream clubs and youth centres, which acted as a way of integrating them into the community through sport activities. There was, however, a high drop out rate as the street children were a volatile group and it was very difficult to engage them over a long period of time.

Finally, the IIP, particularly through the sports festivals that were delivered by YSLs, encouraged different young people from the community to mix and play together, thereby helping to strengthen community cohesion in local areas. Supporting this, a survey of children and young people found that 86% reported that they had developed community cohesion and relationships as a result of taking part in PE and sport<sup>57</sup>. In addition, research in Indonesia found that prior to the IIP, children had an average of one to two friends but at the end of the programme this had increased to an average of eight<sup>58</sup>. In Brazil, teachers involved with YSLs in Recife reported positive impacts on community cohesion; this was seen to have been particularly beneficial given the emerging problem of gangs within poorer communities in the North East.

### 5.5.3 Better health

Increased participation in high quality PE and sport (in terms of duration and intensity) amongst children and young people in the IIP countries had a positive impact on their health and wellbeing. Supporting this, a survey of children and young people found that 89% had improved health and/or improved perceptions of health as a result of taking part in PE and sport<sup>59</sup>. Blackwood Comprehensive School in the UK for example described how involvement in the IIP had inspired and motivated hundreds of their pupils to get involved in sport and healthy living initiatives<sup>60</sup>. Anecdotal evidence gathered by Ecorys from teachers and pupils during the country visit to Nigeria found that young people were physically fitter and stronger, more coordinated and had more endurance, speed and agility, as a consequence of the IIP.

***“Being involved in sport makes you less lazy, more excited and more interested in life.  
Before the IIP, I was quite lazy but now I am much more active.”***

*(YSL, Jordan)*

<sup>57</sup> Survey was completed by 991 children and young people across 16 IIP countries.

<sup>58</sup> IIP Legacy Report Indonesia, 2014, British Council Indonesia

<sup>59</sup> Survey was completed by 991 children and young people across 16 IIP countries.

<sup>60</sup> School case study report, Blackwood Comprehensive School

What is more, head teachers and teachers suggested that fewer young people were now coming to school sick. In Nigeria, one teacher reported that the number of students registering in their school's health clinic had reduced since the IIP was introduced in their school; a head teacher in Malaysia noted that they had received fewer medical certificates; and a teacher in Indonesia commented that there were fewer students absent due to sickness. In addition, a head teacher in Tanzania commented that they had seen a decrease in the number of students on the patient record. He strongly believed that this change was as a result of the students taking part in sport, much of which had been facilitated through the IIP.

In Tanzania a PE teacher that Ecorys spoke to reported how, prior to the IIP, ten of his students at Azania Secondary School were obese. He also highlighted that these students did not want to take part in sport because they viewed it as a punishment. The IIP offered them a wider variety of sport to take part in and demonstrated that they can enjoy sport. They now take part in 80 minutes of sport during PE classes, plus an additional two hours of sport on a Friday afternoon, which has resulted in weight loss, as highlighted below.

***"In primary school, I was 72 kg but now I play football at the YSL club and I am now 50 kg.  
The young leaders have helped me to play football."***

*(Student, Tanzania)*

As a further example, a young person in Jordan was diagnosed with a hormone deficiency and as a result, the doctor advised her to take part in sport. Since her involvement in sport through the IIP, it was reported that she had recovered from her hormone deficiency and stated that *"there is no way I can live without sport now."*

In Turkey, one of the schools applied the learning they gained through the IIP and their school partnership to directly introduce lessons around tackling obesity and good dietary habits as part of their physical activity and sports sessions. The school also worked with a dietary expert who came to present seminars for the students, and all students who were above or below the normal healthy range were referred to the expert for specialist help. Thanks to the IIP, tackling obesity and good dietary habits have been introduced into all schools in Turkey as part of the card resource packs that were inspired by TOPS. Similarly, in Indonesia, a focus on nutritious diets was introduced through the TOPS sessions.

Involvement in sport can also be seen to have impacted on the emotional wellbeing of children and young people; one Nigerian teacher reported that the improvements in teaching methods had *"lifted the mood, lifted the spirits"* of their children.

UNICEF in particular also adopted a strategy whereby sport was used as a tool to communicate wider health messages, for example around HIV, malaria and nutrition. Training peer leaders to engage young people in sport, as well as lead discussions around healthy living, was reported to have been an effective method of communicating health messages to young people. Supporting this, a member of staff at Adama Youth Centre in Ethiopia, who was trained in sport for development activities through the IIP, commented that she used these sessions to engage with and encourage children and young people to use the health services provided at the centre. YSLs also commented that they believed that their sports sessions encouraged people to attend the seminars on wider issues. In addition, in Bangladesh, the IIP had a specific focus on reducing the risk of drowning among children and young people, as highlighted in the following box.

## Case study: Decreasing the risks of drowning among children and young people in Bangladesh

Floods in Bangladesh threaten the lives of thousands of children every year. The IIP built upon UNICEF's existing Swim for Life programme and trained adolescent boys and girls as Community Swimming Instructors (CSIs). These individuals took on the role of teaching and raising awareness of the importance of safe swimming. During the IIP, over 13,000 young people were trained as CSIs and almost 400,000 children and young people were reached.

Over the next four years, UNICEF plans to expand the programme into new regions and train 2,000 more community swimming instructors, who will in turn teach survival swimming techniques to more than 240,000 children.

There was also strong anecdotal evidence (for example from Brazil, Ethiopia, Indonesia, Jordan, Nigeria and Turkey) that the delivery of high quality and structured sports sessions had been used to divert children and young people away from risky behaviours or negative activities, such as involvement in drugs.

### 5.5.4 Increased school attendance and educational attainment

Ecorys gathered consistent and compelling evidence from educational officials, teachers and head teachers and young people that IIP activities supported improvements in school attendance and educational attainment, amongst those schools involved in the programme.

***“IIP impacts on all areas of the school set-up... schools are missing out by just concentrating on learning in the classroom.”***

*(Head teacher, Uganda)*

Head teachers and teachers from the schools that were visited by Ecorys highlighted how improved PE and sports sessions, plus the YSL clubs, had helped to boost attendance (supported in some instances by records from school registers), pupil punctuality, and reductions in school drop-out. For example, a high school principal in Nigeria noticed how students that did not usually turn up to school at all were now attending because of sport. Another teacher commented how punctuality on Wednesdays, the day that the IIP activities were delivered, was much better than on other school days. In another school a teacher stated that students now even come to school during the period after their exams because of the IIP activities. In Indonesia, one of the head teachers commented that students were all very enthusiastic and much more excited about the two days of the week when they had PE sessions. Head teachers in Uganda commented on how the peer effects of students playing the IIP games, wearing new sports kits, and winning prizes at the competitions encouraged children to attend school and stay in school longer. In SMK Keningau II in Malaysia, students with a poor attendance record were selected to take part in the IIP activities, which resulted in a marked improvement in their attendance due to the attention given to them through the sport activities and the enjoyment they found through sports.

Increased commitment to school was attributed by some teachers to the 'fun factor' of the IIP (i.e. using sport to help alleviate boredom), but also to feelings of being privileged through involvement in the IIP and even the inspiration of potentially reaching the Olympics (or being picked to represent their state in sports competitions, as in Lagos, Nigeria). As a consequence it was reported that in general terms, students involved in the IIP activities had become more interested in attending school.

Sport was also acknowledged as a useful mechanism for encouraging children and young people who do not attend school to re-enter formal education. A head teacher in Ghana believed that enrolment would go up once he had cascaded the knowledge acquired from the IIP, and Yahaya Gusau Model Primary School (one of the pilot schools in Sokoto State, Nigeria) documented an additional enrolment of 40 new out-of-school children within one month of establishing sports infrastructure. In Indonesia, there was recognition that the sports sessions delivered through the IIP could be used to help get disengaged street children and young people back into either informal education or into school; through the TOPS sessions discussions were being held about the importance of education, and trust was built between adults and young people. Sport was considered to be an important component of this since it provided the vehicle to engage those hardest to reach children. An example of this is set out below.

### **Case study: Using sport to re-engage children in education in Indonesia**

The Ministry of Social Affairs was working to reduce the number of children that lived and worked on the street in slum areas of Jakarta. These children and young people had limited interest in continuing their education, and faced challenges in integrating themselves within formal society (e.g. in schools). Through the IIP, the Ministry of Social Affairs saw sport as one of its key strategies for changing children's behaviours and instilling values that can help children to adapt to more formal settings<sup>61</sup>. Social workers were trained in TOPS, which encouraged them to use sport as a means of discussing the importance of education with children and young people.

One child, aged 14 years old, took part in TOPS sessions early in 2013. He was collecting garbage on the street and did not attend school. After joining TOPS he gained greater motivation, and with the support of his social worker, he joined the Islamic boarding school. He has become a catalyst/change agent within his whole family and is now acting as a role model for his siblings. Neighbours also heard about the positive change and four more children are now attending the school from the neighbourhood.

Overall, the social workers reported that from a session group of 25 participants, three have signed up to attend formal school (and two have also returned home after sleeping rough at an internet cafe).

In some countries it was also evident that the IIP activities supported increased attendance more indirectly through helping to improve discipline and behaviour. Schools in Pernambuco state, Brazil, for example, had specifically targeted 'at risk' pupils to become YSLs to help improve their behaviour and commitment to their studies. For these young people in Brazil, simply wearing the YSL uniform brought with it an expectation that they would study hard and concentrate in class, in order to progress to or retain their role as a YSL. In some cases, teachers in Tanzania explicitly stated that students could only take part in sports sessions if they attended classes, which also supported improvements in attendance. Likewise, in one school in Nigeria, teachers highlighted that truancy was being reduced by a requirement to have an 80% attendance record in class before joining the YSL club.

The YSLs also promoted wider outcomes through positive peer mentor/role model effects (which were reported to be of significant help to school teachers in Brazil and also Uganda). It was reported that other young people in the IIP schools would see the YSLs, their uniforms and their activities, and seek to

<sup>61</sup> IIP Legacy Report Indonesia, 2014, British Council Indonesia

emulate their positive behaviour in order to have a chance of becoming a YSL themselves. As a result of this, teachers from a school in Recife, Brazil for example reported seeing less graffiti in school since the IIP initiative had begun. The evidence suggests that the YSL methodology can also be used to help improve discipline within schools, alongside boosting participation in sport.

### Case study: Using sport to improve behaviour in Turkey

The head teacher and deputy head of Polis Amca Primary School reported that their students live in a disadvantaged neighbourhood which is characterised by deep-seated problems such as troubled and broken families, where family members were often involved in crime, drug or alcohol abuse, and families were trapped in a cycle of poverty. This had negative psychological effects on the children, which manifested as aggression, a tendency to commit crime, violence and other negative behaviours.

The sports and cultural activities organised by the school through the IIP were reported to be having rehabilitative effects and helped students to build more positive relationships with their peers, teachers, families and communities. For example, a student who would normally have been excluded from school because of his disruptive behaviour was given a second chance by a PE teacher who realised his talent in sport. He now keeps himself out of trouble by focusing his energy on his javelin for a chance to take part in the Turkish National Championship.

Relationships among pupils in different grades were also reported to have been strengthened and relationships between pupils from different schools were improving (for example in Nigeria, Tanzania, Indonesia, Uganda and Malaysia). In Indonesia, the IIP facilitated new links between secondary and primary schools and the older (YSL) students became icons for the younger children, to the extent that primary school children wanted to continue their education at these secondary schools. Holding a 'mini Olympics' was cited as a particular inspiration.

A survey of children and young people involved in the IIP also found that 79% felt that their academic results had improved as a result of taking part in PE and sport<sup>62</sup>. Generally, there is a strong positive relationship between school attendance and educational achievement amongst young people. However it was also found that participation in the IIP sporting activities had benefited their studies and cognitive abilities in a variety of other ways. For example, there was evidence from the Ecorys case study visits that the IIP had helped to stimulate students' minds, and had helped them to be more alert and to concentrate better in class. For example, in Nigeria, a head teacher of one of the schools reported that their YSL club's morning keep-fit sessions made their students calmer and more ready to listen in class, while students in Indonesia also commented that taking part in sport released their stress. A head teacher at Mokedela Primary School in Ethiopia stated that students' second semester results had improved because sports activities meant that students were more focussed in class. At Mukidoma High School in Tanzania the head teacher reported a significant improvement in exam results after the IIP was introduced to their school, and believed that participation in sport played a key role in this change.

***"We've learnt the value of doing sports between lessons – it refreshes the students' minds."***

*(School teacher, South Africa)*

<sup>62</sup> Survey was completed by 991 children and young people across 16 IIP countries.

The IIP activities were also reported to have boosted the confidence and openness of young people within the classroom. For some young people in Brazil, the key benefit of their involvement in the IIP activities was increased confidence and self-esteem, which in turn allowed them to express themselves, their ideas and their talents more within the school environment (where previously individuals had been shy or reserved). It was also reported in Nigeria that involvement in the IIP activities had helped to enhance the creativity (and improvisation skills) of young people during classes. One YSL in Uganda commented how the IIP had helped to develop their imagination, which in turn helped with their English studies. Overall, positive experiences on the sports field, and particularly for young leaders, appeared to be translating into a more positive outlook in the classroom, and a new-found self-belief in their academic abilities (“*you can achieve anything*”, YSL, Uganda).

***“When they do well in sports...it boosts their self esteem and then they think they can do better in other subjects.”***

*(School teacher, Nigeria)*

In addition, a number of teachers in Uganda commented how levels of interaction in class were now much higher, compared with before the IIP. One teacher cited a specific example of a YSL who had become top of their class due to increased openness and interaction. In Ethiopia and Uganda, both teachers and YSLs noted that the interaction between students and teachers on the sports field had built the confidence of students to relate to teachers more informally in the classroom.

***“Students are no longer just sitting back and waiting” and “they are much more open and approachable.”***

*(Head teacher, Uganda)*



A head teacher also stated that having seen the value of involving other students in sport, he hoped that the YSLs would involve fellow students in other subjects too, and even develop peer teaching. This was clearly beginning to happen in a number of schools visited by Ecorys. At Ilboru Secondary School in Tanzania, sport helped to create relationships between the different classes at the school and the students were supporting each other, in sport and in their wider studies. Similarly, in Uganda, a number of YSLs reported that they had formed discussion groups to discuss different subjects and challenges with other YSLs and to help each other, such as in maths, when previously they would have learnt alone.

What is particularly positive to note is that the new teaching skills and techniques that the IIP schools developed were not only restricted to PE and sport lessons; instead there was evidence to suggest that sport (and the ethos and experience of being part of the IIP) was being applied to other subjects to enhance

cross-curricular learning. For example, in many IIP countries, including Jordan and Nigeria, teachers reported how they now use sport as a mechanism to stimulate child interest and engagement in other studies such as geography (for example through helping pupils to learn about new locations), English language (for example through sports journalism assignments), arts (through drama and singing performances linked to the IIP) as well as through exploring the links between sports and science and maths. An English teacher in Ethiopia noted that sport was a good way to help students to develop their English language skills (for example by communicating on the sports field in English).

Both teachers and students also highlighted to Ecorys how teachers were transferring the skills and techniques learnt through the IIP training to the wider teaching environment more generally. Some teachers now undertake a more participatory approach to lesson planning (for example in Malaysia and Nigeria), rather than a more theoretical or 'teacher centred' approach', which is reported to have resulted in more responsive lessons. Teachers in Indonesia have also applied the principles learnt through the IIP, in relation to supporting student progression and the teaching of students in proportion to their abilities, to other subjects. Such enhancements to pedagogy can help pupils to improve their educational attainment across the board, as well as helping teachers to feel more fulfilled in their jobs.

