

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.

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| Organisation Name | ACER |
| Programme Name | Sports: a Bridge to the Future 2021 |
| Period | 01/01/2021-31/12/2021 |
| 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 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.

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| Have there been any changes or developments in your Safeguarding systems and processes in the last twelve months? Please describe any changes. (250 words) | We have had no changes to our safeguarding policy in the last twelve months considering that we did a full revision and inclusion of a chapter on digital safeguarding in August 2020. However we have introduced an online referral system for safeguarding incidents so that staff can send information directly to the safeguarding officer along with an indication of the urgency of attention to the matter and she is sent an e-mail alert every time a referral is made; it took a while for staff to get used to the system but in the second semester, it has been fully used. This means that we have a record of all referrals to the Safeguarding officer; we also created a cloud based recording system for the safeguarding officer to use and record every one of her interventions, be they training, orientation of a staff member or working directly with a child and/or their family. |
| Have there been any incidents in the last twelve months related to 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 | In general, during the pandemic, staff have noted much increased levels of anxiety and difficulty in social relations amongst the children and this has spilled out into higher levels of verbal and physical violence amongst the children. As stated above we have instituted a referral system for safeguarding and in the first six months there were 11 referrals: two were for boys who were malnourished and our safeguarding officer, Andressa, followed up |

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include any identifiable information, such as the names of any children/individuals involved).
(500 words)

with home visits and inclusion in the distribution of extra food baskets and other foodstuffs we have been receiving in donation; there were two cases of suspected domestic violence - a burn on the wrist and a damaged eye which were both dealt with through careful interview of the children, home visits and orientations to the parents as both were accidents rather than abuse; there was one case of suspected covid (cough and cold) and the child was taken home and tested (negative); there were six cases of violent behaviour in class with Andressa doing mediation sessions with the children involved and following up with home visits to better understand the background for each child.

Following her delivery of the workshops around sexual abuse and exploitation and understanding their own bodies, several children and teenagers have approached Andressa for individual conversations though none have disclosed sexual abuse that we were not already aware of and providing support for; however, in her professional opinion, the process for divulging sexual abuse will usually take months and sometimes years which starts with building a relationship of confidence with a trusted adult and then starting to explore the boundaries and trustworthiness of the relationship before denouncing the abuse.

In the second semester with the activities returning to the outdoor spaces from August onwards, the number of children participating in the activities increased significantly and we also started using our minibus to transport children to the rugby training sessions. There were several instances of verbal and physical aggression that were dealt with in the same way as in the first semester. This increased the challenges around safeguarding and our safeguarding officer worked with the coaches to call her to observe training sessions when they were worried about particular children. This has led to the identification of a very significant number of children with special needs that had not been identified by their parents/guardians when being matriculated; on investigation, parents say that they are not open about this subject because they are used to their children being discriminated against by schools and in other public spaces. This shows that our current system for identifying children with special needs and vulnerabilities is not adequate and so in 2022, the safeguarding officer will do a diagnostic process together with the coaches, observing each one of the classes on two occasions during the year.

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| | <p>Overall numbers for the year: orientations: 289 individual, 120 to the community, 67 to members of the ACER team. Individual orientations include follow ups with children and families.</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>Whenever a new staff member, volunteer or youth monitor joins the organisation, their first day is dedicated to being taken through the safeguarding policy and internal working norms by our safeguarding officer and only then do they become incorporated into the team. We have a dedicated safeguarding officer, Andressa, and she has given four sets of workshops to all of the children who do sports at ACER. The first was to present and explain the functioning of the Safeguarding Policy and the second concerned sexual abuse and exploitation and how to protect oneself and whom one can talk to in a situation of abuse. The third set was focussed on suicide prevention and took place in September and the final one was about personal hygiene which was a second way of also talking about situations and characterisation of sexual abuse. For all sets of workshops, Andressa first trained the sports coaches and youth monitors to enable them to co-deliver the workshops to the children and also know how to act in a correct manner if a child discloses to them. Andressa also delivered 4 training sessions to the whole ACER staff and youth monitor team focussed on: 1. Safeguarding Policy; 2. Norms and procedures; 3. The role of each member of staff within the functioning of the whole; 4. Sexual Abuse. Specifically with the sports team, she delivered an extra 3 sessions focussed on different aspects of the safeguarding policy, did a case study with the team and lastly one on effective communication for safeguarding. She also did two self audits with the sports team, one focussed on gender (dated from a Canadian one) and the other for safeguarding which comes from the International safeguards for Children in Sport Working Group. As part of the Laureus Brazil Community of organisations, Orlando and Jonathan delivered an online workshop to the other organisations covering safeguarding and the why's and wherefores of using the safeguarding self-audit as a tool for each organisation's own development rather than as an external 'evaluation' tool. We also shared how to sign up to the International Safeguards and subsequently become part of the movement throughout the world to guarantee the safety of children when practicing sports. In September, another Laureus organisation, Gol</p> |

