

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 six 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.

Organisation Name	ACER
Programme Name	Sports: a Bridge to the Future 2020
Period	01/01/2020 to 31/12/2020
Submitted by (name of report writer)	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 vulnerable young people over the age of 18 too. In this section, we ask about your organisation's approach to protecting the children you work with from risks of harm and any form of abuse.

Have there been any changes or developments in your Child Safeguarding systems and processes in the last twelve months? Please describe any changes. (250 words)

Since the end of last year, we have been doing a full revision of our child protection policy and with the coming of the COVID 19 pandemic this has led to a new focus on developing a specific chapter concerning electronic communications and social networks (<http://www.acerbrasil.org.br/arquivos/PPC/ppcfb.pdf>). This new chapter was the consolidation and codification of practice which had changed with regard to staff following a serious safeguarding breach involving Facebook in 2018. At the beginning of the year, in order to improve our processes and follow up, ACER designated a staff member from the social work team, Andressa Silva, as safeguarding officer and established a weekly allowance of 10 hours work per week to be dedicated exclusively to this role. However with the increase in domestic violence and against children during the pandemic ACER decided to make this role full time and raised funding to cover the extra cost. We also developed an electronic registration system for all the work and incidents covered by the child protection officer. The revised safeguarding policy was published in August, following approval by the board of directors:
<http://www.acerbrasil.org.br/arquivos/PPC/PPC2020.pdf>

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<p>Have there been any incidents in the last twelve months related to Child Safeguarding? If yes, how were they reported and addressed? (Please provide the total number of incidences and a general overview of the types of incidences that have come up Note: please do not include any identifiable information, such as the names of any children/individuals involved). (500 words)</p>	<p>Over the year, we have had no specific safeguarding incidents. However since restarting direct sporting activities with children at the beginning of October, our Child Protection Officer, Andressa Silva, reported that the majority had very high levels of anxiety and all staff were oriented in how to reduce anxiety levels and talk about it openly. Gradually the anxiety levels have been reducing. In addition the Safeguarding Officer has been giving orientations to 41 individual children and families both at the ACER community Centre and in people's homes concerning how to deal with difficult situations that they bring up as well as orienting them on other government services they can get for specific psychotherapeutic and other needs.</p>
<p>Please describe any training that you have delivered to staff/volunteers/participants on safeguarding and tell us who these people are. (500 words)</p>	<p>In the mid term report, I fully described the work done with Hurra to develop their first safeguarding policy and give specific training to their team.</p> <p>On 12th August in conjunction with the International Safeguards for Children in Sport working group, we held a South American safeguarding webinar which was held in Spanish and Portuguese with simultaneous translation. The speakers were from Chile, Colombia, Peru, Brazil and Ireland - this was part of an international campaign with webinars taking place all over the world. 60 people signed up and 35 effectively participated from 11 different countries.</p> <p>In December, in partnership with UmRio, we held a Brazilian safeguarding webinar with Jonathan Hannay from the International Safeguards working group moderating; Petrucia Melo, the Adjunct Secretary for the Child from the Ministry of Family, Women and Human Rights gave a panorama of the Federal Governments work with sport and safeguarding highlighting the work done throughout the country, especially with indigenous peoples, in partnership with the armed forces; Ian Cook, Associate Managing Director of Kroll, a multinational consultancy, shared how child safeguarding fits in their work on investigations and compliance with professional sports clubs, federations and confederations in Latin America; Robert Malengreau, founder of UmRio, explained how his organisation had identified the need for a safeguarding policy and then developed and implemented it in their daily work; last, Andressa Silva, Child Protection Officer at ACER Brasil, explained what the activities and roles of her position were in day-to-day activities with children and adults focussing mainly on sports. This was followed by questions</p>

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	<p>from the audience and a debate amongst the panelists.</p> <p>This year, for the first time, UmRio decided to hire a social worker in order to strengthen their social impact and given ACER's experience in this area, ACER helped identify the profile for the new person and has subsequently given support to both the organisation and the new hire, Rachel, specifically through Andressa Silva who has held several calls with both Rachel and a group[of teenagers who are engaging around the question of teen pregnancy.</p> <p>Andressa delivered two sets of training to all staff focussed on the new safeguarding policy and how to identify and understand different forms of violence. She also gave individual training to each staff member about how to use and implement the safeguarding policy in their daily routines. She also delivered 16 group activities to different sets of children and young people at the ACER community centre focussed on safeguarding questions and introducing the policy and its protective mechanisms to them all.</p> <p>Jonathan Hannay, using the experience of ACER in its daily sports work and also in supporting other organisations develop safeguarding practices and policies, worked with the Centre for Sports and Human Rights, based in the US, to develop a worldwide survey (translated into 6 languages including Portuguese) into children and young people's experiences with sports under Covid 19. It is for those who do professional, elite amateur and grassroots sport for those aged 10 and above.</p>
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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.