***“The teachers don’t do a lot of commanding like they used to do.”***

*(YSL, Uganda)*

In many of these examples, the partnerships developed with UK schools appeared to have been useful in maximising the exchange of knowledge and new techniques. Other examples of the educational benefits derived from UK school partnerships include the English clubs established in Mozambique to help improve communication with UK pupils, support for greater IT literacy, and the transfer and application of generic UK teaching resources to other subjects such as maths and science to enable teachers in Nigeria to improve the effectiveness of their teaching styles in core curriculum subjects. For example, through their partnership with Devon College, Federal Government College Ijanikan, Lagos learnt about the UK school's 'maths clinic', and now they have their own maths clinic as well as an interactive white board.

### 5.5.5 Empowerment and employability

All of the Ecorys IIP country visits confirmed that the opportunity to be a YSL led to the development of a range of life skills. Supporting this, a survey of young people found that as a result of taking part in PE and sport, 91% had developed soft skills<sup>63</sup>. Above all, the IIP taught young people the values and skills of leadership. In addition, the further skills and attributes that YSLs reported to have gained through II included: communication; organisation; creativity; team-working; time management; and problem-solving. They also learnt relevant technical and vocational skills including sports coaching, event organisation and management, budgeting, and an ability to effectively work with children and young people. What is more, there was evidence that YSLs were applying these skills in all aspects of their lives, including at home, in school and in their communities.

As a consequence of their personal development, the majority of YSLs consulted with reported that their confidence, sense of responsibility, self-initiative and ultimately aspirations had increased. This was highlighted by one YSL in Jordan: *“it makes you feel like you can achieve anything”*. A further YSL interviewed in Brazil highlighted how they had previously been homeless and at risk of gang activity, but that being recruited as a YSL had changed their life by giving them new hope and focus.

<sup>63</sup> Survey was completed by 991 children and young people across 16 IIP countries.

***“She is a changed girl, more positive in her thinking.”***

*(Parent of YSL, Uganda)*

More widely, the involvement of primary schools in the IIP helped to boost the aspirations of primary school children, and particularly through their exposure to role models such as YSLs, as shown in Indonesia. In addition, the students of Polis Amca in Turkey live in a disadvantaged neighbourhood but the IIP provided an opportunity to take them to visit new places to meet positive role models, so they could see that life is not just restricted to the area they live in.

There was evidence to suggest that the experience of being a YSL was very empowering for the young people involved, and that as a result they have applied their improved leadership skills and enhanced sense of responsibility to other areas of their lives. Teachers in Malaysia commented on how the YSLs now work with their teachers to play a key role in the decision making processes within their schools, and in Uganda and Indonesia, young people trained through the IIP were successful in being elected to take up leadership opportunities in their students' union. Similarly, one of the YSLs in Tanzania was also the Chairman of the Student Government at his school and stated that he had been able to apply the skills he learnt through the IIP in this role.

YSLs have also applied their skills to working in the wider community. One YSL in Jordan used her skills to help the community by organising an event for homeless young people in her area and in Ethiopia YSLs organised an event to raise awareness of road safety. In Brazil, teams of YSLs in the North East organised clean-ups in their town square, and in Nigeria a group of YSLs also organised to clean the school compound. In Uganda, YSLs from St Mary's College Kisubi in Uganda conducted a sensitisation campaign around the school to discourage students from ripping out pages from books from the school library. Members of the Youth Association in Adama in Ethiopia were trained through the IIP and using these skills they trained young people, who in turn established a children's parliament in 2013. The parliament seeks to address issues facing their communities. In the UK, Bannerman School in Glasgow noted that students involved in the programme had used their skills to progress into coaching and volunteering roles in their local communities<sup>64</sup>. The IIP has promoted more active citizenship and it means that the YSLs had a much broader impact within the community, beyond their immediate cohort and those students whom they worked with during sports activities and festivals.

***“We are the next generation of leaders – the IIP gives us confidence to be better leaders in the future.”***

*(YSL, Tanzania)*

Ultimately, YSLs highlighted how their involvement in the IIP helped them to focus on goal setting, and in many cases enhanced their future aspirations. Firstly, aspirations in respect of sport were increased as a result of the IIP. In Turkey, ten students were selected for the youth handball team in Ankara and in Indonesia there was evidence to suggest that the performance of sports teams had improved since the IIP; as a result students were winning more medals (for example at the Special Olympics).

<sup>64</sup> School case study report, Bannerman School

In addition, students from the Leon School and Sports College reported that a number of students involved in the programme had secured part-time jobs as coaches and that the new skills they had gained through the IIP had helped them to gain entry to university<sup>65</sup>.

The IIP also helped to illuminate how the skills developed could be applied to future careers, and provided students with specific ideas around their future vocations. A survey of children and young people highlighted that 66% had generated new ideas about future careers as a result of taking part in PE and sport<sup>66</sup>. YSLs in Mozambique for example reported how they were now thinking about working with children in their future careers, whilst in Uganda YSLs were keen to use their improved communication skills by moving into politics. Some were keen to continue giving back to society, rather than simply striving to get rich, for example by setting up their own business or becoming a teacher or sports coach. The training that young people took part in through the IIP can support them in securing sports-related jobs in schools or clubs in the future. For example, the integrated community sports (ICS) training that was delivered in Tanzania was in line with the coaching delivered by sports federations, which could facilitate progression into these clubs when they are older. In Uganda, young people also commented how the IIP had helped them to identify talents which they did not know that they had previously, for example one student found he had hidden talents in photography. Finally, consultations with YSLs also found that they felt more capable of dealing with problems in life, suggesting that the YSL methodology and experience can also help to build resilience amongst young people.

***“The IIP has inspired young people across the country and given them hope.”***

*(Bureau of Women Youth and Children Affairs, Ethiopia)*

### 5.5.6 Increased cultural awareness

The IIP has generated a range of opportunities for young people to increase their cultural awareness. This was primarily achieved through the partnership links with schools in the UK, but also through the opportunities provided to a selection of YSLs from a range of countries to visit the UK as part of the School Games and the Paralympic Games.

***“It’s simply amazing how people who’ve never met before have become one team, one family and crossed barriers to unite with one another in sharing the same goal; promoting the IIP and the UK School Games ethos.”***

*(YSL, UK)*

It was reported that these experiences encouraged young people to learn about different countries and their cultures (often for the first time) and positively, young people now plan to share these experiences with their peers. The Ecorys country visits highlighted how schools were encouraging their pupils to build relationships with pupils from the schools in the UK. In Mozambique, for example, teachers and students learnt a lot from their UK partners in terms of delivering PE and sport, they developed a wider vision of the world and in some instances started up English clubs to help improve their communication with the UK. The IIP achieved this through encouraging young people to work together to achieve common aims, with sport providing a catalyst and common language to help unite different backgrounds.

<sup>65</sup> School case study report, Leon School and Sports College

<sup>66</sup> Survey was completed by 991 children and young people across 16 IIP countries.

***“Now I have a huge knowledge in sports and different cultures about the world. I am going to inspire young Tanzanian leaders in those fields.”***

*(YSL, Tanzania)*

In the UK, Balby Carr school (partnered with Bangladesh) described how students developed their cultural awareness of Bangladesh, including knowledge of the geography of the country, how people live and issues of child poverty and labour. Pupils also developed a greater sense of perspective, for example they saw what could be achieved with limited resources. Hartford Church of England High School in Cheshire (partnered with Malaysia) also aimed to develop greater appreciation of others' culture, religion and values and reported that increased cultural awareness and shared empathy was developed through various IIP projects and through communications via Skype. The Weald school, in Sussex (partnered with Uganda) also revealed that the programme broadened students' horizons as they gained an understanding of the different backgrounds of other children their age.

## **5.6 Legacy**

Within the timeframe for this evaluation, assessing the extent to which the IIP will leave a legacy among children and young people is challenging as it will take time for some of the benefits to affect people's lives and result in positive impacts. Notwithstanding this, there is some evidence that changes to children and young people will last beyond the IIP.

The IIP helped to change children and young people's attitudes towards sport. Alongside this, the IIP also helped to improve the quality and quantity of sports activities and sports facilities, and as highlighted in [Chapter Four](#) there is evidence to suggest that these changes will be sustainable. This means that going forward opportunities for children and young people to continue taking part in high quality and structured sport activities should remain available.

One of the key challenges for schools and sports clubs involved in the IIP is managing increased demand for participation in PE and sports activities arising from the programme. Supporting this, the IIP enhanced the capacity of teachers (and youth leaders) in order to ensure that they can meet this demand through delivering higher number of sports sessions and sessions that are more inclusive. Some schools also introduced additional sports sessions, such as before school hours, during weekly free periods or after school hours, to ensure that everyone has an opportunity to participate. Positively, the practitioners that Ecorys spoke to were committed to continuing these beyond the lifetime of the programme.

As a result, it is reasonable to assume that these changes will continue to support increased participation in sport and play, both amongst those individuals that took part in the IIP and amongst their peers and families, as well as some of the related wider outcomes evidenced in this chapter.

Changing attitudes, particularly in respect of the inclusion of girls and disabled people in sport takes time but there was already evidence that a shift is occurring in the places that have been targeted by the IIP. In addition, the greater understanding of other cultures that has been generated through the programme will also stay with the children and young people.

Ecorys' research has also highlighted how many young people have applied the skills that they developed through the programme to other areas of their lives; for example some YSLs were undertaking other volunteering work in their communities, outside of the YSL clubs. In addition, many young people emphasised that the skills that they learnt will benefit them in the future, for example in support of their own families or in helping them to secure a job.



## 6.0 Conclusions and Key Lessons

This chapter sets out the key findings relating to the programme rationale, delivery, the role of the London 2012 Olympic and Paralympic Games, and the outcomes achieved. It also includes lessons learnt.

### 6.1 Programme Rationale

The IIP represented an ambitious and innovative concept, with rationales rooted in Olympic legacy-making. It focussed on the delivery of high quality PE, sports and play activities but was also underpinned by new pedagogical approaches as well as wider international development theories and goals. What is more, it was the first time an Olympic host country had delivered an international legacy programme of this kind.

One of the fundamental principles of Olympism is that sport should be a human right for all individuals. However, the opportunity for children and young people of all abilities to participate in high quality PE, sport and play is not present in all countries across the world. The UK has significant expertise of pedagogical delivery methods in PE and sport in education settings, and community sport, and there was great potential to share this overseas (for example TOPS and YSL). What is more, there is a growing body of empirical research and literature to support the idea that sport can contribute to a wider range of positive outcomes. Supporting this, sport has been acknowledged by the United Nations as a practical and cost effective tool to assist in the achievement of the MDGs. Although not a direct outcome of the IIP, the programme was expected to play a role in helping to work towards a number of the MDGs such as achieving universal primary education, promoting gender equality and empowering women, and combatting HIV/AIDS, malaria and other diseases. The IIP also fitted well with development theory on the need to build institutional capacity and civil society.

### 6.2 Programme Delivery

#### 6.2.1 Management from the UK

The Government Olympic Executive Programme Board was initially responsible for the governance of the IIP. However, in 2009, the II Foundation, an independent charity, was established and adopted responsibility for governing the IIP. As of 31<sup>st</sup> January 2013, the II Foundation merged with another charity; IDS, which was also working with young people in deprived communities around the world to use sport to empower, educate and inspire young people. The new charity was called IN and from 2013 onwards, this charity was responsible for the IIP.

The IIP was overseen by a Board (which evolved in line with the organisational changes outlined above) that included representation from an appropriate range of high level sport experts. Throughout the course of the programme, there were also a number of individuals on the Board with a relevant background in international development. However, at all stages of the programme, it was felt that it would have been beneficial to the programme to increase representation in this latter area. While Board members always demonstrated significant commitment and support for the programme, members also had to carefully balance their interest in the IIP with their existing responsibilities towards the other organisations they were involved in. When selecting Board representatives for programmes such as the IIP, it was suggested that it is important to identify the skills and experience required to support the programme and to ensure that representatives match these requirements (for example, stakeholders also felt that greater fundraising expertise on the Board would have been beneficial).

UK Sport provided executive support, programme planning and delivery coordination to the Board, and constituted a valuable resource for Board members in terms of overall coordination support and ensuring due process. The advantages of this approach meant that the charity benefitted from inputs from high calibre staff and did not have to fund full time staff to work on the programme. However, it was considered that having a dedicated team for the programme would have supported greater accountability to the Board.

The IIP was delivered by three lead delivery partners and the different areas of expertise that they brought to the programme (school PE and sport in the case of the British Council, with the support of YST; sport for development and policy advocacy work in the case of UNICEF, and development of community sport and workforce development systems from UK Sport), underpinned by a common global reach, were real strengths of the programme. One of the key lessons was the importance of having formal governance arrangements in place to ensure that this multi-partnership programme was effectively managed and delivered. In addition, a key success factor of the partnership working was ensuring a clear vision was established, plus regular communication, for example monthly meetings between all partners were held at a management and a delivery level.

However, prior to the IIP, the lead delivery partners had not worked together on such a programme and as a result it took time to build effective partnership working. At the start of the IIP, roles within the programme were closely delineated according to organisational competencies and values (for example differing approaches to development and inclusion). As a result, early on there were a number of challenges that centred around the fact that each organisation had a different set of priorities and different ways of working (alongside more common partnership issues such as variation in monitoring regimes, staff skills and capacity). Programme strands were developed and pursued in some isolation, limiting the potential for added value through synergies, and risking duplication of effort. However, during phase one of the IIP, it was recognised that a more holistic approach, supported by an analytical logical framework that focussed on results, would be beneficial. The introduction of the Outcomes Matrix supported this shift. In the latter years of delivery, partnership working between the three lead delivery partners in the UK evolved and became much stronger.



Challenges associated with the different organisational ways of working across the three partners remained, but these could be overcome through developing strong one to one relationships and good communication.

One of the key challenges for the IIP was securing sufficient funding and all IIP countries (apart from the phase one countries) were affected by budget shortfalls. In response, delivery was phased and activities were scaled back to the level of funding available. With this in mind, it was important to ensure that country programme plans were designed with flexibility to scale activities up or down subject to the availability of funding. In addition, greater expertise at board level in fundraising would have been beneficial.

## 6.2.2 Delivery in-country

Phase one of IIP delivery was an important element, as the first five countries provided an opportunity to take risks, learn lessons and support continuous improvement. For example, one stakeholder highlighted that phase one *“shone a bright light on the different cultures within the lead delivery partners”*, which then allowed them to find a way to work together more effectively for the remainder of the programme. In addition, after phase one, a decision to abolish designated country programme managers was taken and instead country steering committees facilitated delivery. Moreover, talent development work was also scaled down (due to refocusing on programme vision and outcomes).

Key success factors of IIP delivery were that the approach was tailored to each country, and that a partnership, rather than donor-recipient relationship, was cultivated with host countries. To this end, adopting a flexible approach was important.

