

# PROGRAMME ANNUAL REPORT

## GUIDANCE FOR COMPLETING THIS FORM

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

## LAUREUS SPORT FOR GOOD

### Our Vision

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

### Our Mission

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

## SUPPORTING DOCUMENTS

### Please provide the following in support of this annual report

- Your Annual Financial Report. Please use the excel document that you received in your grant pack and complete the annual report tab. If you cannot find your Excel sheet, please contact your grant manager who will be able to re-send it to you. **(mandatory)**
- All organisations that would like to collaborate with us must have sound financial procedures in place and must produce annual accounts. You must submit a copy of your most recently approved accounts, signed and dated by your chairperson, secretary or treasurer and by your auditor or independent examiner where appropriate. The accounts you send us must not be more than 12 months old. If recent audited accounts are not available, please submit them when they are available **(mandatory)**. Meanwhile, submit your most recent management accounts with this report.
- One relevant case study of programme participants, highlighting how the programme has influenced their lives. Please use the template shared by your Grant Manager with the start-up pack, ensuring Laureus Sport for Good has consent to use the story and pictures. We will accept either your own consent form OR Laureus template. **(Both, case studies and signed consent forms are mandatory)**
- Documents or links to any external evaluations or research into the social impact of your activities that have been conducted in the last twelve months. **(optional)**
- Up to 3 high resolution photos showing your work in this reporting period **(mandatory)**

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## Section 1: Organisation Details

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

<b>Organisation Name</b>	ACER
<b>Programme Name</b>	Sports: a Bridge to the Future 2022
<b>Period</b>	1st January 2022 to 31st December 2022
<b>Submitted by (name of report writer)</b>	Jonathan Hannay

### 1.1 Safeguarding Children and Young People

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

<p><b>Have there been any changes or developments in your Safeguarding systems and processes in the last twelve months? Please describe any changes. (250 words)</b></p>	
<p><b>Have there been any incidents in the last twelve months related to Safeguarding?</b>  <b>If yes, how were they reported and addressed? (Please provide the total number of incidences and a general overview of the types of incidences that have come up Note: please do not include any identifiable information, such as the names of any children/individuals involved).</b>  <b>(500 words)</b></p>	

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Please describe any training that you have delivered to staff/volunteers/participants on safeguarding and tell us who these people are. (500 words)

## 1.2 Governance

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

Were there any changes in the last twelve months in the makeup of your senior management, board of directors/trustees? If so, please give details. (250 words)

Over the past 12 months we have elected a new board and fiscal council but the senior management team has stayed the same.

Please enter details in the table to the right for each category.

	Original Application (Planned)			Total (Actual)		
	Female	Male	Non-binary	Female	Male	Non-binary
Trustees & Advisory Board	7	3		6	4	0
Full-time Staff				8	7	0
Part-time Staff				21	21	0
Volunteers				4	2	0

Briefly, describe any major changes to your staffing structure in the last twelve months. (250 words)

There were no changes made to staffing structure, we had an increase in the numbers of staff due to programmes funded that in 2021 had not been funded or had been funded at a lower level.

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<p><b>Has there been any change in your ownership or governance structure in the last twelve months? If so, please give details. (e.g transition from charity to company, merging with another organisation etc.) (250 words)</b></p>	<p>There were no changes made to staffing structure, we had an increase in the numbers of staff due to programmes funded that in 2021 had not been funded or had been funded at a lower level.</p>
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## Section 2: Programme Summary

*In this section, we ask for basic details of your programme, funds spent during the year, programme activities and participants and programme risks.*

### 2.1 Grant Compliance

<p><b>Are there any Special Conditions included in your Grant Agreement?</b></p> <p><b>If no, please go to Section 2.2.</b></p>	<p>No</p>
<p><b>If yes, have you fully met this Special Condition?</b></p> <p><b>If no, please provide a justification and your plans to meet this condition.</b></p> <p><i>PLEASE NOTE: Special Conditions to the Grant Agreement are mandatory. LSFG has the right to cancel the grant if these are not fully met in time and good manner.</i></p>	

### 2.2 Programme impact and challenges

*In this section, we ask you to provide details of the impact and challenges of the programme funded through your Laureus Sport for Good Grant.*

<p><b>What are the programme's key achievements over the last twelve months? Please describe here any</b></p>	
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<p>expected or unexpected positive impact on your participants because of your programme. Please do not describe the activities you have done. Instead, we would like to understand the impact of those activities. (500 words)</p>	
<p>What are the key challenges you have faced in the past twelve months and how have you address them? Have you had to change the design of your programme to meet these challenges? If so, how? (500 words)</p>	