<p>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)</p>	<p>At the end of 2019, ACER finalised two government contracts which were not renewed into 2020 and after careful study of the numbers, the ACER board of directors decided that they would only keep remaining contract until the end of April. This has lead to a sharp reduction in staffing and closure of some parts of ACER's work and as a result there have been changes made to the senior management structure. As the remaining programmes in January were for sports, reading in schools/youth protagonist and social work, this meant that Ivone who coordinated the Education and Culture programmes was let go and, in order to lighten the management layer, the general manager Marinisa Baptista also left ACER and the board nominated Michael Santos, finance and administration officer as the new Secretary General.</p>
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	<p>The senior management team is currently made up of Michael Santos - Secretary General, Finance and Administration, Kelly Lima - Social Work and Orlando Villa Neto - Sports and Andressa Silva - Child Protection Officer.</p>						
<p>Please enter details in the table to the right for each category.</p>		Original Application (Planned)			Total (Actual)		
		Female	Male	Gender defined differently	Female	Male	Gender defined differently
	Trustees & Advisory Board	7	3	0	7	3	0
	Full-time Staff	1	2	0	1	2	0
	Part-time Staff	2	3	0	2	3	0
Volunteers	0	1	0	0	0	0	
<p>Briefly, describe any major changes to your staffing structure in the last twelve months. (250 words)</p>	<p>With the pandemic, we lost our volunteer rugby coach who was unable to give classes for over 6 months. However we added the child protection officer who has a part time commitment to the sports programme.</p>						
<p>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)</p>	<p>With the pandemic, we lost our volunteer rugby coach who was unable to give classes for over 6 months. However we added the child protection officer who has a part time commitment to the sports programme.</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>Are there any Special Conditions included in your Grant Agreement?</p> <p>If no, please go to Section 2.2.</p>	No
<p>If yes, have you fully met this Special Condition?</p> <p>If no, please provide a justification and your plans to meet this condition.</p> <p><i>PLEASE NOTE: Special Conditions to the Grant Agreement are mandatory. LSFSG 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>What are the programme's key achievements over the last twelve months? Please describe here any 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>This year we put into practice the learning from last year concerning low uptake to our classes at the beginning of the year and through thorough planning and discussions with schools and other partners in January, we managed to engage with a very good number of pupils from February onwards and especially successfully with the 6 to 14 year olds. These numbers were fed by the fact that we managed to do a lot of taster sessions in two different schools right at the beginning of the school year.</p> <p>Another key achievement was that we managed to do baseline survey with 200 participants in the timeframe we had planned even though shutdown occurred half way through the process and staff had to do a considerable number of interviews through WhatsApp and phones. We had a very successful traditional March women and girls futsal festival as we had many more female teams from outside the region than ever taking part and this really opened up perspectives and inclusion for our female students as they could see themselves in a situation of not being a small minority amongst a</p>
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	<p>big number of male players but part of a strong movement of female sports participants. Having analysed the difficulties we had with the rugby programme last year and based on both having a new high quality space to train in as well as doing introductory sessions indoors, we managed to start building very good consolidated groups of younger children between 9 and 14 playing rugby at the beginning of the year.</p> <p>COVID brought special and new challenges and through that some unprogrammed and unexpected results. The organisation managed to be very reactive to rapidly changing situations from locking down and moving to all online offer and developing new safeguarding procedures to understanding families' immediate need for food and being able to mobilise and operationalise safe distribution to over 400 families for several months. We have used our safeguarding expertise to support another organisation to develop their first safeguarding policy and also hold a South American webinar and later a Brazil webinar on safeguarding children in sport. Recognising the significant increase in child abuse and violence against children during lockdown, we quickly mobilised funds to have a full time safeguarding officer and with the reopening of activities in October, this person has created both children's and parents councils which have helped bring the community much closer to us.</p> <p>Starting in August, our team developed a new sanitary plan to return to face to face activities (and also collaborated with a similar guide developed by the Brazilian Laureus grantees) which enabled us to be the first organisation in our city to safely return to community activities which has been very important for the community to learn how to safely live and look after the wellbeing of their children during the pandemic. We have also learnt that the city government is using our sanitary plan as the template to develop other plans for returns to activities.</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>	<p>We had a big challenge to hire an auxiliary coach with the right mix profile for the work. After two extensive and public selection processes, the coach we had hired got a better job offer and left two days after starting! We found a coach through community contacts after the formal processes failed. Our biggest initial challenge was starting classes again at a court which we had not used for over a year. As with all the courts in the neighbourhood, there is strong competition from drug dealers and users for all public spaces. So we put a senior coach with good community links in charge and after making contact with the local community leader, he went from door to door speaking to children and their families in order to assure them that classes would be well structured and safe. The classes and community trust were steadily building up until unfortunately the COVID crisis interrupted the progress.</p>