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| | <p>de Letra, organised a webinar about safeguarding that Jonathan & Andressa were the key speakers for with Amanda Lima (https://www.youtube.com/watch?v=LLFYMYTykQ8 - 167 views). In October, during the International Week for Sports for Social Change organised and promoted by REMS in partnership with SESC Vila Mariana, the final keynote session was dedicated to "The importance of NGOs having Safeguarding Policies" which was delivered by Jonathan Hannay (ACER) and Nora Dooley (Coaches across Continents) - https://www.youtube.com/watch?v=so0Gum1XeJU with 183 view across the SESC and REMS channels.</p> <p>Andressa also gave 25 individual orientations to members of the sports team regarding safeguarding issues which were concerning the staff member's own behaviour or doubts they have about individual situations regarding children.</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.

| 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) | No changes. | | | | | | |
|---|---------------------------|--------------------------------|------|------------|----------------|------|------------|
| 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 | 0 | 7 | 3 | 0 |
| | Full-time Staff | | | | 4 | 4 | 0 |
| | Part-time Staff | | | | 22 | 18 | 0 |
| Volunteers | | | | 1 | 5 | 0 | |

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| Briefly, describe any major changes to your staffing structure in the last twelve months. (250 words) | There were no changes to our staffing structure during the year. |
| 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) | There were no changes to our staffing structure during the year. |

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

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| Are there any Special Conditions included in your Grant Agreement? | No |
| If no, please go to Section 2.2. | |

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| <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> | |
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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.

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| <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>The most positive impact we had for the participants and community was to keep our community centre open with in person activities for the whole year with the exception of 6 weeks from mid March to the end of April, thus providing a safe space for socialising and doing physical activity. To contextualise: schools remained completely closed until September and most parents kept their children locked up at home for the duration of the pandemic, so the possibility of coming to ACER during this period has often been the only social contacts that children have had outside their families and all our staff have worked very much on social skills and reducing anxiety which is generalised.</p> <p>Another very important impact we had on the families whose children were involved in the project was to mobilise our networks and create our emergency Food Programme through which we distributed not only dry foods but also fruit, vegetables and meat as well as cooking gas.</p> <p>Once we returned to open air activities in the community in September, we were able to provide regular and stable activities with the same teachers always on the same days and times thus creating stability in children's lives and as a result we had increasing matriculation happening right up until the end of the year. When schools restarted, it was only for a couple of hours one day a week and gradually increased but continued to be very unstable with class times and teachers changing all the time.</p> <p>The workshops delivered by the safeguarding officer together with the coaches had direct impacts for many children, for example three children identified possible sexual abuse which was followed up and a 10 year old child externalised clear plans to commit suicide which we could follow up</p> |
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| | <p>with mental health services and the families. Through her qualified orientation and interventions with groups of children who had grave behavioural problems re-socialising, especially young teenagers, we were able to transform groups with negative impact on others into examples of positive behaviour both at acER and at home.</p> <p>Safeguarding as a priority, especially amongst Laureus supported organisations has taken strides forward. For a second year in a row, ACER gave a workshop on Safeguarding within the Laureus Brazil Learning Community in May and then in September and October two organisations organised open webinars with much larger audiences.</p> <p>Based on our capacity and ongoing work with sport supported by Laureus, we were chosen by Beyond Sport as a key partner for the Rexona Breaking Barriers project. This enabled us to not only give top quality training to our delivery team but also to recruit 80 teenagers from Diadema to do the training series focussed on how to get teenagers more active, and then realise activities with other teenagers in their communities; as a stimulus, they received a one off stipend once they had completed the training and delivered "agitations" with other youth.</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>The key challenges in 2021 were all results of the Covid 19 pandemic. As stated above, children were very much kept at home and with massive disinformation in society this was seen as the best way to keep them safe. This created a barrier to children coming to our community centre even though it was open. We built up family confidence by having very robust sanitary rules, having constant contact especially through the food programme and once schools went back, then there was much more willingness for families to let their children out. Another challenge was around numbers: we had limited capacity in our community centre and in fact were only able to increase attendance and almost reach our targets once society opened up in August/September. Our strategy for the girls inclusion was to deliver classes in schools and this was made difficult by the lack of certainty regarding all schooling. However we did manage to hold classes in two schools and the classes all filled with girls very quickly which demonstrated that our strategy was the correct one but we were unable to hit our targets here. The other parts of the project that suffered were the taster sessions in schools and we had to reduce our target here. Once things opened up again, we were able to both play matches and have both internal activities and also with other schools and clubs so we had no need to change our strategy.</p> <p>There was a new local government elected and which came to power in January 2021 and as we use many municipal facilities and schools and also</p> |