***“Working with the grain of the country was key to the success of the programme – we used their language and integrated IIP into existing activities rather than introducing new things.”***

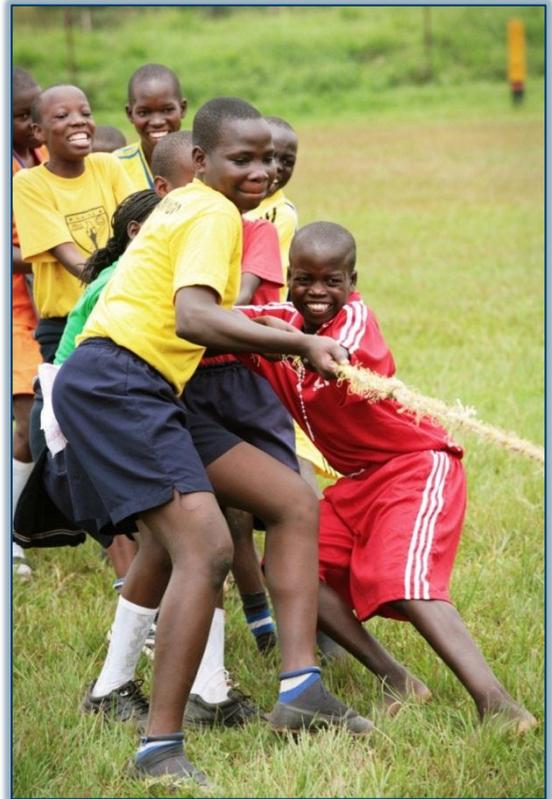
*(Lead delivery partner)*

Before the programme was launched in a country, much work was undertaken to understand the specific needs of the IIP countries and how sport could effectively contribute to addressing these needs. Representatives from the lead delivery partners visited each IIP country to listen to and work with partners in-country and to scope out the key challenges and opportunities, plus the potential role of the IIP in supporting each country’s ambitions. For most IIP countries, in-country partners also visited the UK (later in the programme, some visited other IIP countries instead) to share good practice and observe different delivery approaches. There were a number of key strengths to this approach. Firstly, the scoping visit involved lead delivery partners with a good mix of high level expertise. Secondly, it provided an opportunity for in-country partners to come together and build relationships (many had not worked together before) and to take ownership of their country plan. Thirdly, it ensured that the country plan was appropriately tailored to the local context and complemented activities already being delivered and/or planned. And fourthly, the visit by in-country partners to the UK (or other IIP country) provided an opportunity for partners to see some of the planned activities first-hand. Once the country plan was agreed, a memorandum of understanding was signed by key partners in-country. This was also an important element as it secured the buy-in and support from key ministries.

Partnership working between the lead organisations on the ground in the IIP countries was often challenging and mixed levels of success were evident. Some countries (for example Mozambique and to an extent Indonesia) demonstrated positive approaches to partnership working; lead delivery partners in these countries realised that through working together (for example through the steering committee and through sharing resources) they could scale up their activities and replicate good practice, thereby bringing about greater influence and change at the same cost. However, where the partnership working between lead delivery partners was weaker, opportunities for delivering greater added-value were arguably missed (for example in Brazil, and later in Ethiopia). The reasons for less successful partnership working included differing organisational cultures, priorities and ways of working, but also the separation of responsibilities and delineation of geographical remits in many IIP countries.

Regular communication and strong relationships between the lead delivery partners in the UK and in the IIP countries were essential to the success of the programme. What is more, the UK partners provided regular, high quality technical advice to the in-country partners, which was invaluable.

The IIP was typically delivered in-country for three years (with an additional year for scoping and planning). Stakeholders had mixed views about whether this timeframe was sufficient. Arguably, building sufficient critical mass to demonstrate impact and gain buy-in at a senior government level, thereby helping to ensure that activities were linked with wider government frameworks or brought about changes in policy, takes time. Conversely, the programme demonstrated significant success in this area, suggesting that the timeframes for delivery were sufficient to have a galvanising impact in some countries following the piloting of activities (with the emphasis within Year Three shifting to policy influence). Where less time for delivery was available (for example due to start-up delays and/or personnel changes), there were challenges in delivering all of the planned activities and achieving all of the desired outcomes within three years. Building in an additional fourth year of delivery, either for contingency (especially as this was a partnership programme and not every partner was at the same level / equally prepared to start delivering activities straight away) or to help embed a legacy (perhaps without funding but with continued support from the UK) could be a useful way to address these challenges.



### 6.2.3 Monitoring and evaluation processes

Delivery of phase one of the programme, plus work on an analytical logical framework that was conducted by Loughborough Partnership as part of the Phase One Programme Evaluation<sup>67</sup>, resulted in the development of the Outcomes Matrix, in 2009. This provided a useful tool to articulate an overall vision and a set of outcomes for the programme at three levels of society (policies, practitioners and people). The Outcomes Matrix also ensured that individual country plans fed into a common framework and in turn, this meant that monitoring data from all 20 IIP countries could be aggregated in order to understand the achievements of the programme as a whole. The key performance indicators were developed by the lead delivery partners but even after tweaks to improve these measures, arguably there was still a lack of clarity, which resulted in some misinterpretation. Partners endeavoured to ensure that the IIP countries adopted a consistent (as far as can reasonably be expected) approach to measuring progress against the KPIs but inconsistent measurement approaches remained a challenge. The lead delivery partners and Ecorys were responsible for quality assuring the monitoring data submitted by partners, which provided an important opportunity to check and where necessary, strengthen the robustness of data. However, having a monitoring and evaluation specialist from one of the partners who oversaw the monitoring and evaluation process could have strengthened the process further. An additional challenge, albeit fairly minor, was that reporting timescales for the lead delivery partners differed and it would have been beneficial to align these.

The IIP was the first time a programme like this had been delivered and therefore identifying suitable targets was difficult. Although the core KPI targets were exceeded, many stakeholders felt that they were overly ambitious. This meant that achieving the numerical targets that were set (for example, 20,000

<sup>67</sup> Evaluating the Implementation and Impact of the International Inspiration Programme Phase 1, 2007, Loughborough Partnership

practitioners trained and 12 million children and young people engaged and reached), along with capturing appropriate evidence to support these achievements became a significant focus for the programme, and arguably a distraction; the real value of the programme lay in the positive outcomes for country policy legacies, practitioners, and children and young people. It is important that quantitative outcome data as well as high quality qualitative evidence of wider outcomes is also collected, for example through mixed-method country level evaluations.

Positively, the IIP understood the need for external evaluation and sufficient budget was allocated to undertake a longer-term study, which allowed for a systematic case study approach to help explore outcomes from an objective and robust perspective, to demonstrate impact and to quality assure evidence. The external evaluation was also commissioned with sufficient time to allow for tweaks to internal monitoring and evaluation processes (with the evaluators playing a critical friend role) and an interim reporting point to help inform on-going delivery.

Assessing the legacy of the IIP in the countries was difficult. Although Ecorys' research went some way to exploring legacy, there was no requirement for partners to continue to report on progress of activities that continued beyond the IIP funding. Ecorys would recommend that this is a key feature of future monitoring and evaluation frameworks for sport and development programmes.

### 6.3 Role of the London 2012 Olympic and Paralympic Games

The London 2012 Olympic and Paralympic Games was the key impetus for the IIP and the programme was given the right to use Olympic branding. What is more, the programme was endorsed by the IOC and IPC, plus the NOCs and NPCs in the IIP countries.

Importantly, the Olympics also played a key role in enabling the IIP to secure a large proportion of its funding (for example DFID and Comic Relief). Funders bought into the vision of the Olympics and in turn, supported the programme (which may otherwise have appeared too innovative and high risk for mainstream funders). As a result, it is clear that without the Olympics, the programme would not have happened.

***“Without the Olympic magic dust, it would have been very difficult to raise the money to deliver the IIP.”***

*(Strategic Stakeholder)*

Partners in the IIP countries were proud to be involved in a programme connected to the Olympics, which in turn facilitated their engagement. What is more, the status of the Olympics gave a greater profile to the ministries of sport in the IIP countries (their profile was typically quite low).

Notwithstanding this, there were still challenges securing sufficient funding for the programme, for example from the corporate sector. As an Olympic legacy programme, the IIP was unable to approach non-Olympic sponsors for funding; but many existing sponsors had already committed funding to other aspects of the Games. The economic recession also impacted on fundraising potential.

The key lessons here are the importance of integrating the IIP within the wider Olympic strategy (which was achieved), but also to establish strong relationships with the range of non-governmental organisations involved (including host city Organising Committees and especially the IOC). This must be undertaken from the start, through for example involvement in design and development, to help generate

buy-in, whilst ensuring that links with major Olympic sponsors are made much earlier. Looking forward, the IIP has significant potential to be exported to future host countries seeking to extend the positive legacy of the Games both within and beyond their borders.



## 6.4 IIP Outcomes

### 6.4.1 Governments and policy makers

The research found that policy tools for the promotion and implementation of PE and sport for development were generally underdeveloped in the IIP countries prior to the programme, although country contexts and the state of play regarding sport policies and sport in the curriculum did vary considerably. Understandably, the level of engagement with policy makers in IIP countries, and the subsequent outcomes achieved, varied across the IIP countries. However, overall, the programme demonstrated significant success at the level of governments and policy makers.

The IIP helped to build successful partnerships and create forums for cross-sector working. Especially critical was that the IIP helped place PE and sport within a relevant policy framework for developing countries, and provided systematic opportunities for policy makers to come together and engage in PE and sport strategic development, often for the first time in their countries. The design of the IIP managed to incentivise participation by bringing a longer-term and broad-ranging vision and strategy for improving PE and sport to partner countries, including new, and very welcomed perspectives and resources. As well as being underpinned by sound pedagogical principles, the resources introduced by the IIP were flexible and could be tailored to local contexts. This was very important to higher-level policy makers, looking to preserve but also open to enhancing existing policy systems, and helped to secure stronger partner buy-in. Demonstration events, bringing together policy stakeholders to deliver symbolic commitments to further piloting of IIP activities and future policy change, also proved useful tools. The process of establishing effective partnerships and keeping up momentum did involve challenges. The

factors involved were inter-related and included competing priorities amongst policy makers, ambiguous roles and responsibilities amongst sport, youth and education stakeholders, changing personnel, embedded attitudes regarding sport, and gaps in capacity and technical know how. These sorts of issues were largely unavoidable, and needed to be anticipated through active risk planning and management throughout the lifetime of the IIP.

Changing attitudes (towards the role and value of sport), particularly when they are deeply entrenched, takes time. However, the IIP demonstrated success in improving perceptions towards PE and sport, and also young people more generally. Ecorys' research suggested that changes in attitudes were most evident among policy makers directly involved in the programme. Facilitating a shift in attitudes and working cultures amongst those not directly involved in an IIP pilot activity will be an on-going task, which extends far beyond the lifetime of the IIP.

Together, improved partnership working and improved attitudes helped to drive forward change agendas, and improved the coordination of policies and budgets needed to get initiatives off the ground and sustain them. Most notably, the IIP influenced 55 policies, strategies or legislative changes (against a target of 20). Flexibility and the sensitive design of activities to take into account country differences, from aiming to transform policies through to delivering incremental improvements to particular aspects of delivery, was key. In many cases, the IIP looked to enhance existing sport or education initiatives in order to speed up the pace of change. The most common challenge in sustaining changes at a government level was the availability of sufficient resources, in terms of human and financial capital, particularly given the scale of some of the countries involved. With this in mind, some of the most successful aspects of the IIP were those that aligned with and added value to existing initiatives.

Given the fixed lifespan of the IIP, it is important that structures set up to engage government and policy makers, including those used to oversee the programme and deliver activities such as training and capacity building are planned with legacy ambitions in mind from the outset. Achieving the longer term objectives of the IIP will take time. However, the IIP facilitated important steps in the right direction. Typically partnerships have remained active and this is attributable to the longer-term capacity that the programme built up within participating government and non-governmental bodies. What is more, there is evidence that policy changes are being rolled out beyond the IIP pilot areas and in turn, benefitting a significant number of additional children and young people.

#### 6.4.2 Practitioners and delivery organisations

Prior to the IIP, the quantity and quality of PE and sports provision available within schools and communities in the IIP countries was limited. Specific challenges varied across the IIP countries but typically included a lack of trained practitioners, poor provision and access to sports facilities, sports clubs, and equipment, plus a poor appreciation of the value of PE and sport.

The IIP supported skills development for practitioners with an ambition to lead sports. Positively, there is systematic evidence available to suggest that the IIP (through training, exchanges with UK schools, and resources) improved the practical skills of teachers and coaches in the IIP areas and enriched their knowledge in PE and sport. Together with sports leadership training for young people, the capacity to deliver high quality and inclusive PE and sport also increased in the IIP countries. Of particular note, the programme exceeded its target to train 20,000 individuals. By March 2014, more than 256,000 practitioners had been trained; of these, over 50,000 were young people. The training element of the IIP was a particularly successful focus on intervention. This can be explained by the fact that much of the supported training is tried, tested and validated as a vehicle for the professional development of PE and sports practitioners and was easily replicable (and modifiable) across different country contexts.

The simplicity of the IIP training, including the introduction of even the most basic ideas and techniques that enabled teachers, coaches and young people to deliver PE and sport sessions that were more structured and appealing to young people, was one of its key success factors. Training also tended to be successful where it helped to develop skills and knowledge around how best to adapt techniques, materials and sports to suit the constraints of local circumstances and facilities. In addition, partnerships with the UK schools supported the training by providing a mechanism for practitioners to learn new techniques and to experience new, and different, delivery approaches, first hand.

Not unexpectedly, a lack of sports facilities and equipment was cited as a constraint to practitioners fully implementing newly acquired or enhanced skills and knowledge, potentially threatening the longer-term ambitions of the programme. This highlights the importance of developing safe spaces.

The training (and subsequent positive experience of delivering activities) helped to significantly improve perceptions amongst practitioners of the value and benefits of PE and sport for young people. Within the IIP schools this also effectively acted like a snowball; as the benefits became apparent, more and more people took note and got involved. Whilst much success has been registered with those practitioners directly involved in the IIP activity, it has been commonly reported that it was more difficult to encourage other schools and teachers outside of the IIP to increase sports opportunities. Engaging and securing the buy-in of teacher colleges of education, as well as education officials at the sub-national level was generally considered to be important to help mitigate this risk, alongside accompanying national government policy and legislative change. Facilitating a change in attitudes among community members was also challenging, takes time and requires careful and purposeful planning; community events and advocacy campaigns went some way towards addressing this.



The positive changes in skills and capacity, attitudes, and provision of sports facilities and equipment all contributed to strengthened delivery structures for PE and sport for children and young people in the IIP countries. At this stage, improvements were predominantly evident within the IIP areas but there was already some evidence suggesting that this was being expanded to other areas within the IIP countries. Within IIP schools, PE lessons were better integrated into school timetables and there was an increase in the quantity and quality of extra-curricular sports activities. Within IIP communities, the provision of community sport had been enhanced and some national sports federations were taking steps to broaden access to their sports. The IIP endeavoured to support greater partnership working between schools, and also between schools and community organisations and sports organisations, however there was scope to strengthen these links further.

The level of resources applied at an individual school or community level in order to achieve such beneficial outcomes, for example in terms of practitioners and young leaders trained appeared relatively modest in comparison. What is more, the IIP included a model for trained practitioners to cascade training to other individuals (rather than requiring continued visits from UK professionals). In this respect the training aspect of the IIP can be seen to represent one of the most efficient and effective models of practice within the programme. Positively, Ecorys research found that there was a commitment to cascading training to other individuals, which would help to maximise the longer-term impact and legacy

of the IIP. The programme also supported increased organisational and financial capacity (for example, by supporting the development of new delivery organisations and attracting additional funding), which would help to ensure lasting benefits in the IIP countries.

The sustainability of international school links tends to differ on a school by school basis, depending upon the schools' IIP experiences, their capacity, and the value that they feel can be derived from continuing with the partnership. Challenges maintaining partnership links related to poor communication infrastructure, time differences, language barriers, and school personnel changes. With these challenges in mind, it perhaps should not be expected that all school partnerships will endure. Although, there was evidence that some partnerships had not continued, there were certainly examples of good practice across the programme.

### 6.4.3 Children and young people

Supporting the delivery of high quality, structured and inclusive PE and sport sessions facilitated an increase in participation in physical activity among children and young people of all ages and abilities in the IIP areas. Of particular note, the programme exceeded its target to regularly engage 4 million children and young people of all abilities. By March 2014, over 18.7 million children and young people had been regularly engaged.