The next massive challenge came with lockdown declared on 18th March and instantly moving all online. For staff, this went quite smoothly as our partner Foundation in the UK contracted a professional zoom account and we were able to continue working without interruption. Switching to online classes, we had to develop a specific chapter for our Safeguarding Policy which was done quickly by the management group support by Jonathan Hannay from CARF-UK. Over the weeks, it was clear that engagement with children and young people through social networks is very challenging and the team have developed different strategies like doing instagram live sessions at fixed times with staff going in to the ACER community centre (which is closed) in order to film high quality sessions. Staff have also opened direct WhatsApp channels with students and families in order to receive one to one support. There has been a complete rejection from parents to hold meetings and engage over social networks. As we were already delivering food parcels to families, we designed a survey about the current situation and what parents wanted from ACER in the future and now have a formal interaction with parents to know them and their circumstances better and inform us what they want for their children in the future.

In August, with the relaxation of restrictions, we saw the possibility of restarting activities and so the team created a full sanitary plan to reopen our community centre and then lobbied local government for permission which was given in October. In order to build trust amongst children and families, we created several videos showing how the new protocols would work and what activities now looked like in practice. Even with this, children were slow to come back and it took months of continual controlled activity and regular sharing on social media to build up class sizes to their capacity. We also had one teacher who contracted Covid and by following all protocols established only the bubbles of children she taught then had to stay for 14 days away from activities.

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.

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<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>Risk</p>	<p>Has this risk happened and if so what have you done to overcome the risk</p>
	<p><u>1. Internal</u></p>	<p>Due to the Covid pandemic, we did not face this challenge though we had a different safeguarding risk which was the move to online and social media for delivery and we successfully developed a new chapter for our policy and put it into practice.</p>
	<p><u>1. Internal</u></p>	<p>Due to the pandemic, we did not really have this risk and when we restarted activities in October with the new sanitary regulations around spacing, this risk was diminished.</p>
	<p><u>1. Internal</u></p>	<p>In fact the exchange rate ended up rising a lot so this risk did not happen. However, it in the end helped provide more local currency funding providing extra stability in very challenging times to keep serving the community.</p>
	<p><u>1. Internal</u></p>	<p>We successfully maintained activities on the courts through March through dialogue and since then, when reopening, all public facilities have been closed.</p>

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).

<p>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)</p>	<p>ACER has a very robust set of governance documents concerning diversity and inclusion which start with our founding document which clearly prohibits any form of discrimination. We also have specific ethnicity and gender policies which are obeyed and reflected in our sports team where the youth monitors and staff members have a gender balance and reflect the ethnic make up of our local community. This is very important when looking at inclusion because it means that we are able to offer role models that reflect each individual child and young person who takes part in our sporting sessions.</p> <p>We have an entirely open door policy with regard to children and young people with special needs and we have several who are regular participants in our sessions; we have however identified that we are not well prepared enough to identify the children with special needs when they enter the programme and so our matriculation documents and data base for 2021 has a special question about special needs and what kind they are. In this way going forward we shall be able to both map and adequately care for their</p>
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inclusion avoiding any potential discrimination. The staff has been prepared to work in an inclusive manner being able to develop sessions which not only are equally accessible for those with special needs but also for those with differing sporting abilities. This has been achieved through the training we have received over the years from Coaches across Continents and through our continued partnership with them. The other important initiative that we have developed for inclusion of a specific subgroup within the population was developed after talking with parents of young girls to better understand why they were not engaging with the special sports sessions we were offering. We understood from them that they were very preoccupied with the safety of the girls and also challenged by the logistics of having a family member to be able to take them to and from sessions in the courts we work on. As a result, in partnership with a primary school, we developed a session lasting an hour after the end of classes in the afternoon which is delivered by our female coach on the school's own football court. This has been successful offering safe spaces and strong positive group identity and in bringing in an otherwise excluded group from our work; when the COVID crisis hit, we were already negotiating with a second primary school to start offering sessions there as well which we see as a sustainable strategy to grow young girls' participation in sporting activities. As can be seen from the numbers at the end of the year, this has been a very successful strategy and something we shall build on going into 2021.