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the sanitary rules are set by the city authorities, this meant that we had to establish relationships with new people in all areas of government. By investing a lot of time and effort in the first semester, we were able to build positive relationships and lobby effectively for open air activities to return in August and also to be allowed to work in the schools as soon as they reopened.

We had a slight challenge as we let a coach go in the first semester however we managed to hire an excellent new, fully qualified coach to take his place. In the middle of the year, we reached an agreement with Waves4Change, a South African charity to adopt the Beta version of their app Teampact and give feedback on bugs and contribute to the development of new functions to prepare for its commercial launch in 2022. This was a novelty for all of the team and also involved transferring all of our student data to a new system. We did a lot of training and the staff had a period to adapt and after about a month, it was working very well. However, in the midst of this change, we have not had full registry of students in classes especially in July and August which has affected our frequency statistics reported later in this report.

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> | Risk | Has this risk happened? If so, what have you done to overcome the risk? |
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| | <p><u>1. Internal</u></p> | <p>This risk did happen as having built up confidence from parents we faced a second lockdown in March/April and slowly built up confidence from May onwards. A second challenge was going back to open air classes however, over the second semester we had steadily increasing participation.</p> |
| | <p><u>1. Internal</u></p> | <p>For the girls, where we have based our strategy on working with schools, it has been more challenging as the schools have had a very uneven return to classes. However by the end of the year we had partnerships in place with two school and there was extremely good take up from girls. We were also able to build on the confidence generated in doing classes in our community centre in the first semester to have some girls classes on a community court in the second semester which had a reasonable uptake. The highlight however has been rugby with more</p> |

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| | | girls than boys participating and is a result of the classes being held at the SESI school. |
| | <u>1. Internal</u> | This risk came to fruition as we received just over 14% less in local currency than we had budgeted for. However we were able to make up this shortfall with complementary funding from the Rexona Breaking Barriers programme that we got in the second semester. |
| | <u>1. Internal</u> | We have been unable to see this due to the lack of clear holidays this year. |

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)

ACER has a very robust set of governance documents concerning diversity and inclusion which start with our founding document which clearly prohibits any 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. 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; following a weakness in identifying children with special needs in our data, as planned, we have included a question in our matriculation form so are now able to quantify children with special needs as declared by their parents. However in the second half of the year, once our Safeguarding officer started to work with the coaches on the hard courts in the community, observing specific children that the coaches had concerns about, it became clear that there were many children with special needs that the parents hadn't flagged up upon matriculation. As all of the children identified as special needs continue to train with us, and are well accepted by the other children, it demonstrates that we are effectively inclusive but need to work on a better identification system to be able to properly support them and also make sure that parents can feel confident that their children will not suffer discrimination at ACER. As getting proper diagnosis of special needs for children has many barriers, we now need to work on how to include data on special needs through the year and also parameters for definitions. The staff has been prepared to work in an inclusive manner being able to develop sessions which not only

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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. Our strategy for girls inclusion is based on working with and in schools which the community sees as safe and as the schools have been closed, this has been hampered. However, with activities happening in the ACER community centre, many more girls have been participating than had been when they were on the community football courts which confirms our understanding that safety is the principle barrier for girls participation in sports in our community. In order to strengthen our understanding of gender barriers, the sports team undertook a gender inclusion self-audit and with the results have decided on two areas to improve upon by the end of this year which we achieved. We shall do the edit again in the first trimester of 2022 to continue to develop.