In turn, it is also clear that sporting interventions can help to deliver a range of wider positive outcomes, when utilised in the right context and with the right processes in place in terms of theoretical/pedagogical underpinnings, appropriate human resources and skills, and suitable materials. Through the delivery of inclusive activities, the introduction of sports and activities that were appropriately tailored to individuals of different abilities, plus positive role models, the IIP supported greater equality and inclusion (for example for girls, disabled children, and vulnerable young people). The programme also encouraged different young people from the community to mix and play together, thereby helping to strengthen community cohesion in local areas. Increased participation in physical activity, plus using sport to help improve the communication of health messages, also facilitated increased fitness and better health among children and young people.

The opportunity to take part in exciting and fun PE and sport at school contributed to improvements in school attendance, and in some cases, played a role in helping to support the re-engagement of young people who had dropped out of formal education. There is a strong positive relationship between school attendance and educational achievement amongst young people but it was also reported that positive participation in the IIP sporting activity benefited young people in their studies and ability to learn in other ways, for example by helping to improve concentration, self-esteem, interaction in class and creativity. What is more, the opportunity to become a YSL provided an important formative experience in the lives of these young people, with knock-on benefits for their future aspirations, attainment, career prospects and active citizenship.

The IIP helped to change children and young people's attitudes towards sport. As a result, it is reasonable to assume that this will support sustainable increases in participation, both amongst those individuals that took part in the IIP, and their peers and families. Alongside this, the IIP also helped to improve the quality and quantity of sports activities and sports facilities, which means that going forward opportunities for children and young people to continue taking part in high quality and structured sport activities should remain available. Furthermore, it is apparent from the research that training young people to support sports delivery has strong potential for legacy effects; young people are critical agents for change and are the future of the IIP countries.

## 6.5 Looking Forward

The IIP finished in March 2014; however the future of the IN charity remains positive. The charity is chaired by Lord Coe, who is supported by a strong board of trustees. The charity already has a portfolio of sport for development programmes operating in a number of countries where the IIP was delivered<sup>68</sup>. In addition to these, and with support from DFID, IN will build upon the achievements and legacy of the IIP by developing a number of smaller country-specific projects and programmes that will further enhance particular elements of the IIP work.

Perhaps one of the unintended consequences of the IIP was that it has also helped to strengthen the sport for development agenda, both within the IIP delivery organisations, and beyond. Importantly, there is a desire among the IN charity and the lead delivery partners to learn from the independent evaluation of the programme in order to ensure that the most successful elements of the programme are continued and built into future work. Supporting this, there is already evidence that the lead delivery partners are applying the knowledge they have gained through the delivery of the IIP to support the design and delivery of future strategies and programmes within their organisations. The British Council has been able to build on the lessons learnt from the IIP through its current Premier Skills initiative and Connecting Classrooms programme and according to the organisation, the experience of delivering the IIP helped them to secure funding for the Commonwealth Class Initiative. The IIP allowed UNICEF to see the value of sport for development activities and to have a greater understanding of sport for development models and approaches; they are now building it into their strategy for fundraising. What is more, inspired by the IIP, in 2012, they successfully pitched to be the official Commonwealth Games charity partner. Finally, UK Sport is using much of the experience and learning from the IIP in new legacy programmes including Unity, the Rugby World Cup 2015 rugby legacy initiative, and LEAP, the 2017 World Athletics Championships' legacy programme.

This evaluation has documented a wide range of positive outcomes that have been facilitated by the IIP and it is hoped that this report will help organisations (including governments, sports federations, education establishments, and sports and community organisations) to continue to deliver and to strengthen their PE, sport and play activities, and to embed sport as a development tool. What is more, the IIP has significant potential to be exported to future host countries seeking to extend the positive legacy of the Games both within and beyond their borders.

## 6.6 Key Lessons

The IIP represented a new and unique programme and it was the first time that the lead delivery partners had worked together. Understanding what worked well (and less well) within the IIP provides important lessons for the future of the IIP, plus other sport for development programmes. In no particular order, these lessons are highlighted below.

### Designing the programme

1. Building in an initial phase of programme delivery to provide an important opportunity to take risks, learn lessons and support continuous improvement.
2. Adopting a clear framework for delivery and a comprehensive approach, which focuses on different levels of society (policies, practitioners and people), incorporates an inter-connected top-down and bottom-up approach, and focusses on short, medium and long-term outcomes (awareness raising

<sup>68</sup> Ethiopia, Bangladesh, Ghana, Zambia, Tanzania, India and Mozambique.

and relationship building, capacity building, and sustainable improved delivery and increased awareness of PE, sport and play).

3. Applying theories of change, which help to precisely articulate to stakeholders how the development goals of a sport programme are achieved. The theories of change developed for the IIP can benefit other programmes in the future.
4. Integrating the programme within the wider Olympic and Paralympic strategies and establishing strong relationships with a range of non-governmental organisations. This must be undertaken from the start, through for example involvement in design and development, to help generate buy-in, whilst ensuring that links with major Olympic sponsors are also made early.

### **Managing the programme**

5. Having formal governance arrangements in place to ensure that the multi-partnership programme is effectively managed and delivered. A clear vision, plus regular communication, is also key.
6. Identifying the skills and experience required to support the programme and ensuring that representation on the Board responsible for overall governance matches these requirements.
7. Involving lead delivery partners (UK Sport, UNICEF and British Council) that all bring something different to the programme, in terms of knowledge and technical skills. However it is also important to recognise that greater impacts could be achieved through encouraging more joint working towards a common vision, rather than compartmentalising activity.
8. Ensuring regular communication and strong relationships between the lead delivery partners in the UK and in the IIP countries. In addition, regular, high quality technical advice from the UK partners is invaluable.
9. Setting realistic targets, in terms of both fundraising and programme achievements. In addition, targets should not form a distraction from the real value of programmes, which often lies in the wider social outcomes (for example for country policy legacies, practitioners, and children and young people).
10. Embedding monitoring and evaluation at the start of complex programmes. It is also important to set clear and consistent KPIs, with agreed definitions, that are effectively communicated to all partners involved in the programme. Having a monitoring and evaluation specialist from one of the partners who oversees this process could help to strengthen this.
11. Incorporating a monitoring and evaluation requirement for partners to report on progress of activities that continue beyond the programme funding to help assess the legacy.
12. Involving an external evaluator, at an early stage in the programme delivery, with suitable technical skills to explore outcomes from an objective and robust perspective. In addition, there is scope to use independent monitoring and evaluation evidence to support greater promotion and fundraising for the programme.

### **Delivering the programme in-country**

13. Tailoring the approach to each country and adopting a flexible approach. Much work should be undertaken to understand the specific needs of the IIP countries and how sport could effectively contribute to addressing their needs.

14. Establishing in-country steering committees to strengthen partnership working. A memorandum of understanding, signed by key partners in-country, also secures the buy-in and support from key ministries.
15. Bringing a longer-term and broad-ranging vision and strategy for improving PE and sport to partner countries, including new perspectives and resources. This is very important to higher-level policy makers, looking to preserve but also open to enhancing existing policy systems, and helped to secure stronger partner buy-in.
16. Ensuring all relevant partners are involved and that all lead delivery partners in particular are fully engaged with at an early stage in order to allocate roles and responsibilities. Partners, including those not directly involved in the programme, need to be engaged in different ways, depending for example on their levels of commitment and capacity.

### **Achieving outcomes and leaving a legacy**

17. Aligning with existing initiatives, but also recognising the need to enhance existing provision through the programme. Much knowledge has now been built up around what works in terms of how to generate social outcomes from sport and partners should look to enhance their existing activities by accommodating this accordingly.
18. Influencing policy so that programme concepts, activities and ways of working are more likely to be embedded and sustained.
19. Building the capacity of (new or existing) government departments that can continue to deliver activities once the programme finishes. 'Handover' events to government partners at the end of each country programme also help to galvanise all partners to undertake legacy planning during the final year of delivery.
20. Maximising the use of demonstration activities and effects to secure engagement and commitment to the programme, and to support a positive change in attitudes towards PE and sport, and young people.
21. Identifying key programme champions, or 'change agents', to help maximise impacts. These champions could be individual ministers or officials, local level governments or even individual teachers or coaches at the district level.
22. Incorporating training to build the skills and capacities of individuals within the IIP countries. Applying training that is easily replicable (and modifiable) across different in-country contexts proves particularly successful.
23. Including a model for trained practitioners to cascade training to other individuals (rather than requiring continued visits from UK professionals). In this respect the training aspect can be seen to represent one of the most efficient and effective models of practice within the programme.
24. Working with young leaders to encourage them to realise their potential and to help secure a legacy, for example through applying new skills in other areas of their lives, acting as role models, training more young people, and becoming advocates.
25. Allowing sufficient time for the programme to embed a legacy. Building in an additional fourth year of delivery, either for contingency or to help embed changes could support this.

# Annex One: Evaluation Research

## 1. About the evaluation

UK Sport along with the British Council and UNICEF are responsible for overseeing the evaluation of the IIP. In 2007, the Loughborough Partnership was appointed to support the monitoring and evaluation of the IIP between 2007 and 2010; their work focussed on the five phase one countries.

In January 2011, Ecorys was commissioned to evaluate the next phase of the IIP. This comprised the following core tasks:

- Quality assurance of the IIP reports and KPIs contained therein, submitted by the lead delivery partners to IN each quarter.
- Provision of advice, guidance and support in respect of ensuring that the process for collating data and reviewing progress against KPIs is as efficient and effective as possible (thereby also steering a more robust data set).
- Production of an interim<sup>69</sup> and final evaluation of the IIP (including a retrospective review of the five phase one countries to assess whether there is any evidence that the IIP activities have been embedded and left a legacy).

## 2. Evaluation questions

The evaluation covered all countries where the IIP was active and aimed to address the following key questions:

- To what extent did the IIP achieve its original objectives?
- What (direct and indirect) impacts has the IIP delivered?
- To what extent has the IIP left a sustainable legacy, for example in terms of policy and institutional change (and who is supporting/owning this change)?
- What lessons can we learn from the IIP?

## 3. Research approach

The evaluation conducted by Ecorys had two key components:

- Ecorys quality assured the quarterly reports that were submitted to the IIP. The quality assurance work focused on three key areas: firstly, an appraisal of the appropriateness and robustness of the monitoring and evaluation approaches used to evidence the outputs and outcomes (i.e. KPIs) showcased in the reports; secondly, and flowing out of this, the extent to which the achievements reported on and their supporting data are appropriate and accurate; and thirdly, providing a critical friend and advisory role where required, to help improve these systems.
- Concurrently, and through a combination of the synthesis of country monitoring and evaluation reports and other sources of data, as well as additional limited primary research carried out by the Ecorys research team in parallel with quality assurance activities, evidence relating to additionality and the impact of the programme on its target outcomes was collated. This strand of the evaluation also focused in more detail on assessing the longer-term legacy of the IIP, and the lessons both for the programme and for sport for development more widely.

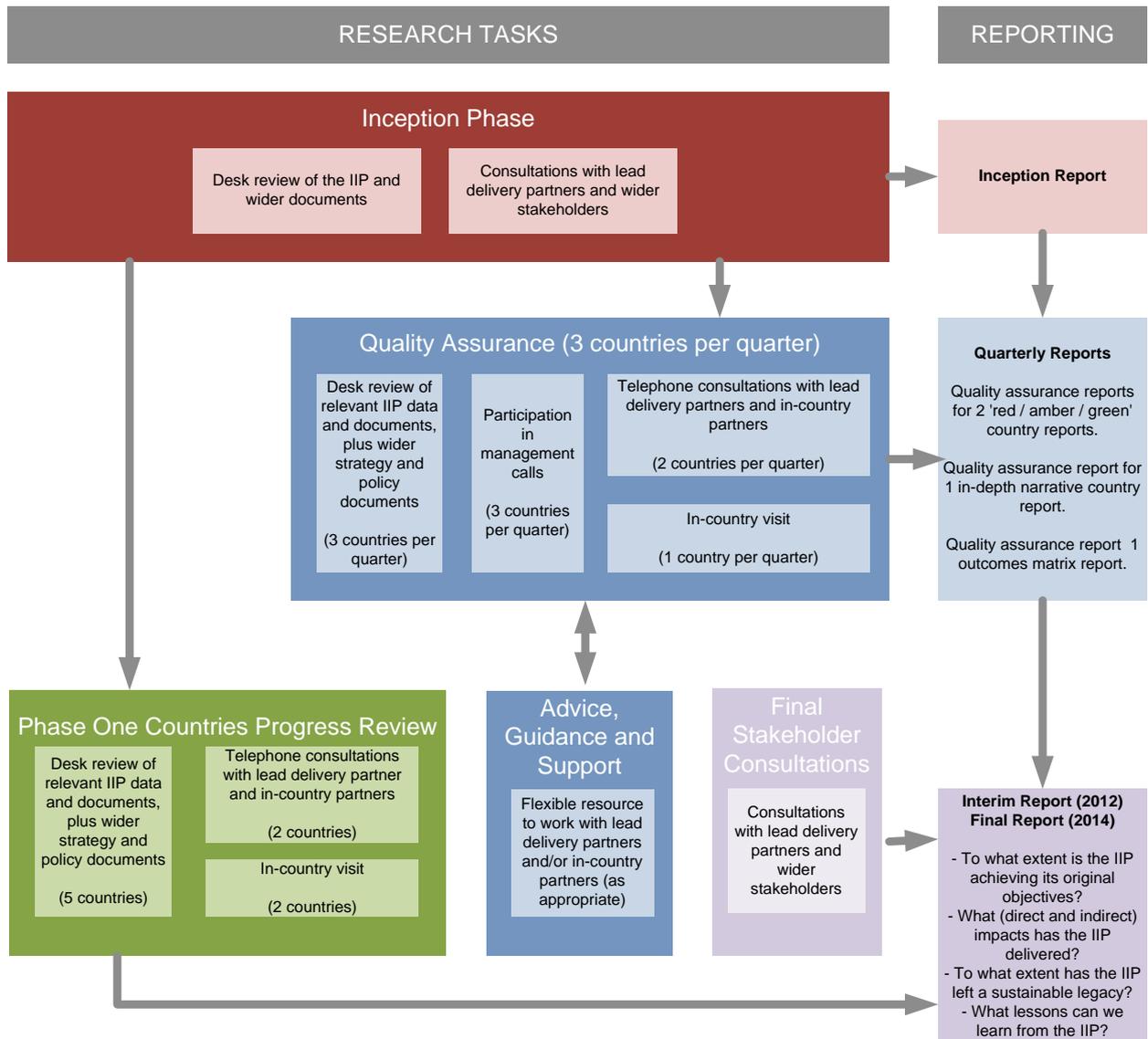
<sup>69</sup> The interim evaluation report was produced in November 2012.

## 4. Research tasks

### Research summary

The following diagram summarises the key research tasks. Further details of the research are provided below.

**Figure A1.4 Evaluation research approach**



The following table summarises the research conducted across each of the IIP countries.

**Table A1.1 Ecorys research, by country**

Country	Distance quality assurance	Country visit
Azerbaijan		June 2012
Bangladesh	March 2011	
Brazil		March 2012
Egypt	November 2013	
Ethiopia	January 2013	February 2014
Ghana	September 2012 and March 2014	
India		January 2012
Indonesia	September 2011	August 2013
Jordan		November 2011
Malaysia	March 2013	May 2011
Mozambique		May 2012
Nigeria	January 2013	July 2011
Pakistan	December 2011 and August 2013	
Palau <sup>70</sup>		
South Africa	June 2011 and March 2013	
Tanzania	December 2011	March 2013
Trinidad and Tobago	June 2011 and January 2013	
Turkey	September 2011	January 2013
Uganda	June 2012	November 2013
Zambia	August 2013	

### **Inception phase**

The inception phase included a desk review of key documents and data relating to the IIP, plus a review of wider literature and research relating to sport and international development. It also involved consultations with key partners involved in the programme. The inception phase set out the context for the IIP and the evaluation, and developed an evaluation framework to inform the research.

<sup>70</sup> A review of programme documents for Palau was undertaken but no consultations were undertaken.