### 2.3 Programme Risks and Opportunities

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

<p>The Risk and Mitigation columns have been automatically completed based on the information you submitted in your application. Please update us on the current status for each.</p>	<p><b>Risk</b></p>	<p><b>Has this risk happened? If so, what have you done to overcome the risk?</b></p>
	<p><u>1. Internal</u></p>	<p>This was confirmed by the low levels of participation of girls in the classes offered on community courts. Our strategy was very successful with both the number of schools having partnership with us for classes and numbers of girls participating growing through the year.</p>
	<p><u>1. Internal</u></p>	<p>Our strategy was successful and only one youth monitor got covid during the year and no classes were cancelled for this reason.</p>
	<p><u>1. Internal</u></p>	<p>Over the two grant payments we managed to receive the amount in local currency that we had budgeted for originally.</p>
	<p><u>1. Internal</u></p>	<p>This indeed has happened and we have had to accept that in 2023, we shall only be running girls sports classes during the school year.</p>

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### 2.4 Diversity and Inclusion

*This section should help us understand what mechanism has your organisation in place to ensure that it is not leaving anyone behind. What are you doing to make sure your activities and facilities are accessible to all, regardless gender, sexual orientation, race, ethnic, religion or disability (physical or intellectual).*

**How does your programme ensure equality, diversity and accessibility? Please explain what your programme has done to ensure no one has been left behind. (500 words)**

In accordance with its governing documents, ACER Brazil has always had a fully open door policy accepting participation of all regardless of any difference they may have. However recognising the practical challenges and barriers to full participation, we enumerated six strategies we are using and I shall address each one as laid down with the steps we have effectively taken during the year.

1. In addition to training of staff and youth monitors in the use of Coaches across Continents methodology, the safeguarding officer has provided staff with specific orientation and support to work in a positive manner with children with disabilities and deficits as well as transgender children. Another important support has been around children who have/are suffering violence and abuse in the home.
2. Whilst we asked parents to identify special needs on matriculation, we discovered that many parents did not do so out of a fear of their child suffering discrimination and therefore over the first semester our safeguarding officer observed all sports classes and discussed children with coaches in order to do pre-diagnosis and follow up for special needs. During this process two non binary children were identified (girls identifying as boys) and we were able to make sure their desired name is on roll call whilst maintaining their documentation in order. We also worked with Teampact to include the option of "Other/non-binary" as an option with regard to gender. The Safeguarding Officer did this same process for the new classes that were started in the second semester.
3. The Children's Council has fed back to sports coordinator and coach about quality of the classes and the need to be more rigid concerning behaviour in the rugby programme leading to tailored support for the coach from the Safeguarding officer. In the second semester all could note the improvement achieved with this intervention. With input from the parents council which identified the need for academic support for many of the children in the sports programme, with two volunteers we have created three classes for extra curricular academic support.
4. Classes in schools has proven to reduce barriers to girls participation that is the lack of confidence in security for girls to do sports using community facilities with times established with schools for girls to be able to participate either before or after their school hours. As a result, in the second semester we were able to add two new schools to our girls futsal programme.
5. With the great increase in poverty resulting from the pandemic and its economic effects, ever less families can afford sports shoes and we have managed to do big

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	<p>mobilisations of donations with St. Paul's school - especially for sports shoes and other partners for food baskets.</p> <p>6. All spaces we are using in partnership with schools and local government as well as SESI are fully accessible.</p>
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### 2.5 Programme Collaboration

*In this section, we would like you to explain how you collaborate with others and establish synergies with relevant stakeholders (government and public institutions, other local/ international charities, education centres, sport centres, community based organisations, etc.).*

<p><b>Please describe with whom you have collaborated to implement your programme and what their role has been. (250 words)</b></p>	<p>Futsal: the city government cede the use of 4 community hard courts, two housing associations which co-manage two of the courts allow for our use, St. Paul's School with donations of balls and equipment, 5 local primary schools where we hold training sessions for female pupils of theirs, a volunteer Mark O'Sullivan who has a company delivering extracurricular sports to St. Paul's School with its own training methodology and who is working with one of our coaches and two classes on a weekly basis. General: Coaches across Continents for methodology; Force for Boob, a Taiwanese organisation who has provided training materials for teaching girls about breast development and will in the second semester provide sports bras; Waves 4 Change - we continue to collaborate on the development of their app and have fully adopted it since the beginning of the year for registering all classes and sporting events.</p> <p>The entire sports programme is realised in a collaborative manner and our principle partners in this first semester have been:</p> <p>Rugby: SESI Diadema the use of their sporting facilities and equipment, HURRA support for fundraising and integration with the Brazilian Rugby Federation, UmRio for training techniques, Saracens Bandeirantes Rugby Club for training for our youth on Saturdays including transport.</p>
<p><b>Have you had additional funding for this programme? If so, please explain how much you raised, who has provided you with the funding and how/where you</b></p>	<p>Yes we have, we raised a total of \$51,763 this semester. The breakdown was as follows: \$12,315 from sister organisation CARF-UK, \$2,067 from GlobalGiving, \$565 from Bandeirantes Rugby Club (a new partnership as above), \$13,274 from Fondation BERFRED for the Safeguarding Officer + expenses, \$10,588 from St. Paul's PTA for the Safeguarding Officer + expenses, \$955 from Taiwan in the form of sports bras, \$3,133 from Doe Gols in the form of sports boots and sneakers, \$6,182 from our Alimentar project distributing food</p>