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)

In 2021 we delivered two sessions within the Laureus Learning Community framework, one on Safeguarding to the Brazil organisations and one on the use of digital tools in MEL to the Gender Equity Learning Community. We worked with Gol de Letra, REMS and SESC to deliver two webinars on safeguarding.

We established a partnership with Waves4Change in South Africa for ACER to be the first organisation based outside South Africa to pilot their TeamPact app for registering and tracking pupil attendance which we fully implemented in the second semester. We have identified bugs and worked on improvements which will enable them to launch commercially in 2022. We shall be one of their commercial clients and also partner with them as sales/support representative for Brazil.

We have taken a Canadian gender self-audit document and translated it into Portuguese and adapted it for local Brazilian use which we have applied ourselves and shared openly through our website.

We have been supporting Basketball Leben (another Laureus supported organisation) by sharing our MEL tools and others we are not currently using to measure Life skills and Employability as well as emotional and self-esteem and community integration measurements.

We had a big partnership with Fundação CASA to deliver training to their coaches and 200 imprisoned youth and in this intense and complex work learned to power of well-structured partnerships to be able to reach a much wider public.

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| | <p>In all collaboration, we have the opportunity to reflect on our own practice and make positive changes.</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>Exceptionally, we raised an extra US\$37,133 for the programme this year. As planned we received US\$4,600 from the GlobalGiving platform to cover part costs of coaching staff and comes from individual donors. We also received US\$3,600 from CARF_UK which was for project management, monitoring and evaluation. Our Safeguarding Officer and ancillary costs (50%) came US\$12,763 and were funded by the Fondation BERFRED and the St. Paul's School SP PTA. We also received US\$2,351 from Beyond Sport to complement the coordinators salary and pay for a part time coach working with girls and young women over 6 months. However the biggest extra money came from a variety of different sources to fund our Covid Food programme which consisted of supplying dry foodstuffs, fruit, vegetables, meat and Gas to many of our families through the year and the proportion delivered to the project families was US\$13,819.</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 | Non-Binary | Mid-term Total | Mid-term Male | Mid-term Female | Mid-term Non-Binary | Annual Total | Annual Male | Annual Female | Annual Non-Binary |
| Other people benefiting | Parents/guardians of children and young people doing sports activities at ACER | 150 | 65 | 85 | 0 | 155 | 33 | 122 | 0 | 338 | 122 | 216 | 0 |
| Other people benefiting | School children from 8 partner schools from the neighbourhoods of Eldorado and Canhema in Diadema City | 2000 | 1000 | 1000 | 0 | 0 | 0 | 0 | 0 | 944 | 265 | 679 | 0 |
| Other people benefiting | Representatives of sports organisations and confederations from Brazil | 30 | 15 | 15 | 0 | 20 | 12 | 8 | 0 | 370 | 187 | 183 | 0 |
| Participants | Children who live in the area of Eldorado neighbourhood, Diadema City | 390 | 210 | 180 | 0 | 140 | 93 | 47 | 0 | 307 | 189 | 118 | 0 |
| Participants | Girls who live in the area of Eldorado | 30 | 0 | 30 | 0 | 8 | 5 | 3 | 0 | 31 | 7 | 24 | 0 |

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| | neighbourhood, Diadema City | | | | | | | | | | | | |
| 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 | 4 | 5 | 0 | 4 | 0 | 4 | 0 | 5 | 0 | 5 | 0 |
| Participants with Disabilities | From the total number of participants you have entered above how many are participants with disability: | 0 | 0 | 0 | 0 | 4 | 3 | 1 | 0 | 6 | 5 | 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)

In the end, we did 3 safeguarding webinars during the year; the first one was done on zoom and we have a register of the 12 male and 8 female participants. The second and third webinars were transmitted on Youtube and to calculate the numbers, we registered the total number of viewers, 350, and divided it equally between male and female.