## Countries quality assured (18 country reports distance quality assured and 12 countries visited)

Each quarter, two countries were distance quality assured. This involved a review of existing data and documents relating to the IIP delivery, participation in the management calls for the selected countries, and telephone consultations with in-country delivery partners and (where necessary) UK partners. In line with the country status reports, a quality assurance summary was produced for the two countries; this summarised key achievements and provided an assessment (red, amber or green) of progress against each outcome.

Each quarter, Ecorys also undertook a visit to one of the IIP countries. Preliminary research involved a review of existing data and documents, plus participation in the management call for the country. The visit involved face to face consultations with delivery partners, policy makers, practitioners, and young people. The visit provided an opportunity to quality assure the in-depth country report being submitted to the IN board and to gather evidence to inform the overall impact evaluation. A short narrative that quality assured the in-depth country report and highlighted emerging benefits being experienced through the IIP was produced.

The following table outlines the key research questions that were explored through the country level quality assurance.

**Table A1.2 Research issues explored through country-level quality assurance**

Theme	Issues to explore
Context  <i>Note: in-depth focus for country visit; selective focus for distance QA</i>	<ul style="list-style-type: none"> <li>the country's existing strategic approach to delivering PE and sport for children and young people</li> <li>the extent to which the importance of PE and sport was recognised</li> <li>the levels of sports participation in the country</li> <li>the levels of sports provision in the country</li> <li>the potential/relative role of the IIP in supporting the development of PE and sport</li> </ul>
Activities	<ul style="list-style-type: none"> <li>update on the activities that are being delivered as part of the IIP</li> </ul>
Monitoring and evaluation processes	Generate an understanding of the following for each outcome: <ul style="list-style-type: none"> <li>the definition of the outcome</li> <li>how the target was set</li> <li>evidence being gathered to measure progress against the outcome</li> <li>effectiveness of the monitoring approach</li> <li>improvements to the monitoring approach</li> </ul>
Progress towards outcomes (as outlined in the country plan)	Generate an understanding of the following for each outcome: <ul style="list-style-type: none"> <li>progress (including evidence)</li> <li>barriers/limitations to achieving progress</li> <li>any other activities that may have supported progress (i.e. the additionality of the IIP)</li> <li>wider positive synergies with other policies and programmes</li> <li>any other changes due to the IIP (e.g. unintended positive or negative outcomes)</li> <li>Ecorys assessment of progress against outcomes</li> </ul>
Impact and legacy  <i>Note: in-depth focus for country visit only</i>	<ul style="list-style-type: none"> <li>how the IIP is specifically helping to enrich and transform the lives of young people (including evidence)</li> <li>how (if at all) the IIP will continue (who will be responsible, how will it be funded etc)</li> <li>barriers/limitations to achieving impact on MDGs and in terms of sustainability</li> <li>the lasting impact of the IIP</li> </ul>

## Outcomes matrices quality assured (11 outcomes matrix reports)

Each quarter, Ecorys quality assured the Outcomes Matrix being submitted to the IN Board. The research associated with this task was flexible but typically involved a review of data and documents, reference to the QA work undertaken by Ecorys in previous quarters, plus consultations with UK lead delivery partners and (where necessary) in-country partners. In line with the outcomes matrix report, a quality assurance summary was produced. In line with this, the KPIs for the whole programme were quality assured at the interim and final stages of the evaluation. Our quality assurance framework for the Outcomes Matrix is set out below. At the beginning of the evaluation, the quality assurance had a real emphasis on the KPIs theme but as the evaluation progressed, less focus on this theme was required.

**Table A1.3 Outcomes Matrix quality assurance framework**

Theme	Examples of key questions
KPIs	<p><b>KPI definition:</b> What is the definition of the KPI? Are there any issues associated with the definition?</p> <p><b>KPI relevance:</b> Is the KPI an effective measure of progress against the outcome?</p> <p><b>Target setting:</b> How are the targets set? Are the targets appropriate?</p>
Evidence	<p><b>Sources of evidence:</b> Where is the data from? How is the data collected? When is the data collected? If applicable, why are there gaps in evidence?</p> <p><b>Emerging issues / challenges and recommendations:</b> Are there any emerging issues related to the sources of evidence? Are there recommendations for improving the evidence base?</p>
Key achievements	<p><b>Relevance:</b> To what extent are the achievements reported on an appropriate measure of progress against the KPI?</p> <p><b>Integrity:</b> To what extent are the achievements considered to be an accurate reflection of progress?</p> <p><b>Other evidence:</b> Is there any other evidence that could be reported on to better demonstrate achievements?</p> <p><b>Emerging issues / challenges and recommendations:</b> Are there any emerging issues related to the key achievements reported on? Are there recommendations for improving the key achievements reported?</p>

## Advice, guidance and support

Ecorys provided on-going advice, guidance and support to the IIP lead delivery partners in the UK and in the IIP countries. Examples of improvements to monitoring and evaluation that were undertaken are outlined in the table below, along with the response of the IIP lead delivery partners. Each country that Ecorys quality assured also received feedback on their monitoring processes.

**Table A1.4 Review of monitoring and evaluation processes**

Ecorys' recommendations	The IIP responses
There is scope for some minor refinements to the wording of some of the KPIs to improve clarity and consistency.	The lead delivery partners and Ecorys made some minor adjustments to the wording of some of the KPIs.
Wherever possible, all data reported should be based on actual figures, rather than targets or estimates.	Wherever possible, data was based on actual figures or robust assumptions to inform estimates.
The number of policies influenced should only include those where a clear role for the IIP can be identified.	Ecorys and the lead delivery partners reviewed the full list of policies influenced to ensure that the role of the IIP is clearly identified.

<p>The total number for practitioners trained should include a breakdown of the number of adults trained and the number of young people trained. This will help to ensure that any cross-over with the number of participants engaged is recognised.</p>	<p>The lead delivery partners provided a breakdown of data on the number of adults trained and the number of young people trained.</p>
<p>The definitions of engaged and reached young people should be more clearly defined to ensure consistency between lead delivery partners and countries.</p>	<p>Lead delivery partners worked with Ecorys to redefine the definitions as follows:</p> <ul style="list-style-type: none"> <li>• <b>Young person engaged:</b> students in PE lessons that have been improved through the IIP and young people involved in regular community sport and sport for development activities delivered / improved as a result of the IIP, participating at least once a month.</li> <li>• <b>Young person reached:</b> young people involved in one-off IIP events such as community festivals.</li> </ul>
<p>All reported figures should account for double counting, i.e. an individual involved in the IIP should only be counted once.</p>	<p>The lead delivery partners and Ecorys met regularly to discuss the headline figures, to identify areas where double counting may have happened (e.g. different partners counting the same individual), to ensure that figures reflected the country level quality assurance undertaken by Ecorys, and to re-assess the figures to take into account any double counting.</p>
<p>A review of existing data collection tools was undertaken to identify where these tools could effectively support the KPIs. A number of gaps were identified and Esteps were required to address these shortfalls in information.</p>	<p>The IIP partners developed a series of short questionnaires that were distributed to the IIP countries.</p>

## Phase one countries progress review

Ecorys undertook a retrospective review of the five phase one countries to assess the extent to which the IIP activities have been embedded and left a legacy. For each country, Ecorys undertook a desk based review of the pilot evaluation findings, relevant IIP documentation and wider strategy documentation, plus any additional monitoring and evaluation outputs. For two of the pilot countries, a series of telephone consultations with key partners and stakeholders were undertaken. For two of the pilot countries, Ecorys undertook country visits.

## Final stakeholder consultations

In 2014, Ecorys conducted consultations with strategic stakeholders including members of the IN Board, plus representatives from the three lead delivery partners (UK Sport, UNICEF and British Council), and YST. These provided an opportunity to explore the impacts and key achievements of the IIP, the legacy of the programme, and key lessons learnt.

## Reporting

There were two key reporting milestones for this evaluation: firstly, the interim evaluation report (produced in November 2012) and secondly, the final evaluation report (this report). The reports are based on all of the evidence gathered by Ecorys, plus a review of data and documents produced by the IIP partners.

## **Annex Two: The IIP Start and End Dates**

**Table A2.1 The IIP Start and End Dates**

<b>Country</b>	<b>Start date</b>	<b>End date</b>
Azerbaijan (phase 1)	April 2007	December 2011
Bangladesh	May 2009	March 2014
Brazil (phase 1)	December 2007	December 2012
Egypt	January 2012	June 2014
Ethiopia	October 2011	June 2014
Ghana	September 2011	March 2014
India (phase 1)	March 2007	December 2012
Indonesia	April 2010	March 2014
Jordan	June 2009	December 2012
Malaysia	October 2009	December 2012
Mozambique	April 2009	December 2012
Nigeria	September 2009	March 2014
Pakistan	September 2010	June 2014
Palau (phase 1) <sup>71</sup>	July 2007	February 2010
South Africa	October 2009	December 2012
Tanzania	April 2011	June 2014
Trinidad and Tobago	October 2009	December 2012
Turkey	June 2010	March 2014
Uganda	October 2011	March 2014
Zambia (phase 1)	March 2007	December 2010

<sup>71</sup> A review of programme documents for Palau was undertaken but no consultations were undertaken.

## **Annex Three: Sport and International Development**

## Sport and International Development

'Sport for development' programmes often have a wide variety of aims and objectives. They tend to be designed with a focus on the development of sporting skills and increasing participation, whilst at the same time emphasising the broader role of sport in contributing to wider social goals. The traditional sport objectives are usually therefore not the sole rationale behind the programmes, or the only reasons why external investment and subsequent evaluation occur<sup>72</sup>.

Sport traditionally had a marginal status among donor agencies and was not considered as an important tool for development. However, it is now becoming increasingly recognised among the international development community as a method to empower people and have potential broader impacts as well. UNESCO's (United Nations Educational Scientific and Cultural Organisation) General Conference adopted the International Charter of Physical Education and Sport in 1978. It recognised the importance of sport, and indicated that physical education and sport was 'a human right for all'. They also recognised the Convention on the Rights of the Child (1989), which guarantees 'the right of the child to rest and leisure, to engage in play and recreational activities'.

The more rapid development of the broad-based sport for development movement occurred in the late 1990s along with the establishment of organizations such as Edusport Foundation, Zambia (1999), Magic Bus, Mumbai (1999) and EMIMA (a Swahili acronym for Education, Sport and Physical Activity) Tanzania (2001), the Kicking Aids Out network (2001) and Right to Play (2003). These initiatives were consolidated via the first International Conference on Sport and Development in Magglingen, Switzerland in 2003. The European Commission dedicated 2004 as the Year of Education through Sport and the UN dedicated 2005 as the year to promote development through sport and physical education in order to achieve the Millennium Development Goals (MDGs). The scale of this 'movement' is indicated by the fact that over 160 organisations are now listed in the International Platform on Sport and Development (see [www.sportanddev.org](http://www.sportanddev.org)).

The MDGs were established at the UN Millennium Summit in 2000, and are as follows:

- Eradicate extreme poverty and hunger.
- Achieve universal primary education.
- Promote gender equality and empower women.
- Reduce child mortality.
- Improve maternal health.
- Combat HIV/AIDS, malaria and other diseases.
- Ensure environmental sustainability.
- Develop a global partnership for development.

Sport has been acknowledged by the UN as a practical and cost effective tool to assist in the achievement of the MDGs<sup>73</sup>.

A growing body of empirical research and literature is also providing support for the idea that sport can have wide ranging positive outcomes – from enhanced education to improved health, peace and reconciliation, democratic development<sup>74</sup>, and a tool for 'kicking out AIDS'. However whilst the sport for

<sup>72</sup> F. Coalter, 2006, A Monitoring and Evaluation Manual, Sterling University and UK Sport,

<sup>73</sup> United Nations Inter-Agency Task Force on Sport for Development and Peace, 2003, Towards Achieving the Millennium Development Goals

<sup>74</sup> Kruse, 2007, Organisational Performance Review of Norwegian Olympic Committee and Confederation of Sport, NORAD

development concept is attractive, it is also ‘intriguingly vague and open for several interpretations’<sup>75</sup>. The outcomes range from changed individual sexual behaviour via community level social cohesion activities through to the achievement of ‘peace’ at national levels. What is more, participation in different types of sports programmes will impact on different people in different ways, and outcomes are contingent and not pre-given. Jeanes et al. (2013) highlight the complexity of experience at the local level. Whilst some scholars argue that sport for development programmes can be constructed in neo-colonial terms, they actually found evidence for the importance of these programmes in participants’ lives and in providing a range of valuable resources to their communities.<sup>76</sup>

Few sport for development organisations are in fact simply sports organisations, and sport is embedded in a series of other activities all aimed at achieving certain outcomes. This makes the isolation of ‘sports effects’ very difficult. The presence of other change drivers in communities (whether positive or negative) can also make it difficult to apportion impact to sports (Coalter 2010). By way of illustration, an evaluation of a sport and education project run by the Finnish NGO LiiKe Ry, uncovered a widespread belief that the project had helped improve school attendance. Yet the evaluation also revealed that other programmes, including a government physical education intervention, had been conducted simultaneously, making it difficult to attribute causality and determine the precise impact of the NGO’s sport programme (Donnelly et al., 2011).

There is a great level of uncertainty around the mechanisms through which sport can lead to positive social change. What is it about sport that could lead to such impact – what and where are the linkages and can they be documented? Perhaps as a consequence, there is also limited evidence of any systematic or scientific analysis of the causal relationships between sport and development, with claims often being based on anecdotal, speculative or naïve empirical grounds. Long-term, in-depth studies that fully understand the complicated processes by which sport may contribute to social change are also limited. Instead, many studies are project-specific and rely on simple quantitative tools that are used over relatively short time periods, and focus mainly on capturing immediate individual impacts<sup>77</sup>. Scholars therefore highlight the need to develop greater theoretical understanding of the conditions, structures and processes through which sport can promote development (Lyras and Peachey, 2011).

Professor Kay identified five consistent messages about what sport can do to help achieve the MDGs<sup>78</sup>:

- Sport has special qualities for engaging young people. Many young people want to be involved, making it a powerful tool for development.
- Sport attracts those who do not respond to other approaches.
- Sport can deliver development outcomes, either as an incentive (e.g. in some programmes children can play sport if they attend school) or through direct delivery (e.g. certain sport-based games act as HIV-AIDS educational tools).
- Sport helps establish productive relationships with adults. Young people are more willing to listen to adults when they have a close relationship with them through sport, than in formal settings where adults are more authoritarian.
- Positive experiences from sport can transfer to other contexts. Young people use the benefits they get from sport in their lives as a whole. Team sports in particular build discipline and self control develop, and personal and social skills.

<sup>75</sup> Kruse, 2006, Review of Kicking Aids Out: Is Sport an Effective Tool in the Fight Against HIV/AIDS?

<sup>76</sup> Ruth Jeanes, Jonathan Magee, Tess Kay, Davies Banda, 2013, Sport for Development in Zambia: The New or Not so New Colonisation?, in Chris Hallinan, Barry Judd (ed.) *Native Games: Indigenous Peoples and Sports in the Post-Colonial World (Research in the Sociology of Sport, Volume 7)*, Emerald Group Publishing Limited, pp.127-145

<sup>77</sup> T.Kay, 2011, Sport as a catalyst for achieving the Millennium Development Goals – Implementation perspective

<sup>78</sup> T.Kay, 2011, Sport as a catalyst for achieving the Millennium Development Goals – Implementation perspective

A range of positive impacts of sport for development can be identified in the literature. Some argue that more emphasis needs to be placed on the direct impacts that sport itself can deliver, including improvements to physical fitness, mental health and subjective well-being, as well as a range of social and psychological skills such as resilience, teamwork and negotiation (Coalter, 2010). At the individual level, a study of a sport for development programme in South Africa, found evidence for the positive personal impacts of sport, including a sense of family and a sense of safety and belonging (Draper and Coalter, 2013).