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<p><b>have re-invested this into your programme? (250 words)</b></p>	<p>baskets to families - this has many different donors and \$2,685 from St. Paul's School and its student boy in the form of used sports equipment and sports shoes/boots.</p>
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**Section 3: Monitoring, Evaluation and Learning**

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

<b>3.1 NUMBER OF PEOPLE BENEFITTING</b>													
Below you will find the numbers of participants you expected when you submitted your initial application. Please fill in the actual figures to date for each type of participant.													
<b>A. Type of participants</b>	<b>Narrative description of who this includes (etc. Age and other characteristics)</b>	<b>Target Total</b>	<b>Target Male</b>	<b>Target Female</b>	<b>Non-Binary</b>	<b>Mid-term Total</b>	<b>Mid-term Male</b>	<b>Mid-term Female</b>	<b>Mid-term Non-Binary</b>	<b>Annual Total</b>	<b>Annual Male</b>	<b>Annual Female</b>	<b>Annual Non-Binary</b>
Other people benefiting	School children from 8 partner schools from the neighbourhoods of Eldorado and Canhema in Diadema City	2600	1300	1300	0	2232	990	1242	0	3738	1671	2067	0
Other people benefiting	Representatives of sports organisations and confederations from Brazil	30	15	15	0	0	0	0	0	16	12	4	0
Other people benefiting	Parents of children and young people doing sports activities at ACER	150	65	85	0	70	27	43	0	136	48	88	0
Participants	Children who live in the area of Eldorado and Canhema neighbourhoods, Diadema City	415	208	207	0	324	173	149	2	462	242	220	2
Participants	Children and young people participating in					7	5	2	0	7	2	5	0

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	the children's council												
Participants	Young people who live in the area of Eldorado neighbourhood, Diadema City	45	8	37	0	58	45	13	0	73	55	18	0
Participants	Youth monitors who live in the area of Eldorado neighbourhood, Diadema City	3	1	2	0	3	1	2	0	3	1	2	0
Participants	Parents of children and young people who participate in ACER activities	9	3	6	0	6	0	6	0	6	0	6	0
Participants with Disabilities	From the total number of participants you have entered above how many are participants with disability:	20	10	10	0	14	7	7	0	16	7	9	0

### B. How have you calculated actual totals?

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

**The Safeguarding seminar was held on the Microsoft Teams platform by SESI São Paulo in partnership with REMS, a network of sports organisations working with sports as a tool for social development. They registered presence and passed the numbers to me; 31 people registered for the webinar. We did not reach our target and we have some hypotheses: due to the world cup we had to move the date twice; linked to this, collectively we did not manage to have an effective communications campaign to attract participants; safeguarding is still a very new concept in the Brazilian context and does not seem to be something that clubs and organisations identify a need for.**

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

Below you will find the outcomes, indicators and targets based on your original application. Please provide actual figures for this six-month period.

**Outcome 1 Description**

Participant children and young people believe that people of all genders are equally capable and able to do sports and occupy all spaces in society.

**Outcome 2 Description**

Participant children and young people understand the forms that violence and abuse can take and know what they can do and who to turn to if they suffer from violence or abuse.

**Outcome 3 Description**

Participant children and young people will have increased life skills

**Outcome 4 Description**

**Outcome 5 Description**

Outcome No	Indicator Type	Indicator Name	Data Collection Method and Frequency of Data Collection (e.g Is this a Pre and Post survey, Quarterly; Baseline and End line)	Participant group you have collected information from e.g target participants for this outcome parents, teachers, specific community members you will be targeting; staff from the organisation)	Target	Actual to date
Outcome 1	Qualitative	Girls express that they are	Focus Group	3 different aged groups of girls (8 to 24) drawn		

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		confident of their place in taking part in regular sporting activities		from amongst the participants of the sports activities		
Outcome 2	Qualitative	Children and young people demonstrate a clear understanding of what to do if they suffer abuse	Focus Groups	2 groups of boys and 3 groups of girls of up to 10 members who regularly participate in the sports activities		The report of the results of the focus groups (attached as a separate document to this report) clearly demonstrates that the children and young people in the programme now have a clear understanding about what they can do and who they can turn to for support if they suffer abuse.
Outcome 3	Qualitative	% children/young people with improved bonding with members of peer group at the conclusion of the project	Questionnaire to be applied in interview format with data collection on a cellphone.	Participants in sports programme		
Outcome 3	Qualitative	Children doing	In depth interview	Sports coaches		