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

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| 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. | | | | | | |
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| 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 confident of their place in taking part in regular sporting activities | Focus groups | 3 different aged groups of girls (8 to 24) drawn from amongst the participants of the sports activities | | We managed to do two focus groups with girls and in the focus groups with younger children, they did not have the capacity of abstraction whilst the older girls |

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| | | | | | | became more confident of the spaces they can occupy. |
| Outcome 1 | Qualitative | % of children and young people who demonstrate an increase in their belief that genders are equal in rights and possibilities | 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 cellphone. | All participants | | |
| Outcome 2 | Qualitative | Children and young people demonstrate a clear understanding of what to do if they suffer abuse | Focus groups | 3 groups of boys and 3 groups of girls of up to 10 members who regularly participate in the sports activities | | |
| 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 cellphone. | All participants | | |

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| 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 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 cellphone. | All participants | | | | | | | | |
| Outcome 3 | Qualitative | % of children and young showing increased self control skills at the end 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 cellphone. | All participants | | | | | | | | |
| | | | | | # Total | # Male | # Female | # NB | # Total | # Male | # Female | # NB |
| Outcome 2 | Quantitative | % of children and young people with an improved knowledge of the forms violence | Questionnaire with closed questions applied at the beginning and end or year using a | All participants | 336 | 168 | 168 | | | | | |

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| | | and abuse take | cellphone. | | | | | | | | | |
| 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). | Class lists | All participants | 294 | 147 | 147 | | | | | |

3.3 Your activities

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

One activity that has been delivered smoothly throughout the year has been the karate class which takes place in the ACER community centre. The rugby and futsal classes took place in a manner limited by sanitary rules within the ACER community centre from January to July except for 6 weeks in March/April. From August until the end of the year the futsal classes were delivered on the public courts and from September in two local schools in addition. We were only able to restart the rugby classes on the pitch at SESI from September which is when schools reopened - from then on we built up good sized classes with many female participants until the end of the year.

Throughout the year, we supported the projects families with our Food Programme which delivered dry food parcels, fruit, vegetables, meat and cooking gas to their houses - done in this way to guarantee that all items arrived in the homes in a safe and sanitarilly safe manner and also stimulated to local economy because everything except the dry food baskets were acquired from local suppliers at cost price.

Once the schools reopened we managed to do a limited number of taster sessions in schools; we were also able to hold some internal festivals and also matches against other teams in Diadema and São Paulo.

We did all of the planning, training, safeguarding training and mentoring sessions which were originally planned for the project.

The safeguarding officer delivered workshops concerning safeguarding, violence and how to report it, suicide prevention and health to all of the participants in the project. This was delivered by her in partnership with the sports staff team members who were specially trained by her before each workshop cycle.

The safeguarding officer also established the children's council which had 4 meetings during the year and also the parents council which had five meetings.

We delivered/were key speakers at three different webinars focussed on safeguarding in sports for development organisations in Brazil during the year.

In the second semester we introduced and implemented a new way of registering classes and student presence in classes using the Teampact App.

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; | Comments. Please describe briefly what you have done and justify any delay, cancellation or changes to your planned activities. |
|------------|--|---|
| | | |

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| | delayed; cancelled) | |
|--|---------------------|--|
| Hour and a half long sport sessions in Futsal. | Cancelled | |
| Hour long sport sessions in rugby | In progress | |
| One and a half hour sports sessions of Karaté | Completed | |
| Hour and a half sports sessions in Futsal | In progress | |
| Hour long safeguarding workshops | Completed | |
| One and a half hour safeguarding training | Completed | |
| 50 minute taster sessions in rugby | Delayed | |
| One and a half hour capacity building training | Completed | |
| Sports department planning meetings | Completed | |
| Children Council meeting | In progress | |
| Parents council meetings | Completed | |
| Parents - teachers meetings | Completed | |
| Focus groups looking at gender and abuse | In progress | |
| Baseline and end of year surveys applied | In progress | |
| Sporting fixtures amongst the different classes held by ACER | Delayed | |
| Sporting fixtures with external teams from private schools and other community sports programmes | Delayed | |
| Posting on social media | Completed | |

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| | | |
|---|-------------|--|
| Publishing stories in ACER monthly newsletter | Completed | |
| One and a half hour safeguarding webinar for Brazil | In progress | |
| 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)*