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.).

Please describe with whom you have collaborated to implement your programme and what their role has been. (250 words)

We have partnered with SESI, a quango, in one of their sports programmes which enables us to offer rugby training sessions in a top quality facility whilst the coaches receive extra training and quality sports supervision from SESI. The children also benefit from being able to use the sporting facilities on the weekend for free.

We have formal agreements with local government to use two public football courts and have partnerships with the local community leaders who are in day to day charge of these spaces.

We have established a partnership with a community run local football pitch for use on Saturdays where we have been contributing to maintenance.

We have an ongoing partnership with the Youth Prison System and have taken rugby into several different units.

Many local schools allow us to offer taster sessions and with one school we are offering a girls only futsal training session within the school.

We have a long term partnership with Coaches across Continents which offers us

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	<p>training in creating greater social impact through sports and is also a space for networking with other organisations from all over the world.</p> <p>We have an ongoing relationship with UmRio and are learning from them about improving our rugby delivery as well as sharing on charity structures and governance and safeguarding. In December we jointly organised and held a Brazil Safeguarding webinar.</p> <p>We have worked with HURRA! on developing their safeguarding capacity.</p> <p>The Instituto Reação helped us with food tickets for project families during lockdown.</p>
<p>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 have re-invested this into your programme? (250 words)</p>	<p>Over the year we raised much more additional funding than we had planned on as a result of the Covid 19 pandemic which led us to develop a big feeding programme for families whose children frequent the project.</p> <p>Total complementary funding: US\$52,244</p> <p>Emergency food programme:</p> <p>St. Paul's School - Meat, vegetables & gas: US\$6,906 Instituto Devolver - Food baskets: US\$17,275 Instituto Reação - Food tickets: US\$12,500</p> <p>Due to increased child abuse during lockdown, we raised new funds in order to be able to appoint a full time Safeguarding Officer:</p> <p>St. Paul's School: US\$4,828 Fondation BERFRED: US\$2,105</p> <p>We also raised extra money for the project from individual donors on the US funding platform GlobalGiving and also through our sister organisation in the UK - CARF-UK. These fund were used to complement staff salaries and to develop the monitoring and evaluation system.</p> <p>GlobalGiving: US\$1,490 CARF-UK: US\$7,140</p>

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.

3.1 NUMBER OF PEOPLE BENEFITTING													
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.													
A. Type of participants	Narrative description of who this includes (etc. Age and other characteristics)	Target Total	Target Male	Target Female	Gender-defined differently (GDD)	Mid-term Total	Mid-term Male	Mid-term Female	Mid-term GDD	Annual Total	Annual Male	Annual Female	Annual GDD
Other people benefiting	School children from 8 partner schools from the neighbourhoods of Eldorado and Canhema in Diadema City	4800	2640	2160	0	2101	1039	1062	0	2101	1039	1062	0
Other people benefiting	Children and young people from, members of community sports teams	610	450	160	0	208	101	107	0	208	101	107	0
Other people benefiting	Parents/guardians of children and young people participating in the project	60	30	30	0	30	7	23	0	226	16	50	155
Participants	Children who live in the area of Eldorado, Diadema City	190	140	50	0	196	135	61	0	210	138	72	0
Participants	Young people who live in the area of Eldorado, Diadema City	190	100	90	0	103	79	24	0	103	79	24	0
Participants	Youth Monitors who live in the area of Eldorado,	3	1	2	0	2	1	1	0	2	1	1	0

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	Diadema City												
Participants	Coaches and Staff from other organisations	25	13	12	0	17	12	5	0	54	33	21	0
Participants with Disabilities	From the total number of participants you have entered above how many are participants with disability:	0	0	0	0	7	6	1	0	7	6	1	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)

We used the Typeform system with a dedicated database:

Register of taster sessions with date, school, number of boys, number of girls, modality and age of class.