More widely, sport can be used as a tool to engage participants in broader development programmes, related to life skills, education, health and gender empowerment. Kay et al. (2013) highlight that sport can help build social relations, which can be particularly beneficial for young people with limited parental/family networks. Sport can have an especially positive effect when it comes to fostering the inclusion of various marginalised groups who face gender, ethnic, cultural or religious based discrimination and exclusion from other structures or institutions. For example, sport has been shown to be effective in addressing gender inequalities through improving the physical fitness, confidence, skill development leadership capabilities and social networks of girls and young women (Hayhurst et al., 2009). It has also been highlighted that sport reflects and fosters core principles important to a democracy such as tolerance, solidarity, co-operation, respect, diversity and equality (Kay et al., 2013).

An evaluation of the Doves Project in Cyprus conducted by Lyras and Peachey (2011) revealed that participants demonstrated positive changes on a number of development indicators. These included improved cross-cultural interaction, friendship and collaboration; increased social perspective taking (thinking and caring about others); feeling empowered to act upon local and global challenges; greater academic efficacy; and improved negotiation skills. In addition, an on-going longitudinal study reveals that changes at the level of the individual also had a broader impact as beneficiaries felt newly empowered to contribute various products and services (relating, for example, to physical education classes or sport and youth policy) in their respective communities.

There is also strong evidence to suggest that sport can support a range of educational outcomes. For example, Loughborough University reviewed existing research that evidences the value of PE and sport in schools<sup>79</sup>. It found that academic achievement is maintained or enhanced by increased participation in PE and sport, that a positive relationship exists between physical activity and cognition, perceptual skills, attention and concentration, that increased opportunities to participate in PE and sport increase motivation for young people to attend school, and that the knock-on effect of increased self-esteem through sport benefits other aspects of school life, such as improved classroom behaviour and academic performance. In addition to offering a pathway into educational programmes, sport itself can be used to deliver educational content, such as HIV/AIDS education or content relating to health, hygiene and fertility (Kay et al., 2013).

Some experts therefore accept that 'sport can be an effective vehicle for change when integrated into the broader framework of human and social development goals and priorities'<sup>80</sup>. Others argue that the policy tool has its limitations, and may even generate negative impacts in some situations. Coalter (2010) accuses the Sport for Development sector of gross over-simplification of claimed outcomes. In particular, he warns against the confusion of micro-level outcomes for individuals with broader community-wide macro level impacts (which for example ignores the wider socio-political contexts within which sport-for-

<sup>79</sup> Loughborough University, The Value of Physical Education and Sport in Schools

<sup>80</sup> Kvalsund, 2004, Open Fun Football Schools: An Evaluation

development organisations have to operate<sup>81</sup>) leading to overly optimistic expectations of the outcomes that can be achieved (and which may also encourage 'mission drift' amongst sporting organisations). With this in mind, there may be a range of wider factors, such as cultural resistance, organisational change or policy focus, that influence the extent to which impacts on development objectives are achieved<sup>82</sup>.

Another criticism levied by Coalter and other scholars, is that sports-for-development programmes can have neo-colonialist undertones. This criticism stems from the fact that many programmes are imposed from abroad, driven by donors' expectations and introduced to communities without adequate consultation or respect for local culture (Kidd, 2011). There is also a risk of sport-based interventions helping to reproduce, rather than challenge, existing sets of unequal power relations (Donnelly et al., 2011). In addition, Kelly (2011) raise the danger of sport being used as a substitute for more complex or expensive welfare policies that could potentially be more effective in addressing development challenges.<sup>83</sup>

There can also be a tendency towards reductionism, with the complexity of development challenges and the broader social, political and institutional factors that they involve being overlooked. Promoting positive social change through sport must involve looking beyond individuals' immediate experiences. It requires the transformation of power relations at multiple levels, including at the structural and institutional levels, and thus needs to be embedded in a broader, more holistic approach to development.

Beacom and Darnell point to the problems which may ensue when non-local NGOs with a higher profile and better resourcing intervene at the local level, crowding-out the activities of local organisations and potentially drawing personnel away from local organisations<sup>84</sup>. These non-local NGOs, which operate for a limited time in the locale, may leave the locality less rather than better resourced. It can also be argued that sport intervention at the local level will provide extra employment as sports providers are better able to utilize economies of scale. Further employment will enhance multiplier effects in the region creating indirect employment.

Conversely, if local organisations are utilised and supported it can be argued that sport interventions will result in job creation: capacity is built up through training initiatives, this then leads to induced demand for sport due to better services resulting in higher employment in the industry. Further employment will enhance multiplier effects in the region creating indirect employment.

Even if the effect of sport on development indicators is debatable, the effect on happiness is more apparent. Greater happiness implies increased consumer welfare which can lead to wider economic benefits, such as increased productivity levels and less health issues. Graham et al (2004) show that these effects are proportionally greater for the poor, and so these intangible effects that must also be taken into consideration when accessing the impacts of sport on development<sup>85</sup>.

<sup>81</sup> Coalter, F. 2010, The politics of sport-for-development: Limited focus programmes and broad gauge problems? *International Review for the Sociology of Sport*, 45, 295–314

<sup>82</sup> T.Kay, 2011, Sport as a catalyst for achieving the Millennium Development Goals – Implementation perspective

<sup>83</sup> Kelly, L. 2011, 'Social inclusion' through sports-based interventions? *Critical Social Policy*, 31 (1), 126-150

<sup>84</sup> Beacom, A. 2007, A Question of Motives: Reciprocity, Sport and Development Assistance. *European Sport Management Quarterly*, 7(1), 81; and Darnell, S. C, 2007, Playing with Race: Right to Play and the Production of Whiteness in 'Development through Sport'. *Sport in Society*, 10(4), 560

<sup>85</sup> Graham et al, 2004, "Does Happiness Pay? An Exploration Base don Panel Data from Russia" *Journal of Economic Behavior and Organization*. Vol. 55, pp. 319 – 342.

The practical implications of this are that research studies should be mindful of the potential limitations of sport for development, and focus their limited resources on assessing proportional and attributable outcomes for the specific programme (and countries) under scrutiny. In addition, understanding the contexts in which sport for development does (and does not work), is critical for effective evaluation in this field, as well as identifying the successful mechanisms or components of the intervention. Questions of sustainability, and the role of local civil society organisations, should also be a focus of impact and process analyses. In addition, the need to foster greater coordination between partners at all levels (especially involving NGOs), the need to provide better training to those charged with delivering sports activities, as well as the need to raise the profile of sport as a tool for development in order to secure sufficient resources have all been highlighted as challenges which need addressing.

## **Annex Four: Outcomes Matrix**

**Table A4.1: Outcomes Matrix: Key Definitions**

For clarity and consistency, the IIP partners agreed definitions for some of the most important KPIs for the programme. These are summarised below.

Term	What's Included	What's Excluded
Policy	Any national or state level education, sport or other relevant policy... Any national or state level curriculum... Any national or state level teaching resource... Any national or state level coach education system... Any national or state level teacher training resource or system... ...where IIP influence can be clearly verified.	Organisation level policy e.g. school level policy.  Policies where the IIP influence can not be readily discerned or claimed.
Policy maker	Ministers, high level officials, senior advisors at national or regional level with involvement and influence in strategy, policy and curricula development.	Head teachers, coaches or teachers not involved in policy making at a regional/national level.
Practitioner	Teachers trained through the IIP Coaches trained through the IIP Master trainers trained through the IIP Teacher trainers trained through the IIP Master coaches trained through the IIP Peer leaders trained through the IIP YSLs trained through the IIP	Practitioners attending launch events and sports events as spectators or participants.
Participant (engaged)	Students in PE lessons that have been improved through the IIP (either time allocated or quality of delivery).  Children and young people involved in regular community sport and sport for development activities delivered/improved as a result of the IIP.	Students within school link schools who are aware of the IIP but have not accessed new/improved physical activity as a result.  Children and young people who hear a radio advocacy campaign or see a PSA/ poster campaign around the right to play or related activity.
Participant (reached)	Children and young people involved in one-off IIP events such as community festivals.	

**Table A4.2: Outcomes Matrix: Key Achievements**

**Vision**  
 To enrich the lives of children and young people of all abilities, in schools and communities across the world, particularly in developing countries, through the power of high quality and inclusive physical education, sport and play.

Audience	Strategy	Outcomes	Key performance indicator targets (by end of 2014)	Achievements (by March 2014)	RAG
Children and young people of all abilities, including children with a disability, girls and displaced children	<p>The IIP will create opportunities for children and young people, in school and communities, to access and participate in high quality and inclusive PE, sport and play.</p> <p>Overlaps/ collaboration amongst partners, especially through the work in schools, will be fostered.</p> <p>The IIP will contribute to raising child development indicators in all targeted countries through country-based interventions in education, child protection, health (including HIV and AIDS awareness) and youth empowerment.</p>	<p><b>LONG TERM:</b> sustainable improved delivery and increased awareness of PE, Sport and Play leading to children's lives being transformed.</p>	<p>All targeted countries will have reported that the engagement of children and young people in high quality PE, sport and play has contributed to positive change in one or more child development indicators amongst those taking part in the IIP.</p>	<p>991 children and young people from 16 countries who took part in the IIP activities were surveyed. As a result of taking part in PE/sport, 79% reported improved academic results.</p> <p>Qualitative evidence from Ecorys visits demonstrated that the IIP had a positive impact on children and young people in terms of improved educational attainment, better health, increased equality and inclusion, and increased empowerment and employability.</p>	Green
		<p><b>MEDIUM TERM:</b> increased knowledge and changed attitude.</p>	<p>In all targeted countries, in a sample of children and young people, 90% report that participation in high quality and inclusive PE, sport &amp; play has led to changes in their knowledge and behaviours.</p>	<p>991 children and young people from 16 countries who took part in the IIP activities were surveyed. As a result of taking part in PE/sport, 96% developed new knowledge and at least 97% changed their behaviours (based on those that have developed values, developed soft skills, developed relationships or changed their perceptions of health).</p>	
		<p><b>SHORT TERM:</b> increased participation.</p>	<p>Across all targeted countries, 4 million children and young people of all abilities will have been regularly engaged and 8 million children and young people will have been directly or indirectly reached.</p>	<p>Over 18.7 million children and young people of all abilities were regularly engaged in the IIP activities and over 6.3 million children and young people were directly or indirectly reached through the IIP.</p>	

Audience	Strategy	Outcomes	Key performance indicator targets (by end of 2014)	Achievements (by March 2014)	RAG	
Government and Policy makers at various levels (MoE, MYS, local authorities, NOC, NPC, etc)	The IIP will facilitate policy dialogue and public hearings on the importance of inclusive PE, sport and play, bringing together relevant public actors and promoting the development of new relationships.	LONG TERM: sustainable improved delivery and increased awareness of PE, Sport and Play leading to children's lives being transformed.	At least 20 policies and/or strategies and/or curricula and/or laws have been changed, developed or operationalised in targeted countries to deliver high quality and inclusive PE, sport & play.	The IIP influenced 55 policies, strategies or legislative changes across 19 countries. Of these 17 were school sport policies or legislative changes, 9 were sports policies or legislative changes, 24 are teaching and coaching resources, and 5 are youth policies.	Green	
	Partnerships will be established with named stakeholders in each country to ensure that the IIP adds value to education curricula, sport, youth and other development strategies.	MEDIUM TERM: capacity building.	By the end of 2014, across 20 countries there is evidence that policy makers have increased their capacity in strategic planning and monitoring and evaluation <sup>86</sup> .	There is evidence that policy makers in 20 of the IIP countries increased their capacity in strategic planning and policy makers in 17 of the IIP countries increased their monitoring and evaluation.		Green
	Public actors will officially commit to the agenda of high quality and inclusive PE and sport for the development of children and young people, and change will be evidenced in government plans and policies.	SHORT TERM: awareness raising and relationship building.	By the end of 2014, across 20 countries there is evidence that policy makers have changed their attitudes and developed new relationships <sup>87</sup> .	There is evidence that policy makers in 19 of the IIP countries improved their attitudes towards sport and PE and policy makers in 20 countries developed new relationships.		

<sup>86</sup> In October 2013, this KPI was re-worded to allow change to be measured across all 20 countries, rather than across a sample of policy makers.

<sup>87</sup> In October 2013, this KPI was re-worded to allow change to be measured across all 20 countries, rather than across a sample of policy makers.

Audience	Strategy	Outcomes	Key performance indicator targets (by end of 2014)	Achievements (by March 2014)	RAG
Schools, Sport Federations, Sport Clubs, Community Sport Clubs, Youth Clubs, Centres/ structures, CBOs	<p>The IIP will promote the development of inclusive PE in schools, school sports and school linking between the UK and the overseas countries.</p> <p>At the same time, through the expertise of sport federations and NGOs, schools will be linked with communities and existing in-country youth structures, so that skills and lessons learned can be shared.</p>	<p><b>LONG TERM:</b> sustainable improved delivery and increased awareness of PE, Sport and Play leading to children's lives being transformed.</p>	<p>In a sample of targeted institutions across targeted countries, at least 90% report that they have introduced innovations and/or made changes to their curricula, timetables or delivery relating to PE, Sport and/or play.</p> <p>90% of targeted UK schools report that internationalism has increased in their institutions, citing involvement in International Inspiration as a contributing factor.</p>	<p>A sample of 195 institutions from 10 countries were surveyed. The data showed that 96% introduced innovations and/or made changes to their curricula, timetables or delivery relating to PE, sport and/or play.</p> <p>46% of schools engaged in the IIP are involved in the International School Award. Of these, 16% have registered for the International School Award, 9% are working towards the award, and 21% have partly or fully achieved the International School Award.</p> <p>In 2013, 35 of the IIP schools were surveyed and 17% stated that their involvement with the British Council had had a very significant impact on the international focus within their institution. 43% stated that it had a significant impact and 29% stated that it had a moderate impact.</p>	<p>Green</p>
	<p><b>MEDIUM TERM:</b> capacity building.</p>	<p>At least 60 national sport federations in at least 5 different sports, and at least 5 International Sport and Regional Sport Federations, including IOC, IPC, NOCs and NPCs, develop new strategies and/or report new partnerships with the new education sector and community groups that help to broad base access to their sports.</p>	<p>6 international sports organisations developed new strategies and/or partnerships. This included the IOC, IPC, IAAF, International Council for Coaching Excellence (ICCE), International Olympic Academy (IOA) and International Netball Federation (INF).</p> <p>46 sports federations (including a selection of NOC's and NPC's, South African Sports Confederation and Olympic Committee (SASCOC) and Association of National Olympic Committees of Africa (ANOCA)) across 17 countries developed new strategies and/or reported new partnerships. Sports included athletics, volleyball, football, triathlon, sailing, swimming, taekwondo, hockey and cricket.</p>	<p>Yellow</p>	
		<p>In a sample of targeted national institutions across targeted countries, with a specific focus on schools, at least 70% have strengthened their structures for an improved delivery of PE, Sport and Play.</p>	<p>14 representatives from national institutions with a focus on schools (including representatives from universities, colleges and teacher training institutes) across 7 countries responded to a survey. Of these, 93% strengthened their structures for an improved delivery of PE, sport and play.</p>	<p>Green</p>	

Audience	Strategy	Outcomes	Key performance indicator targets (by end of 2014)	Achievements (by March 2014)	RAG
			By the end of 2014, at least 60 safe spaces for sport and play have been provided across targeted countries.	308 safe spaces were developed across 7 of the IIP countries.	Green
			600 (half in the UK and half overseas) schools have been engaged in a mutually beneficial relationship.	A total of 594 schools were engaged in a mutually beneficial relationship. Of these, 288 were UK schools and 306 were overseas schools.	Yellow
		SHORT TERM: awareness raising and relationship building.	By 2014, across 20 countries there is evidence that new links between delivery institutions have been established <sup>88</sup> .	There is evidence that new links between delivery institutions in 20 of the IIP countries were established.	Green