Our first learning question concerned what the impact of having a full time child protection/safeguarding officer would be concerning notification of safeguarding questions and also the permanency of children. With regard to the former, we have indeed noted an increase in number and quality of notifications; these have been generated by the coaches now being able to identify situations that need following up by a specialist professional and also calling on the safeguarding officer to identify suspected cases of learning difficulties and other forms of special needs which we had in previous years not had the capacity to do. In addition, following the workshops given by the safeguarding officers, several children have self notified and as the officer is always available at ACER, they have scheduled conversations with her and not just by initiative of the officer herself. Follow ups have been done with families and extra specialist services (like psychotherapy, guardianship situations) have been solicited and followed up. Concerning permanency of children in classes, we can also see a clear positive effect especially with teenagers where by holding mediation sessions with groups who have been in conflict and also being able to bring parents in in a non culpable, supportive role has meant that teenagers we would previously have lost have continued to participate in classes with greater assiduousness and quality of participation.

Notwithstanding the challenges posed by sanitary rules for face to face classes outside the ACER community centre, the three months we had working in the community and in schools for the last three months of the year allowed us to garner better understanding around gender in addition to having been able to do the survey and focus groups we planned. In the survey, 87.5% of girls stated that ACER activities have improved boys attitudes towards them; 82% of boys stated that ACER activities changed their attitude to girls and women which leads one to conclude that structuring the classes for futsal into single sex with the same sex coaches and youth monitors has had a positive effect on gender attitudes within sport and more generally. We also undertook a gender self audit within the sports department which helped identify areas we needed to improve and shall now do on an annual basis.

We did not manage to learn much regarding our third learning point which regards churn rate and reasons for it as there was so much disruption due to COVID 19.

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

The learning around safeguarding helps us to fundement new funding applications to maintain the full time safeguarding officer. Other learning around safeguarding is being shared actively through webinars being delivered in Brazil and we shall also be supporting 5 organisations in Diadema to develop their own safeguarding policies in 2022. On this basis, we shall also continue the way we have been working and look for more opportunities to integrate the safeguarding officer into the sports project.

With the difficulties in looking at the churn rate, we have come up with some new strategies: from 2021 to 2022 we are mapping all those who rematriculate separately from those who sign up for the first time and so will be able to clearly quantify the two publics and by using the Teampact app, we shall be able to track attendance. This will enable us to identify and follow up on children who have missed a given number of classes in a row and in this way we hope to reduce student loss through the year. Another strategy we adopted was to do the annual plan for 2022 in December and inform the participants the exact day each class would return in the New Year and have devinulated as much as possible from the school year by restarting half of our classes in the first week of January which is the middle of the school summer holidays.

With regard to gender, we have been encouraged by the initial results of the strategy we planned for last year and with, hopefully, uninterrupted classes in 2022, we shall be able to measure the full impact of the strategy.

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

As stated previously in this report, sanitary rules were tightened from the middle of March 2021 until the end of April 2021 which led to ACER having to close its community centre. With a great number of staff and youth monitors available, we decided to do two pieces of research involving household surveys. We had several reasons for this: it was an opportunity for all of our team to walk around the community and get to know it better as even though they are all from our

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broader community, they often do not know most parts and second, it was an opportunity to train the young people to do market research. The two household surveys were developed with the voluntary support of a market research company both to write the questions for the surveys and also the methodology to have scientifically approved methods of choosing the households to survey.

First, we redid the survey we had originally done in June/July 2020 into the impact of the pandemic on the families with whom we work - this time we surveyed 207 families from the sports programme. The results were very similar to those from the first survey although clearly the families have got poorer and some families have had more members joining them in the same residence. With regard to children studying, things were much the same and it is clear that there will be massive educational loss - effectively of two years learning when schools reopen fully in 2022. The results of the 2021 household survey can be found here: <https://acer-pesquisa.typeform.com/report/SohrVJhr/nplTqcv4QxCMwgl7> and for the 2020 survey here: <http://www.acerbrasil.org.br/arquivos/publicacoes/Geral/1.pdf>

The second survey we undertook was to look at food security for the entire neighbourhood for which 314 households were interviewed with the full results here: <https://acer-pesquisa.typeform.com/report/SGyxoH17/tNdsEWgvOO5gCNPm>. Through this survey we found that over 25% of the households suffered from severe food insecurity and 58% had suffered either moderate or severe income loss in the previous year. Against this, only 37% of the households had received emergency government support due to the pandemic and only 19% receive Bolsa Familia.