Once schools closed in the middle of March, they never reopened in 2020 so we were unable to achieve our target. It is noteworthy that the numbers achieved were done so during only 1 month of regular schooling.

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 will have increased life skills

Outcome 2 Description

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

Outcome 3 Description

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Children and young people participants in the project have a wider support network of peers and trusted adults.						
Outcome 4 Description						
Improved capacity and networking among community sports organisations.						
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	% of children and young showing increased self control skills at the en of the project cycle	Questionnaire to be applied at the start and at the end of the year to track progress over time. To be done in interview format with data collection on a tablet/phone.	Regular project participants		Due to the Covid pandemic, we were unable to collect data that could be considered to be reliably attributable to project intervention.
Outcome 1	Qualitative	% of children/young people showing Increased	Questionnaire to be applied at the start and at the end of the year to track	Regular project participants		Due to the Covid pandemic, we were unable to collect data that could be

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		interpersonal skills at the end of the project	progress over time. To be done in interview format with data collection on a tablet/phone.			considered to be reliably attributable to project intervention.
Outcome 2	Qualitative	% of young people showing increased positive beliefs about their own future at the end of the project	Questionnaire to be applied at the start and at the end of the year to track progress over time. To be done in interview format with data collection on a tablet/phone.	Regular participants between the ages of 15 and 24	60	
Outcome 2	Qualitative	% of young people with increased ability to plan and set goals at the end of the project	Questionnaire to be applied at the start and at the end of the year to track progress over time. To be done in interview format with data collection on a tablet/phone.	Regular participants between the ages of 15 and 24	60	Due to the Covid pandemic, we were unable to collect data that could be considered to be reliably attributable to project intervention.
Outcome 3	Qualitative	% children/young people with increased support at the end of the project	Questionnaire to be applied at the start and at the end of the year to track progress over time.	All participants in regular activities		

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			To be done in interview format with data collection on a tablet/phone.									
Outcome 3	Qualitative	% children/young people with improved bonding with members of peer group at the conclusion of the project	Questionnaire to be applied at the start and at the end of the year to track progress over time. To be done in interview format with data collection on a tablet/phone.	All participants in regular activities								
Outcome 4	Qualitative	Increased knowledge of Child Safeguarding and Sport for Social Impact	Questionnaire to be applied at the start and at the end of the training week. To be done in interview format with data collection on a tablet/phone.	Organisations participating in training week								
					# Total	# Male	# Female	# GDD	# Total	# Male	# Female	# GDD
Outcome 1	Quantitative	Number of children/young people who are regular participants of	Attendance lists	All participants	304	192	112		191	150	41	0

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		the sports sessions (70% participation in sports sessions during a calendar month).										
Outcome 2	Quantitative	Number of Participants who participate in at least one of the capacity building modules offered	Attendance lists	Regular project participants and youth monitors between the ages of 15 and 24	50	26	24		0	0	0	0
Outcome 2	Quantitative	Number of individual face-to-face sessions with mentors attended by youth monitors.	Monitoring sheets filled in by mentors	3 youth monitors working in the project	27	9	18		13	8	5	0
Outcome 3	Quantitative	Number of Participants who take part in monthly sports festivals twice during the year	Attendance lists and registration system for participation in external games and events	All participants	285	180	105					
Outcome 3	Quantitative	Number of children/young people who are regular	Attendance lists	All participants	285	180	105					

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		participants of the sports sessions (70% participation in sports sessions during a calendar month).											
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3.3 Your activities

Briefly describe here what you have done over the last 12 months (max. 500 words).

In January we selected two new youth monitors, Pablo and Emily, alumni of the programme and they started working in February. We hired Reginaldo an experienced coach who started in mid-February. We started our sports classes on one local court and Karate in our community centre in the third week of January and then started up the rugby classes at the end of January in the SESI complex in North Diadema. The girls futsal classes in the local school started in the third week of February as did the classes on the reestablished court at Rua 3.

Rugby taster sessions were delivered both in two local schools and to all the classes of children at ACER.

During the second, third and fourth weeks of March we did the baseline survey (each one takes just under 16 minutes) with just over 200 pupils.

In February our Karate students took part in a big festival competing and mixing with teams from all over the metropolitan region.

Just before lockdown in March we managed to hold our annual female futsal festival and had the largest number ever of external teams participating.