<sup>88</sup> In October 2013, this KPI was re-worded to allow change to be measured across all 20 countries

Audience	Strategy	Outcomes	Key performance indicator targets (by end of 2014)	Achievements (by March 2014)	RAG
<p>Sport practitioners, coaches (including community coaches), teachers, parents and caregivers, youth leaders and community leaders</p>	<p>The IIP will support the provision of both pre-service and in-service training of teachers in schools and special institutions (ToT, support to national teacher training centres, on-going cascade training, etc), and the training of community coaches and YSLs.</p> <p>The IIP will work at community level to help change the attitudes of parents, care givers and community leaders about sport and play and its contribution to child development.</p>	<p>LONG TERM: sustainable improved delivery and increased awareness of PE, Sport and Play leading to children's lives being transformed.</p>	<p>In a sample of trained practitioners across targeted countries, 90% report that their capacity has been increased and they are delivering regular high quality and inclusive PE, sport, sport for development and play.</p>	<p>A sample of 432 practitioners from 9 countries were surveyed. Following their training through the IIP, 86% have new skills and 88% know more activities. What is more, 95% are using the new skills they gained from this training at least once a month and 46% are using their new skills daily.</p>	<p>Yellow</p>
		<p>MEDIUM TERM: capacity building.</p>	<p>20,000 practitioners are trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities.</p>	<p>More than 256,000 practitioners were trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities. Of these, more than 50,000 were young people. These figures exclude any double counting and include cascade training.</p>	<p>Green</p>
		<p>SHORT TERM: awareness raising.</p>	<p>In a sample of targeted parents, community members and other practitioners sampled, 90% report they have developed new attitudes towards the importance of PE, Sport and Play.</p>	<p>A baseline and end-line survey was conducted in Indonesia. A survey of teachers found that there was an increase in the proportion who felt that sport made your body healthy/fit (67% at baseline and 71% at end-line) and that sport created enjoyment and happiness (9% at baseline and 44% at end-line).</p> <p>Qualitative evidence gathered through Ecorys visits highlighted that practitioners had developed new attitudes towards the importance of PE, sport and play.</p>	<p>Yellow</p>
		<p>At least 200 community based events have been delivered across all targeted countries.</p>	<p>At least 200 community based events have been delivered across all targeted countries.</p>	<p>1,025 community based events were delivered across 12 of the IIP countries.</p>	<p>Green</p>
		<p>At least 20 advocacy campaigns have been delivered across all targeted countries.</p>	<p>At least 20 advocacy campaigns have been delivered across all targeted countries.</p>	<p>16 advocacy events were delivered across 11 of the IIP countries.</p>	<p>Yellow</p>

## **Annex Five: Policies Influenced**

**Table A5.1: Policies Influenced**

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Azerbaijan	Ministry of Education and Ministry of Youth and Sport	Teacher training curriculum	The Ministry of Education and the Ministry of Youth and Sport publish a text-book to inform teacher training. In 2010, a section dedicated to TOPs was added to the text-book, which is used by individuals training to become teachers and refresher training that is undertaken every two to three years by existing teachers. Stakeholders believe that TOPs has improved teacher training by bringing it more up-to-date and more interactive.	TOPs was introduced through IIP. Stakeholders believe this change would not have happened without the IIP.	Teaching or coaching resources
Azerbaijan	Ministry of Youth and Sport	National Sport and PE Strategy	<p>Changes to the strategy included the following:</p> <ul style="list-style-type: none"> <li>• Inclusion of disabled people: The strategy aims to: "attract disabled people into physical education and sport activities". Supporting this, it aims to improve sport equipment and facilities, ensure that disabled people are included in the duties of sport oriented organisations, and improve the training for the delivery of sport for disabled people.</li> <li>• Inclusion of girls: The strategy aims to: "achieve wide and effective improvement of physical education and sport among girls". Supporting this, it aims to improve sports activities to attract girls.</li> <li>• Sport for development: Throughout the strategy there is recognition of the role of sport in supporting the wider development of communities in Azerbaijan. There is also a specific set of actions for developing youth sport.</li> </ul>	The MoYS requested that the IIP partners supported (technically and financially) the development of the new strategy and an individual from UK Sport was appointed as a technical advisor. The partnership working between government agencies, delivery partners and community members was a new approach to strategy development for sport and PE and it is believed that the IIP played an influential role in this approach, thus ensuring the strategy was practical and appropriate. What is more, the IIP introduced new concepts for sports delivery and in particular, played a key role in ensuring that the new elements were recognised in the strategy.	Sports policy and legislation

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Bangladesh	Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME)	Khelte Khlte Shekha (KKS) cards	There is agreement from Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME) to roll out the KKS cards to all registered secondary schools, Madrasas (faith based institutes) and primary schools in Bangladesh.	KKS cards are a PE enhancement resource development which were an adaptation of the TOP cards resource.	Teaching or coaching resources
Bangladesh	Ministry of Women and Children's Affairs	National Child Policy	The revised policy now includes a chapter on adolescents which recognises and protects the rights of adolescents and highlights the importance of adolescent participation in sports, both for boys and girls.	UNICEF organised local and district level consultations and advocacy initiatives such as adolescent cluster meetings to engage different target groups to challenge and influence social norms.	Other
Bangladesh	Ministry of Primary and Mass Education	National School Sports Strategy	YSL practice is included in the strategy.	BC engaged with all relevant ministries and stakeholders to agree on how to make the best use of the IIP development resources. A framework for a draft National School Sport Strategy was drawn up during a Policy Dialogue Seminar by senior Bangladeshi stakeholders.	Education or school sport policy and legislation
Brazil	Ministry of Education and Ministry of Sport	Mais Educação initiative	MoE mainstreamed TOPS in schools nationwide as part of the Mais Eduacao initiative. It will be rolled out in 45,000 schools across Brazil.	MoE and MoS worked closely together to deliver TOPs, brought about by IIP.	Teaching or coaching resources
Brazil	Ministry of Sport	Segundo Tempo	A Brazilian version of TOPs has been integrated into the delivery of MoS' Segundo Tempo, an after-school initiative delivering PE and sport to the most disadvantaged children across the country	IIP delivered demonstration sessions held in Pernambuco state, to which MoS was invited.	Teaching or coaching resources
Brazil	Various municipal governments (Semi Arid region)	Municipal Seal of Approval	Local legislation in several municipalities across the Semi Arid of Brazil is formally recognising the right to play and increasing the public budget allocation to PE and sport.	Under the Municipal Seal, the IIP delivered community sport festivals, which influenced the Municipal Seal of Approval.	Sports policy and legislation

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Egypt	Helwan University	Teacher training curriculum	The Faculty of PE at Helwan University has embedded YSL training in their curriculum for first and third year students and completion of the training is a requirement prior to graduation.	YSL training was introduced through the IIP.	Education or school sport policy and legislation
Ethiopia	Ministry of Education	National school curriculum	Sport has been used to make three key revisions to the curriculum: inclusivity of all students, including girls and disabled people; introduction of local indigenous games; and improved quality of delivery through the use of new methodologies. The curriculum has been revised and it is expected that this will be rolled out to all schools in Ethiopia in the next few years.	The curriculum is normally revised every five years but with the introduction of the IIP and the expertise from the YST, the curriculum was revised two years earlier. A visit to the UK, good practice from other countries, and expertise from UK partners helped the Ministry to see how sport could be used to promote quality in education.	Education or school sport policy and legislation
Ethiopia	Sports Commission	National Community Sport Framework	Community sport has been incorporated into the Sports Commission's regular plan and their Gross Transformational Plan has now mainstreamed the inclusion of females and disabled people. As part of the framework, a Deaf Sports Association in Ethiopia has also been established.	The IIP helped to raise awareness of the importance of community sport and inclusivity. The IIP supported a workshop that was attended by policy makers, practitioners and young people, and provided expertise and good practice to support the Sports Commission in developing a community sport framework for the first time in Ethiopia.	Sports policy and legislation
Ethiopia	Ministry of Women's Children and Youth Affairs (MoWCYA)	Youth Centre Service Provision Standard document	The following aspects were reflected in the document: sport for development; inclusion of young people with disabilities; and links between youth centres and community playgrounds. The document was distributed to all youth centres (approximately 1,000) in 2013.	The IIP helped to raise awareness of the importance of sport for development, inclusivity and links with community playgrounds and ensured that these were reflected in the document.	Other
Ethiopia	Ministry of Women's Children and Youth Affairs (MoWCYA)	Training manual for Girls Clubs	Prior to the IIP, there were guidelines in place for Girls Clubs before, but the IIP encouraged a training manual to be developed.	Resources introduced through the IIP informed the development of the manual.	Teaching or coaching resources

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Ethiopia	Ministry of Women's Children and Youth Affairs (MoWCYA)	National Strategy Document on Adolescent Participation and Development	The revised strategy includes sport and play now recognises young people aged 10-29 years old; previously it targeted people aged 15 – 29 years old.	Through the IIP, UNICEF provided expert inputs and helped to bring the stakeholders together to ensure that sport for development was acknowledged in the strategy. Without IIP, a representative from the MoWYCA confirmed that the policy would not have included sport and play.	Other
Ethiopia	Ministry of Education	National Sport Guidelines	The Ministry of Education has developed national sport guidelines to support individuals in delivering extra curricular sports activities across schools IIP ensured that this supports the inclusivity of all students, including girls and disabled people; includes local indigenous games; and improves the quality of delivery through the use of new methodologies. The Ministry of Education has committed resources to print and distribute the guides to all schools and this is anticipated to happen in 2014/15.	The IIP helped to raise awareness of the importance of inclusive sport and provided methodologies to help deliver PE and sport.	Teaching or coaching resources
Ethiopia	Ministry of Education	Teacher education PE curriculum	The teacher education curriculum has been revised, which will support the implementation of the revised PE curriculum. This includes the integration of TOPS resources.	The IIP has provided expertise to develop the curriculum.	Teaching or coaching resources
Ghana	Ghana Education Service (GES)	School sports policy	The IIP facilitated the development of a national school sport policy in place of a series of fragmented directives. The policy document will ensure that all basic schools have clear guidelines on how to use PE and sport to promote quality education in schools and will include methodologies adopted from the IIP.	UNICEF and British Council supported a committee and coordinated the development process for a new School Sports policy. Methodologies from the IIP are also included.	Education or school sport policy and legislation
Ghana	Ministry of Youth and Sports	National Community Coaching Education Framework	The National Community Coaching Education Framework was developed through the IIP and launched in March 2014. It will serve as a basic guide for training and educating community coaches.	The framework is based on ICES, which was introduced by the IIP.	Teaching or coaching resources

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
India	Ministry of Youth Affairs and Sport	PYKKA	Enhanced training of community sports coaches or Kridashrees in rural areas (Panchayats).	The IIP has supported the integration of sport for development into this programme in various ways including shaping quality assurance mechanisms for cascade training, providing technical input, advocacy and support to the PYKKA Secretariat. UNICEF kits also influenced the design and distribution of the PYKKA Village Sports Kit.	Teaching or coaching resources
India	National Council of Educational Research and Training (NCERT)	NCERT curriculum	Physical Education Cards (PEC) are now featured in the NCERT curriculum; all primary and secondary schools are required to follow that curriculum.	PEC was one of the key IIP activities.	Teaching or coaching resources
India	Central Board of Secondary Education (CBSE)	Physical Education Cards (PEC)	PEC is now featured in the curriculum, which all primary and secondary schools are required to follow.	PEC was one of the key IIP activities. The adaptation, development and uptake was largely due to UNICEF advocacy and influence.	Teaching or coaching resources
India	Government of Andhra Pradesh and Assam	Compulsory Education Act	In Andhra Pradesh and Assam, the Government has made PE a compulsory subject in primary schools. The compulsory Education Act includes a mandate for the inclusion of PE and sport in the curriculum. The Act was passed by the state governments, who then had to modify the act and opt in and out of the parts of it.	There was no compulsory need to move ahead with this act but through the IIP there was a significant amount of advocacy undertaken which encouraged them to move forward much more quickly.	Education or school sport policy and legislation

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
India	Parliament of India	Right of Children to Free and Compulsory Education Act	<p>The Act was introduced in 2009 and contains mandatory provisions for integrating sports and physical education within the school education system by providing for the following:</p> <ul style="list-style-type: none"> <li>• A playground for each school.</li> <li>• Part time instructors for physical education in upper primary schools (131,000 part time posts have been sanctioned under the Act).</li> <li>• Supply of play materials, games and sports equipment, as required to schools.</li> </ul>	Government representatives suggested that the IIP was influential in raising the importance of sport and physical education and the relationship with the new emphasis on student-centred learning.	Education or school sport policy and legislation
India	Sarva Shiksha Abhiyan (SSA)	Roll out of PEC through SSA primary schools	Adaptation, development and uptake of PEC through SSA in Uttar Pradesh and West Bengal.	PEC was one of the key IIP activities. The adaptation, development and uptake was largely due to UNICEF advocacy and influence.	Teaching or coaching resources
India	Ministry of Youth Affairs and Sport	National Sports Development Act	National Sports Development Act includes sport for development principles and references to PEC.	PEC was one of the key IIP activities.	Sports policy and legislation
Indonesia	Ministry of Youth and Sport	PE and Sport Award	The Ministry of Youth and Sport has introduced a specific PE and Sport Award (cash plus CPD certificate), embracing inclusion and encouraging teaching practices which grow participation in school sport. This will contrast with the existing Awards, which focused on the promotion of individual sporting excellence.	This change follows the Ministry's exposure to IIP activities (which strengthened and appeared to provide a practical solution to the Ministry's understanding that greater involvement in school sport can help them to meet their objectives around expanding the talent pool), and support from BC and UNICEF for the joint development of inclusion criteria. The Ministry confirmed that there may have not been a new Award without the IIP.	Sports policy and legislation
Indonesia	Bone District Government (South Sulawesi)	A PERDA (District Regulation) of Sports	Bone has passed a district regulation (PERDA) on sport and agreed to fund the in-service training of 600 more teachers in TOPS, with support for trainers from UNICEF, in three sub-districts.	IIP highlighted the benefits of cross-departmental cost-sharing.	Sports policy and legislation

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Indonesia	Pasuruan City Planning Office.	TOPS training and resources	At the sub-national Demonstration Unit level, a 'Viv Forum' has been established to promote a child centred PE and sport service, and have been rolling out TOPS training at the school and Islamic kindergarten levels through socialisation, with an emphasis on traditional games and simple materials. To support this, the Viv Forum also adapted a TOPS teaching resource for improving physical literacy within Early Childhood Education and Development Centres and this has been rolled out to the rest of the province of East Java. The Viv Forum is fully supported by the Pasuruan City Planning Office and its wider budgeting process, which has included the integration of sport within their Child Friendly City policy (the only CFC in Indonesia to embrace sport). Their Child Friendly Village pilot will be expanded to all villages in the municipality in 2014, with the Viv Forum rolling out training for all primary and secondary schools, using local budgets from the basic and secondary education offices and religious office.	In Pasuruan, Viv Holt from the YST helped to set up a forum to promote a bottom-up approach to promoting a child-centred PE and sport service, including through cascade of TOPS training at the school and Islamic kindergarten levels. UNICEF's partnership building and approach to socialisation through the City Planning Office secured a cross-city government commitment to 'sport for character development'. Pasuruan is the only CFC in Indonesia to embrace sport.	Teaching or coaching resources
Indonesia	Ministry of Social Affairs and Ministry's National Training and Research Centre	Social Welfare Human Resources Development	Ministry of Social Affairs and the British Council signed an MoU capturing the agreement for Social Welfare human resources development through trainings, research and further roll out of TOPS for behavior change. MOSA has allocated funding in the national budget line for the activities.	TOPS was introduced through the IIP, via successful pilot activities in street shelters.	Teaching or coaching resources
Indonesia	Subang District Office.	District Decree	In Subang a Decree has been issued and money allocated (from the district planning office) to train 150 school teachers, covering all junior, secondary junior and special needs schools in the area.	Following pilot activity, British Council negotiated with Subang's local education authority and city planning body to sustain teacher training and school links.	Other

