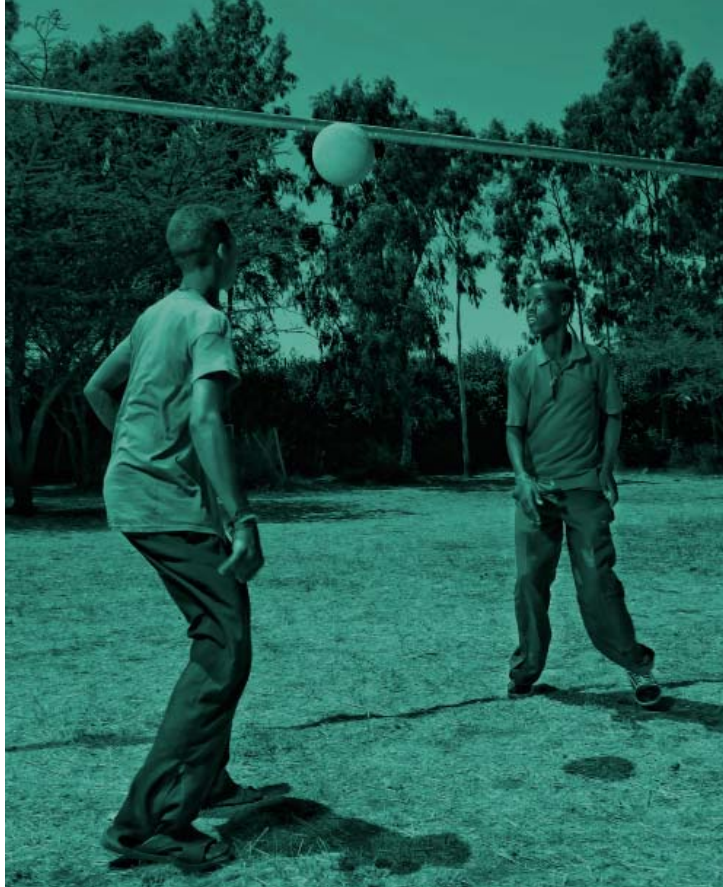
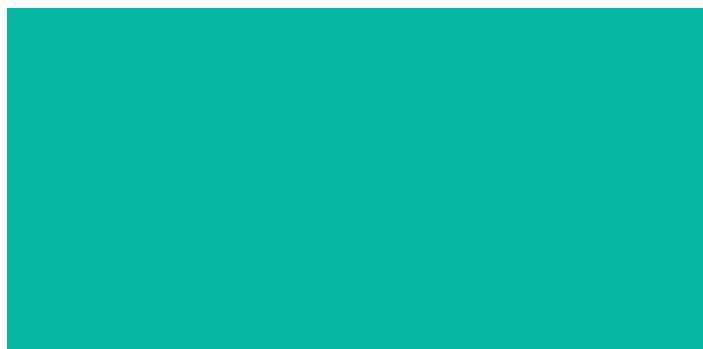




Final Evaluation of the International Inspiration Programme

Executive Summary Produced by Ecorys (June 2014)