With lockdown, we shifted the whole team functioning onto the zoom platform and started delivering classes first through zoom and then through instagram lives and you tube which we did until reopening our community centre in October.

With lockdown and a lot of families needing support, we mobilized food baskets, hygiene kits (with Instituto Devolver) and food cards (Instituto Reação - Vencer Juntos) and to protect the families and guarantee that everything arrived to those that needed the items, we delivered everything to each family's residence. With St. Paul's School we also distributed meat, vegetables and gas to 110 families for 3 months.

In order to find out more about our families, how they were coping with COVID 19 and also to ask them about the future, we developed a survey which was applied by ACER staff when delivering supplies - participation was voluntary and anonymised - 155 sports families participated.

Members of the ACER team have been actively participating in the following: Laureus Peaceful Societies working group, Laureus Brazil COVID learning group and the International Safeguarding Children in Sport working group.

Coordinator Orlando along with programme manager Jonathan did an exchange visit to UmRio in March. The ACER team delivered safeguarding training to HURRA! staff and also staff from a couple of their partner organisations and also wrote HURRA!'s first safeguarding policy with them. In August we organised a South America Safeguarding webinar in Spanish and Portuguese and in December in partnership with UmRio a Brazil Safeguarding webinar.

In July we appointed a full time safeguarding officer who did more focussed internal staff training and once activities returned in October also did workshops with

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classes of children. At the end of the year she held our first meetings of a children's council and of a parent's council.
We restarted a limited number of modified sports classes in our community centre in October

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, football, rugby, volleyball, handball, basketball and Karate	In progress	
50 minute taster sessions in rugby	Completed	
2 hour internal training sessions for staff	In progress	
Sports department planning meetings	In progress	
Sports festivals in the different sporting modalities.	In progress	
Parents and children sports festivals on fathers day and mothers	Cancelled	

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day		
Parents meetings	In progress	
Baseline and end of year surveys applied	In progress	
2 hour job preparation workshops (CV writing, social media management, vocational test etc.)	Cancelled	
1 hour mentoring sessions with senior managers	In progress	
Sporting fixtures with private schools and other community sports programmes	In progress	
Preparing and submitting financial and progress reports to funder	In progress	
Posting on social media	In progress	
A four day residential training event covering child protection and sports for social impact	Cancelled	
1 day Conference on Rugby for Social Change	Delayed	
Job shadow	In progress	

Mini rugby tour	Cancelled	
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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)*

This year we had two main learning questions:

1. Does having a female coach and youth monitor working with groups of girls encourage female participation?
2. Does keeping stable hours, groups and teachers help reduce churn rate amongst participants?

This year has been very atypical due to the Covid pandemic which led to all face to face activities in Brazil being suspended in the middle of March 2020.

We had already started to experiment with having a female coach starting a group of 8 to 10 year old girls towards the end of 2019 and based on that experience, in 2020 we started the year with several classes exclusively of girls being formed and also having our female youth monitor working with the female coach. We saw an immediate result in that by the middle of March, we had already exceeded our target of female participation (8-14) and we were already closing a partnership with a second school to start special girls classes there when we had to close. With regard to the 15-24 year old group, whilst we were on schedule to achieve our target, we did not have time to reap the benefit of our very successful women's futsal tournament held in March.

However, it is clear to us that for the younger girls and especially their parents it makes a massive difference having an exclusively female staff team delivering the coaching and looking after them in sporting activities.

With regard to our second question, given the instability which has governed everybody's lives this year, it is very difficult to find evidence of change or draw conclusions. However, we did have some good indications at the beginning of the year; as part of the planning for stability, we established all of the time slots available to the community right at the beginning of the year and as soon as we had our team formed, had fixed coaches and youth monitors for each group. We see that a result of this, especially amongst younger children was that we had a very strong start in terms of numbers matriculated and also the frequency with

which they were coming to sessions.

A big piece of learning this year has been that whilst we had good numbers of children participating through social media at the beginning of lockdown, very quickly the numbers dropped off and in fact nothing can come close to substituting face to face sporting activities and coaching. Also when we returned to having a level of activities at our community centre in October, most children showed very high levels of anxiety and it took several weeks of regular activities with the same coaches supported by the Safeguarding Officer for those levels to come down. Another important set of information that we developed was that the levels of child abuse, violence against children and neglect grew very significantly during the pandemic.