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		sports have improved social skills										
Outcome 3	Qualitative	% of children and young showing increased self control skills at the end of the project cycle	Questionnaire to be applied in interview format with data collection on a cellphone.	Participants in sports programme								
Outcome 3	Qualitative	% of children/young people showing Increased interpersonal skills and children/young people showing Increased interpersonal skills at the end of the project	Questionnaire to be applied in interview format with data collection on a cellphone.	Participants in sports programme								
					# Total	# Male	# Female	# NB	# Total	# Male	# Female	# NB
Outcome 1	Quantitative	% of children and young people who demonstrate an increase in their belief that	Questionnaire to be applied at the start and at the end of the year to track progress over time.	Participants in the sports programme.	200	94	106					

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		genders are equal in rights and possibilities	To be done in interview format with data collection on a cellphone										
Outcome 2	Quantitative	% of children and young people with an improved knowledge of the forms violence and abuse take	Questionnaire with closed questions applied at the beginning and end or year using a cellphone.	Participants in the sports programme.	200	94	106						
Outcome 3	Quantitative	Number of children/young lists people who are regular participants of the sports sessions (70% participation in sports sessions during a calendar month).	Data collected using Teampact App	Participants in sports programme	460	216	244						

3.3 Your activities		
Briefly describe here what you have done over the last 12 months (max. 500 words).		
Below you will find the activities you listed in your original application or continuation form. Please select the relevant option from the drop-down menu and describe briefly what you have done or, in the case of delays or cancellation, provide a justification.		
Activities	Progress to date (select from the following drop-down: completed; in progress; delayed; cancelled)	Comments. Please describe briefly what you have done and justify any delay, cancellation or changes to your planned activities.
Hour and a half long sport sessions in Futsal.	Completed	
Hour long sport sessions in rugby	Completed	
Hour and a half long sport sessions in Futsal.	In progress	
One and a half hour sports sessions of Karate	Completed	
Hour and a half sports sessions in Futsal	Completed	

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Hour long safeguarding workshops	Completed	
One and a half hour safeguarding training.	Completed	
50 minute taster sessions in rugby.	In progress	
1 and a half hour capacity building training sessions.	Completed	
Sports department planning meetings	Completed	
2 hour Children Council meeting	Completed	
2 hour Parents council meetings	Completed	
Hour long Focus groups looking at gender and abuse	Completed	
Baseline and end of year surveys applied	In progress	
Sporting fixtures amongst the different classes held by ACER	Completed	
Sporting fixtures with external teams from private schools and other community sports programmes	Completed	
Monitoring of the Teampact and Typeform databases.	Completed	
Coordinator and coaches contact families of children and young	In progress	



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in the sports programme.		
Posting on social media	Completed	
Publishing stories in ACER monthly newsletter		
One and a half hour safeguarding webinar for Brazil	In progress	
Hour long monitoring meetings.	Completed	
Preparing and submitting financial and progress reports to funder	Completed	

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

Can you please tell us what learning you have generated to explore whether your delivery is effective? *(Please refer to the learning questions that you provided in your original application form-For example, has staff training you have delivered this year, helped staff members perform better in their roles. Have female coaches you have recruited had an influence on girls' experience in your programme?) (500 words)*

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

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

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

### Section 4: Laureus Sport for Good Capacity Building support

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

Type of Support provided	Tick all that apply	Please describe the specific areas of support provided (e.g. to develop a safeguarding policy; to revise our sport and life skills curricula; to adapt our curricula to work with children with disabilities; to develop a new reserves policy; etc.)
No technical support provided	<input type="checkbox"/>	
Safeguarding	<input type="checkbox"/>	
Sport for development methodologies and approaches	<input type="checkbox"/>	
Monitoring, evaluation and learning (MEL)	<input type="checkbox"/>	

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<b>Financial management</b>	<input type="checkbox"/>	
<b>Governance</b>	<input type="checkbox"/>	
<b>Gender mainstreaming</b>	<input type="checkbox"/>	
<b>Others (please describe)</b>	<input type="checkbox"/>	

**4.2** What is the impact of this capacity building support on your organisation? What is your organisation doing (or planning to do) differently as a result of what you have learned this year? (e.g. development of safeguarding policy, better data collection tools, etc.)

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

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

**4.6 Peer Learning:** Have you been involved in any peer-learning and/or shared-knowledge initiatives with any other Laureus grantee this year? This can be one-to-one interactions, support received from other grantees/partners part of the Laureus Network, attendance in Summits and Forums (online or in person), etc.? **(500 words)**

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