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)**

The external communications that we have had this year entirely consist of our own publications our social media - Facebook: @acerbr and @rinosdiademacityoficial, on twitter @acerbrasil, on YouTube @ACERBrasil and finally on Instagram: @acerbrasiloficial and @rinosdiademacityrugbyoficial and also the publication of our monthly newsletter which is circulated to an English language mailing list and a Portuguese language mailing list and is also published on the ACER facebook and also, in the UK on our sister organisation, Children at Risk Foundation UK's Facebook - @CarfUK. Here is the link to one of the newsletters on the ACER Brasil facebook: <https://mcusercontent.com/c92b86574196a72e79461342a/files/2634facd-c5ea-e32b-0730-798da471a38d/141.pdf?fbclid=IwAR1E9yWH89jrTWEqICkioBn3pRelHfROdzAZ06VAVFIjqNFYUWp4p4Q71Y0>

Section 4: Laureus Sport for Good Capacity Building support

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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 checked="" type="checkbox"/> | |
| Safeguarding | <input type="checkbox"/> | |
| Sport for development methodologies and approaches | <input type="checkbox"/> | |
| Monitoring, evaluation and learning (MEL) | <input type="checkbox"/> | |
| Financial management | <input type="checkbox"/> | |
| 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.)*

We did not receive any specific technical support other than that which came through the quarterly revision meetings with our programme manager Amanda Lima and the other learning that we had through participation in learning and exchange communities as well as peer learning which is described in more detail below.

With regard to how we plan on implementing learning within our work in 2022, we shall be doing annual safeguarding and gender self audits as an integral part of

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keeping our organisation focussed on these two areas and to consciously continue our development in them.

We shall continue to work with our futsal classes separated by gender.

We have adapted our cloud based matriculation system so that we can clearly identify participants who were doing activities with us in 2021 and are signing up again from those who are signing up for the first time which will provide data which we shall use to better understand our churn rate.

As a result of our theory of change work with the team, we have identified the importance of having a youth monitor together with the coach in 100% of the sessions in order to deliver our targets with quality. As such we shall be doing extra fundraising to try and achieve this aim.

We shall be using the Teampact app from the beginning of the year which will mean that through monitoring it on a weekly basis, we shall be able to be very proactive in identifying and following up when participants miss more than a single class.

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

One area that technical support would be much appreciated is for communications - developing and delivering an effective communications plan and how to engage with more actors to get a greater impact from our communications.

In addition, what springs to mind is to continue to foster the peer learning opportunities and also different learning communities maybe focussed on a particular question each session rather than as a continuum.

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)

Yes, we actively participated in two learning communities this year: Peaceful Societies and Gender. We also participated in the Brazil sharing community which I shall talk about in the peer learning section as that is how I understand that it was structured.

The highlights of the year were looking at theories of change once again and then going on to develop our own theory of change for the sports programme

separate from the rest of the organisation which gave us new insights into programme design and focus. Another one was learning about gender self audits and we took one from Canada, slightly adapted it for Brazil and translated it. We have not only used it ourselves (and plan on doing an annual self-audit) but have also put it up on our website (<http://www.acerbrasil.org.br/arquivos/publicacoes/Esportes/Livros/equidadegenero.pdf>) so that other organisations can use it if they choose. On the back of the self audit, the team chose one area to improve by the end of the year.

A last highlight was learning about how Box Girls in Kenya have been working with boys and men to deliver gender equality and to hear how, we, in common with them, understand the need to work with the genders separately in order to deliver on our gender equity targets.

For the learning communities to be more effective, I think that they need to reach more people in each organisation and in order to do this they could be organised regionally and in different languages.

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)**

We have been supporting Basketball Leben by sharing our MEL tools and others we are not currently using to measure Life skills and Employability as well as emotional and self-esteem and community integration measurements.

We have worked extensively with Waves4Change as the first organisation outside the African continent to use their Teampact App; by using it we have been working with them on what was a Beta version in order to find glitches and identify new capabilities that would be necessary before being launched commercially in 2022.

In 2021 we have delivered two sessions within the Laureus Learning Community framework, one on Safeguarding to the Brazil organisations and one on the use of digital tools in MEL to the Gender Equity Learning Community. We subsequently collaborated with Fundação Gol de Letra and REMS to deliver safeguarding webinars in the second semester.

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