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

The early evidence regarding the success of female staff working exclusively with the girls led us to focus our work in 2021 much more strongly on including more girls and young women in sporting activities and breaking down gender disparities and societal negative values concerning girls doing sports. We shall also be capturing more qualitative information about changes in gender attitudes amongst both boys and girls in order that we may be able to have solid learning to share through our new participation in the Brazilian network of social organisations working with sports - REMS and another space for sharing will be the Laureus Learning Communities.

ACER Brasil has always had very robust safeguarding policies and practices and spent a lot of time on training staff and volunteers however with the current scenario, it became evident to us that as we are working with a large number of very vulnerable children, we cannot expect our coaches to be able to look after all of the welfare and safeguarding needs of the children. As a result we have appointed a full time safeguarding officer who will not only be providing more training and support to the staff team but will also be working directly with the children so that they have a better understanding of what abuse and violence are in their lives and what steps they can take both to protect themselves and also how and to whom to denounce situations that they suffer. In order to share learning and also to promote the importance of safeguarding in all sporting situations, we shall be organising and hosting a Safeguarding webinar for Brazil in August and we shall continue to work with the adjunct National Secretary for Children of the Ministry of Human Rights, Petrucia Melo, to bring this agenda more to the centre of Federal Government policy and practice.

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

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This year we undertook a research survey with 441 families whose children participate in ACER's activities of whom 155 do sports. The aim of the survey was to get to know the families and the circumstances in which they live better and also to find out what conditions they had for the children to do remote schooling (the only one on offer in Diadema from the middle of March until the end of the school year); we also wanted to hear from them how much the children were engaging with the remote learning.

The main findings are as follows: families are quite small with an average of 4.5 members of whom 2 are under 18 and their work situation is precarious with 26% having nobody working and another 53% just one adult in work. 225 families were receiving official government support whilst 124 depended solely on the support received from ACER; another important factor to note is that 128 families (some of whom received government support as well) were receiving help from organised crime and/or political candidates for councilmen. Outside of this emergency government support given due to the pandemic, only 49 families received Bolsa Familia, 7 rent support and 2 disability allowance, this being so even though 198 families were very poor (monthly income from R\$1,000 to R\$ 2,000) and 145 families live in misery (monthly income under R\$1,000); to give a parameter for the 106 families living in rented accommodation, that cost was on average R\$628! Average household spend on electricity and water was R\$253.

A very interesting piece of data showing how central internet has become in people's lives, even on the periphery of big cities in poor communities was the fact that only 6% had no internet access, 16% only had access on their phones whilst 78% had broadband at home. Whilst all families had cellphones, only 30% had computers or laptops which is a very important factor when looking at how well children can do remote learning especially given that electronic equipment, including cellphones often have to be shared amongst household members and when adults are at work then often there will be no access for the children.

As parents are the best informants on the whole concerning their children's habits, we wanted to know how much the children were actually engaging with online schooling and the answer we got was that 35% were doing none or very little, 34% were doing a bit and 31% were studying assiduously. When we crossed the data on learning with family income, we came up with a very important finding: there was NO correlation between income level and how much or how little children were engaging with online schooling.

The full report has been uploaded on the system.

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)**

Most of the publicity given to the programme has been through social media:

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Facebook: @acerbr and @rinosdiademacityoficial and in the UK @CarfUk

Instagram:

@acerbrasiloficial

@esporteacerbrasil2020

@rinosdiademacityrugbyoficial

And on our YouTube channel:

<https://youtu.be/RW-isGOtLHo>

<https://youtu.be/MtLY3smoQOU>

<https://youtu.be/hsUxqYW1kcQ>

<https://youtu.be/MJdatgTuEFY>

We also publish a monthly newsletter both on our social media and it is also sent to both English Language and Portuguese language mailing lists:

<https://mcusercontent.com/c92b86574196a72e79461342a/files/ad44f1e1-acd4-4bde-b4f1-7961a191847a/130.01.pdf>

https://mcusercontent.com/c92b86574196a72e79461342a/files/b537b143-af07-45d8-89d3-075f35832e2f/130_UK.pdf

https://mcusercontent.com/c92b86574196a72e79461342a/files/ec1c20c3-e931-423b-adb9-5a42542ec3c6/131_UK.pdf

<https://mcusercontent.com/c92b86574196a72e79461342a/files/a32e5b5c-2899-44ae-bc22-ac6cf22c8fda/133UK.pdf?fbclid=IwAR3ihAzzBzX40NehTBVh-7x8cPRIETozYGWiqJPglfsfrz-VUlzPYOBctfk>