About the International Inspiration Programme

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

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

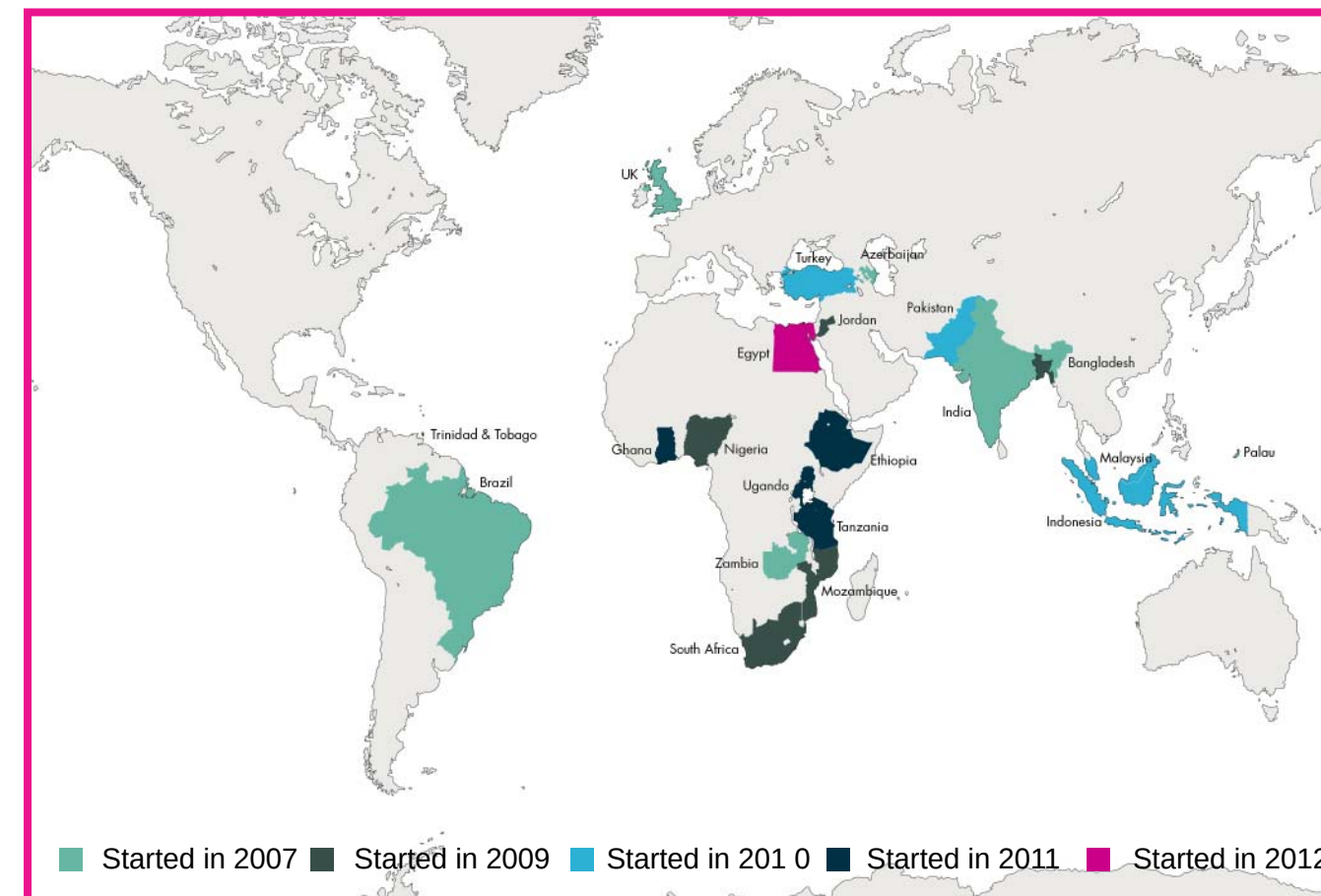
IIP vision

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

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

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

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



The programme operated at three different levels of intervention:

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

In January 2011, Ecorys UK was commissioned to evaluate the IIP¹. The evaluation explored whether the IIP achieved its original objectives, the impact of the IIP, and the extent to which the programme left a sustainable legacy. The evaluation also highlighted lessons that could be learnt from the delivery of the IIP. Over the course of the evaluation, Ecorys undertook 14 country visits, quality assured a further 18 country reports, consulted with key stakeholders, and synthesised programme documents and data. In 2012, Ecorys delivered an interim evaluation of the IIP and in 2014, Ecorys delivered a final evaluation of the IIP. This report sets out a summary of the final evaluation findings. A full evaluation report is also available at: www.internationalinspiration.org/international-inspiration-programme.

¹ In 2007, the Loughborough Partnership was appointed to support the monitoring and evaluation of the IIP between 2007 and 2010; their work focussed on the five phase one countries.