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Jordan	Higher Council for Disability and Jordan Paralympic Committee	Disability 5 Star Challenge	Disability 5 Star Challenge has been officially adopted by Higher Council for Disability and JPC and there are plans to embed the Challenge within the work of the HCD and roll the programme out to all schools.	The IIP enabled the 5 Star Disability Sports Challenge to be developed and piloted in Jordan. IIP facilitated partnership working between Jordan and Northern Ireland and through this partnership working, Jordan adapted a programme that was already being delivered in Northern Ireland. Representatives from the HCD stated that “the 5 Star Challenge is a vital project in terms of supporting our inclusive education work...there has been nothing like this before and IIP made it happen...it is different to other projects because it is not just about theory”.	Sports policy and legislation
Jordan	Ministry of Education	King Abdullah II Award	YSL was introduced to the King Abdullah II award. Due to the success of the leadership program, the Ministry of Education has pledged to integrate the leadership component into every school by 2013.	Through the IIP, a leadership programme, was piloted as part of the KAIIA. The KAIIPA project manager at the RHAS confirmed that “the leadership element of the Award would not have been developed without the IIP”.	YSL training resources
Jordan	Jordan Olympic Committee	Jordan Olympic Committee Strategy	Jordan Olympic Committee is prioritising the broad-basing of sport with specific focus on participation of women and girls.	Through the IIP, a workshop on influencing the participation of girls was delivered. This formed the basis for the policy change.	Sports policy and legislation
Malaysia	Ministry of Education	Transformation Curriculum	TOPs training has strengthened and enhanced the curriculum, for example by providing resources that enable teachers to teach children basic PE skills.	Whilst transformation within primary schools was underway prior to the IIP, the TOPs training, which was delivered through the IIP, has strengthened and enhanced the curriculum. MoE believes that TOPs training and materials would not have been developed without the IIP influence.	Teaching or coaching resources
Malaysia	Ministry of Education	1 Student and 1 Sport Policy	The Government's 1 Student 1 Sport Policy, aims to ensure that a student is involved in at least one sport in school. TOPS provided an important mechanism to support teachers in implementing this policy. Through a programme of Sports Camps, a training programme, which incorporates TOPS, has been agreed and the Ministry of Education is supporting the roll out of this.	The Ministry of Education believes that the TOPS training materials would not have been developed without the IIP.	Education or school sport policy and legislation

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Mozambique	Ministry of Education (MINED)	TOPS manual	TOPS Mozambique manual has been drafted and has been rolled out to 120 districts in Mozambique.	The manual was developed by the Task Force which was convened and supported by the IIP.	Teaching or coaching resources
Mozambique	Ministry of Education	Child Friendly Schools	PE and sport has been officially incorporated by MEC as a component into the CFS strategy for implementation in the 7 CFS districts in Mozambique.	The IIP shaped both quality of delivery (through adapted TOPS) and the PE lessons actually happening for a minimum of 2 hours per week.	Education or school sport policy and legislation
Mozambique	Ministry of Education (MINED)	Regulation on PE hours	MINED issued a regulation on the requisite number of hours PE, which shall be implemented in primary schools (2 hours per week)	Set up by the Task Force which was convened and supported by the IIP.	Education or school sport policy and legislation
Mozambique	Ministry of Education and Teacher Training Institutes.	TOPS training curriculum	PE training for primary school teachers using TOPS has been included in the 2011 Annual Financial Plan of Ministry of Education and Teacher Training Institutes' (IFPs) curricula.	Set up by the Task Force which was convened and supported by the IIP.	Teaching or coaching resources
Nigeria	Lagos State Education Board.	IAAF kids' athletics training	Lagos State Education Board is funding the roll out of IAAF kids' athletics training.	Due to a partnership fostered by IIP between the Lagos State Universal Basic Education Board and IAAF kids athletics.	Teaching or coaching resources
Nigeria	Lagos State Education Board	School policy	A new policy in Lagos state states that permission for any new schools (primary or secondary) can only be granted on the condition that they include space for physical education/sport to take place on school grounds.	The change was driven by the steering committee set up/influenced by the IIP.	Education or school sport policy and legislation

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Nigeria	Federal Ministry of Education and Ministry of Sports.	National school sports policy	A new PE and School Sports policy to ensure provision of regular and systematic PE and sports in all schools and out of school has been drafted by the Federal Ministry of Education and Ministry of Sports. The previous sports policy was reported to be weak or non-existent; for example with significant gaps in relation to gender sensitivity, special needs and specific guidelines for teacher training.	The IIP has been a key influence on developing the policy, particularly through reciprocated visits between UK and Nigerian policy makers in 2009, the development of the IIP national steering committee (March 2010), an IIP launch/policy dialogue hosted by Estelle Morris in July 2010, and a presentation by YSLs at the end of 2010.	Education or school sport policy and legislation
Pakistan	The Sindh Government and Ministry of Capital Administration and Development	Regulation on PE hours	The Sindh Government have issued a mandate to schools to state that they must introduce 2 hours of PE a week into their schools. This will be rolled out to all 49,000 schools in Sindh. It is a mix of both primary and secondary schools and also includes schools from rural and urban areas. The Ministry of Capital Administration and Development (CAD) have also formally endorsed 2 hours of PE/week in all schools in Islamabad Capital Territory. This will be reflected in the timetables of 1-8 grades.	These schools will be using the new resources developed by British Council, Curriculum Development Working Groups and Ministries of Education in Sindh, Punjab and ICT.	Education or school sport policy and legislation
Palau	National Olympic Committee for Palau and the Ministry of Education	Memorandum of Understanding (MoU)	A MoU between Palau NOC and Ministry of Education was signed to continue work commenced through IIP, including the Elementary After School Clubs project.	The partnership between the NOC and the Ministry of Education was formed through the IIP.	Education or school sport policy and legislation
South Africa	Sport and Recreation South Africa	School Sport Manual	An IIP School Sport Manual has been launched and distributed to all 27,000 schools in South Africa. The Manual supports teachers and coaches to deliver sport in their schools. All schools, including independent schools, will receive a copy of this manual and be expected to use it to guide their school sport programme.	The manual was developed by SRSA, BC and UKSport. According to BC, IIP helped to secure SRSA's financial support and commitment to develop the manual which would not have happened without the IIP.	Teaching or coaching resources

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Tanzania	Tanzania Institute of Education	Personal Development Skills (PDS) used at Primary level Curriculum	The IIP has supported the Tanzania Institute of Education to develop TOPS resources for Tanzania. There was a desire to improve the PE curriculum resources, which were considered to be too technical and not user friendly. TOPS will be approved for roll out across all primary schools in Tanzania in 2014.	The IIP strengthened the re-design process by sharing good practice and encouraging the involvement of experts in the process. A Curriculum Developer at the Tanzania Institute of Education stated that: "without the IIP, we could have overlooked key players." The IIP has also enabled the process to be piloted in five regions.	Teaching or coaching resources
Tanzania	Ministry of Information, Youth, Culture and Sport and National Sports Council	National Sport Policy	The following have been added to the National Sports Policy: Sports Participation and Athlete Development Pathways Model (SPADPM); Integrated Community Sports (ICS) Model; Sport Education and Accreditation Framework (SEAF); and M&E Framework.	The IIP supported the development of the SPADPM by providing technical guidance and by sharing good practice from elsewhere and many stakeholders believe that the model would not have been developed without the IIP. The IIP introduced the ICS model and encouraged organisations to use community sport to support wider community issues, such as inclusion and health. The IIP enabled experts from the UK to work with Tanzania partners to raise awareness of the importance of a SEAF, explain how it can be developed, and share good practice. Stakeholders also believe that the IIP helped to develop a framework of higher quality and allowed it to be developed much sooner. The IIP provided technical expertise and advice and also helped to bring partners together to develop the M&E framework.	Sports policy and legislation
Turkey	Ministry of National Education	Curriculum of the compulsory play and physical activities course	Curriculum of the compulsory 'play and physical activities' course for the 1 to 4 grades of Primary Education was developed and paralympic and disability concepts were integrated into the curriculum which was approved by the Board of Education and started to be used for the 1st grade in all primary schools in 2012.	As part of the IIP, Paralympic School Days were delivered in all pilot schools and SHÇEK institutions. Elements of the Paralympic School Days have been included in the new play and physical activities curriculum for grades 1 to 4.	Teaching or coaching resources

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Turkey	Ministry of National Education	FEK card resource packs	FEK card resource packs have been developed and rolled out to grade 1 - 3 students. The MoNE has earmarked government funds for printing and distributing 210,000 FEK card resource packs and 'I am playing a game' booklets to teachers by March 2013, which will potentially reach all 1.5 million grade 1 students in Turkey, and by 2015 this will increase to 210,000 FEK card resource packs which should reach all 4.5 million grade 2 and 3 students in all 81 provinces.	The IIP contributed to the development of new curriculum resources, which combines FEK card resource packs and 'I am playing a game' booklets.	Teaching or coaching resources
Turkey	Ministry of National Education	Regulation on PE hours	Since September 2012, elementary schools throughout Turkey now deliver 5 (instead of 2 hours) of compulsory play and physical activities per week for grade 1 and this will gradually be introduced for grades 2 and 3.	In May 2012, as part of the IIP, UNICEF organised a timely study visit to the UK that inspired the President of the Board of Education, Prof Emin Karip, and helped to secure his commitment to increase the amount of teaching time allocated to PE through the new play and physical activities course for grades 1 to 4. Although MoNE already had plans in place to change the PE curriculum when the 4+4+4 education system was established, it was cited that "without the IIP study visit to the UK, an increase in hours for play and physical activities would not have been introduced". Nor would there have been the drive or momentum to implement these changes within the current timescale, without the support of the IIP.	Education or school sport policy and legislation
Turkey	Ministry of National Education	Primary Education Institution Standards (PEIS)	The Active Schools' standards and indicators have been written into the Primary Education Institution Standards (PEIS) and the monitoring forms which all primary schools in Turkey must complete and return to MoNE so that they can assess the current status of schools against these standards.	This was inspired by the Scottish Active Schools programme observed during the IIP UK study visit. The Active Schools concept has already been adopted in the pilot schools and SHÇEK institutions.	Education or school sport policy and legislation

Country	Lead organisation	Policy influenced	Policy changes	Role of the IIP	Type of policy
Turkey	Ministry of National Education and National Paralympic Committee of Turkey (TNPC)	Paralympic School Days training programme	An agreement has been established between TNPC and MoNE, which will fund the roll out of the Paralympic School Days training programme to all primary schools in Turkey for grades 5 to 8.	Pilot Paralympic School Days were delivered through the IIP and the assessment results and evidence of positive outcomes for students and teachers influenced the roll out of this.	Education or school sport policy and legislation
Uganda	Kyambogo University and Ministry of Education and Sports	Community Coach Education Framework	A community coaching system and Child Protection Policy to guide sports in Uganda have been drafted. These documents have received provisional government approval as part of the Community Coach Education Framework. The implementation of the framework required a curriculum for educating community coaches and Kyambogo University is spearheading the process of writing this curriculum on behalf of Ministry of Education and Sports, which now owns the framework.	Through the IIP, UK Sport provided technical inputs.	Teaching or coaching resources
Zambia	Ministry of Education and the Curriculum Development Centre (CDC)	PE curriculum	Sport and PE will be made an examinable subject and thus compulsory in schools from grade 1 onwards, and will become more structured in its approach.	During the IIP pilot, BC and UNICEF lobbied the Ministry of Education (Directorate of Curriculum and Standards) and the Curriculum Development Centre (CDC) to agree to curriculum change, and provided training, consultation workshops around PE curriculum development and materials.	Education or school sport policy and legislation
Zambia	Ministry of Youth Sport	Sport Education and Accreditation System (SEAS)	The ICES was embedded in the SEAS.	ICES was introduced through the IIP Zambia as part of wider package of support for the development of a regional Sport Education and Accreditation System (SEAS), with UK Sport and the Norwegian Olympic Committee, Paralympic Committee and Confederation of Sport (NIF) as partners. Interactive seminars suggested making ICES part of SEAS (participation pathway), and with Ministerial support	Teaching or coaching resources

## **Annex Six: SWOT Analysis**

Based on the findings from Ecorys research the following table sets out a SWOT analysis, which identifies the key strengths, weaknesses, opportunities and threats of the whole programme.

**Table A6.1: IIP SWOT Analysis**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Long term vision for PE, sport and development</li> <li>• Substantial overall budget and international reach</li> <li>• Relevant partnership, including high level technical expertise</li> <li>• Outcomes Matrix provided common focus for delivery and monitoring and evaluation</li> <li>• Tailored to specific contexts for each country</li> <li>• In-country ownership of the programme</li> <li>• Three year country programmes, including focus on securing legacy</li> <li>• Intervention at multiple levels - policy makers, practitioners and young people</li> <li>• Proven ability to change attitudes and plans of policy makers</li> <li>• Capacity building activities and cascade of training brings significant additional benefits to practitioners</li> <li>• Participation in improved PE and sport generates multiple wider outcomes for children and young people</li> <li>• Effective tools to support inclusion of disabled children and young people and to empower young women</li> <li>• IIP legacy planning, including establishment of the IN charity</li> </ul>	<ul style="list-style-type: none"> <li>• Focus of overarching targets on outputs, rather than outcomes</li> <li>• Lack of partner coordination and joint working in some countries</li> <li>• Ambiguity of some key performance indicators</li> <li>• Implementation delays in some countries meaning it was difficult to deliver all objectives within three years</li> <li>• Lack of buy-in from some senior policy makers and key ministries and/or steering committees not meeting regularly</li> <li>• Need for additional expertise on IIP Board, including in fundraising and international development</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Flexible appeal of PE and sport to multiple policy stakeholders</li> <li>• Roll out of activities/expansion to other parts of IIP countries (and on-going policy change)</li> <li>• Attracting corporate sponsorship for activities in-country</li> <li>• Lasting changes in attitudes, and use of PE and sport as a development tool within partner organisations</li> <li>• Sustaining international partnerships and expansion to new countries (including through the IN charity)</li> <li>• Use of evaluation impact findings to help fundraise to support future programmes</li> <li>• Transfer of lessons around legacy planning/programmes for future Olympic and Paralympic Games</li> <li>• Transfer of lessons from the IIP to other sport and development interventions, and their monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Political instability and change within IIP countries</li> <li>• Embedded (negative) cultures and attitudes towards PE and sport, youth and women</li> <li>• Insufficient funding to continue to deliver activities in IIP countries and in future countries</li> <li>• Lack of interest in future International Inspiration initiative linked to 2016 Games</li> <li>• In-country partners do not build on lessons from IIP or 'mainstream' PE and sport within strategy and practice</li> <li>• Sport for development not taken seriously as a policy tool and solution by external partners and funders</li> <li>• Body of evaluation work not built upon through follow-up research</li> </ul>



Jonathan France

Tel: +44 (0)207 423 5312

Email: [jonathan.france@uk.ecorys.com](mailto:jonathan.france@uk.ecorys.com)

Sarah Jenkins

Tel: +44 (0)121 212 8846

Email: [sarah.jenkins@uk.ecorys.com](mailto:sarah.jenkins@uk.ecorys.com)

[www.uk.ecorys.com](http://www.uk.ecorys.com)

Unless otherwise stated,  
all photos courtesy of IN