<https://mcusercontent.com/c92b86574196a72e79461342a/files/86ddd474-31c0-4313-b0f6-edc55ba9a05f/135.01.pdf>

We also publish reports on the GlobalGiving platform:

<https://www.globalgiving.org/dy/v2/pe/progress-report/edit-progress-report.html?project.projId=34138&progressReport.id=151340>

<https://www.globalgiving.org/projects/expanding-youth-horizons-in-brazil-through-rugby/updates/?subid=157858&fbclid=IwAR27pfdQBNCDiX2f8A9GI->

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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"/>	
Child safeguarding	<input type="checkbox"/>	
Sport for development methodologies and approaches	<input type="checkbox"/>	
Monitoring, evaluation and learning (MEL)	<input checked="" type="checkbox"/>	The principal support received has come through the Learning Community we have participated in where in addition to the content brought by the consultant, we have also benefitted from tools and methods shared by other members of the community. Of particular importance was all of the discussion and focus on life skills and how they fit in with sport for development programmes and in what ways we can effectively measure them.
Financial management	<input type="checkbox"/>	

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Governance	<input type="checkbox"/>	
Gender mainstreaming	<input type="checkbox"/>	
Others (please describe)	<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.*)

This has lead to us continually working on improving our monitoring and evaluation tools and more importantly to start to get a bigger focus on some qualitative methods of data collection which can be done without overburdening the delivery team.

As a result, in 2021 we shall be doing focus groups with several different sets of children in order to explore gender and gender norms and also understanding amongst children of what forms violence and abuse against children take and what strategies they can use to deal with it and even denounce to the authorities.

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

I think that the most important form of technical support would be to both continue the country forums/meetings that we had in Brazil in 2020 and also for Laureus to promote ever more collaboration and exchange amongst partners so that different partners can offer technical support to each other in areas that they are specialised in.

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

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Yes, I attended all of the Learning Community sessions which are extremely valuable to me and to the organisation as a whole although it is frustrating that not all organisations and their representatives manage the same assiduity which means that the community as a whole does not manage to progress as much as might be possible.

As far as improving the communities, I continue my my annual comment that as it is conducted in english, I am the only member of my organisation that can participate and so the organisation does not get nearly the benefit that it could potentially if more staff members could participate. I do see the immense values of having a learning community with participants from all over the world which brings a quality and diversity that would otherwise be impossible however my suggestion would be to have 2 learning communities to participate in - one of 5 sessions in the year as is currently done and another community with 5 sessions run on a regional/language basis.

I have to say that the strongest point and highlight of the Learning Community is the quality and engagement by Kat Craig and Ange Bonora which together with a seamless delivery of the sessions adds massive value.

A highlight for me was all of the discussions around the conceptual frameworks and measuring of Life Skills and being able to have an open conversation about how challenging it is to think about measuring change in Life Skills within a one year funding cycle when often one will only see change in a child over 3, 5 or more years as an integral part of their development.

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)**

2020 was a year with many different sets of collaboration with different Laureus grantees.

The largest collaborative piece of work that we contributed to was with the other Brazilian grantees to develop a guide for a return to face-to-face sporting activities once the authorities in each municipality permitted.

We organised and hosted a South America Safeguarding webinar in August and we had two Laureus grantee organisations: UmRio in Brazil and Colombianitos from

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Colombia who provided speakers and UmRio also supported the development of the webinar and helped with the marketing.

We co-developed and hosted a Brazil Safeguarding webinar with UmRio which in addition to speakers from our two organisations also had one from Kroll and one from the Human Rights Ministry.

We delivered training in safeguarding and worked to develop a first ever safeguarding policy for Hurra!, another Brazil grantee which involved their staff and also come staff from two partner organisations of theirs.

We shared our specific social media and telecommunications policy with the whole Laureus network.

The sports coordinator, Orlando, and I visited UmRio before lockdown so that Orlando could learn how UmRio delivers their rugby programme and also how they integrate other aspects of their work (like English language teaching and preparation for the job market) with their sports offer. I spent an extra day in Rio in order to share experience and offer advice on the further development of UmRio's administrative and organisational development.

In the second semester we supported UmRio in establishing the qualities and profile of a new job they were creating as a social worker to support their work and subsequently our child protection officer has been offering one to one support to the person who was appointed.