Governments and Policy Makers

Context prior to the IIP

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

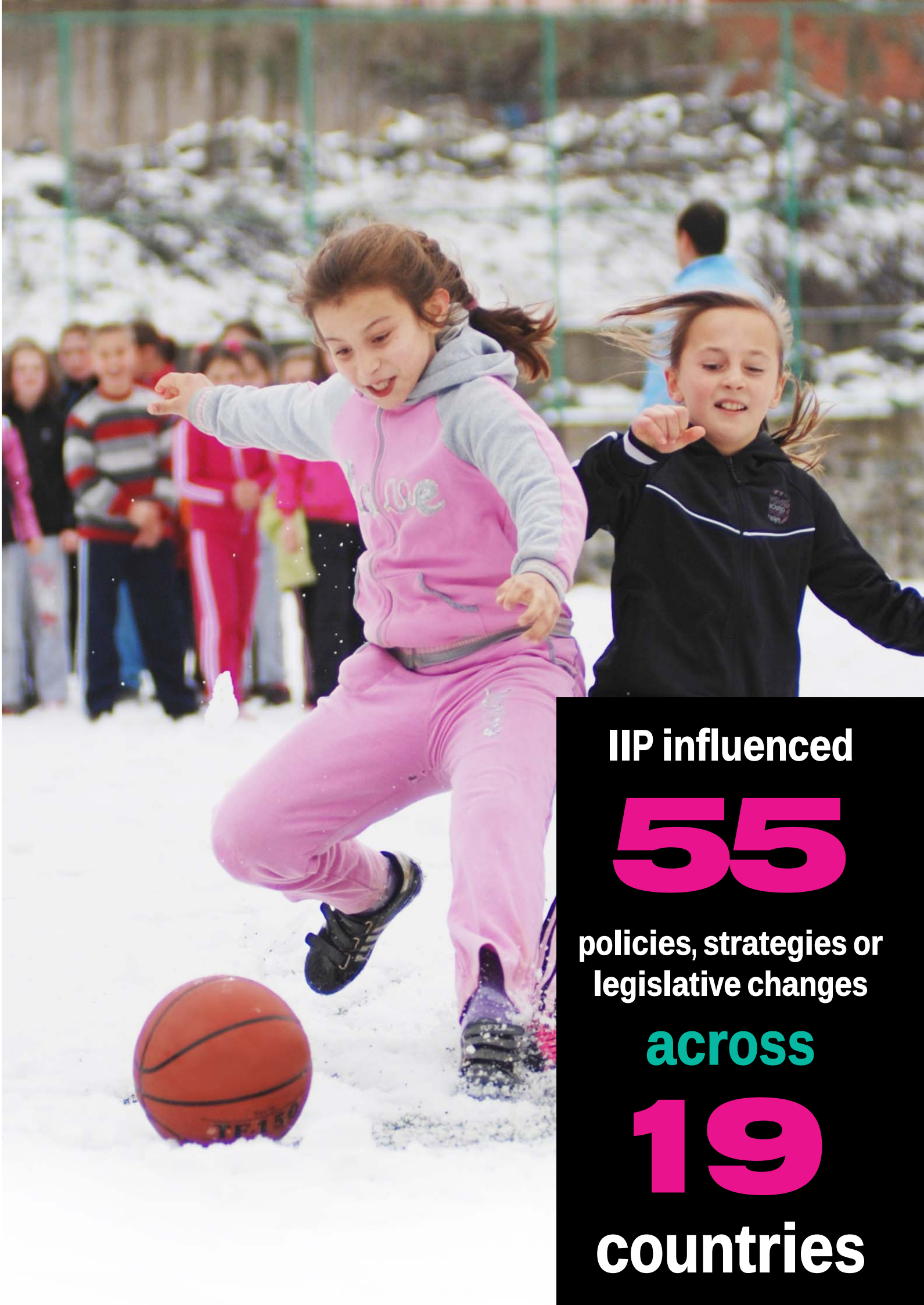
Key activities

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

Key performance indicator

The following table shows that the IIP exceeded its target for influencing policies, strategies or legislative changes.

Key performance indicator target (by end of 2014)	Achievements (by March 2014)
At least 20 policies and/or strategies and/or curricula and/or laws have been changed, developed or operationalised in targeted countries to deliver high quality and inclusive PE, sport and play.	The IIP influenced 55 policies, strategies or legislative changes across 19 countries. Of these 17 were school sport policies or legislative changes, 9 were sports policies or legislative changes, 24 were teaching and coaching resources, 5 were youth policies.



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

Outcomes

The IIP provided a catalyst for **new or strengthened partnership working** between organisations with an interest in sport and the personal development of young people. This manifested itself in improved communication, understanding and trust between key partners. What is more, in most countries, the IIP was the first time that the lead delivery partners (UK Sport, UNICEF and British Council) worked together.

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

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

Ministry of Community Development,
Gender and Children, Tanzania

In many countries, the IIP played a key role in **enhancing the capacity of policy makers**. The study visits to the UK provided a powerful approach to stimulating learning (and subsequently new ways of working). One of the key areas of up-skilling was in the monitoring and evaluation of PE and sports activities.

The IIP demonstrated success in **improving perceptions towards PE and sport**, and also the role of young people, among key policy makers. Changes in attitudes were most evident among policy makers directly involved in the programme, for example those who sat on the IIP national steering committees. In turn, these policy makers tended to be instrumental in helping to change the perceptions of other individuals. Positive demonstration effects from the IIP activities were found to be a critical factor in changing attitudes amongst some policy makers. In addition, attitudes were changed on a wider scale through conferences, workshops and other advocacy events delivered through the IIP.

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

Sports Commission, Ethiopia

The IIP **influenced policies, strategies or legislative changes** across a range of government departments; most commonly ministries of education, but also ministries of sport and ministries of youth. It was clear that the IIP stimulated changes to policy to happen much more quickly, facilitated additional enhancements to existing policies, or supported the development of high quality resources to ensure that new policies were effectively implemented.



Legacy

Policy changes achieved through the IIP mean that activities and ways of working are more likely to be sustained over the longer-term. However the impact of policy change is not felt immediately; following ratification of any new law or policy, changes take time to be operationalised and even longer to be widely adopted. The most common challenge in sustaining changes at a government level has been the availability of sufficient resources.

Moreover, applying the concepts of sport for development and sport for all in every corner of a country is likely to be particularly challenging, since this requires a shift in attitudes and working cultures amongst those not directly involved in IIP pilot activity. This is also likely to be an on-going task, which extends far beyond the lifetime of the IIP.

Notwithstanding this, the IIP has facilitated important steps in the right direction. Typically partnerships have remained active and this is attributable to the longer-term capacity that the programme built up within participating government and non-governmental bodies. What is more, there is evidence that policy changes are being rolled out beyond the IIP pilot areas and in turn, benefitting a significant number of additional children and young people.

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

Policy maker, Turkey



Practitioners and Delivery Organisations

Context prior to the IIP

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

Key activities

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

Key performance indicators

The following table shows that the IIP exceeded its target for the number of practitioners trained. This included training for adults (for example, teachers, trainee teachers, community sports coaches and community leaders) and young people who were either trained directly by delivery partners or through cascaded training. Other targets were either exceeded or close to being achieved.

Key performance indicator targets (by end of 2014)	Achievements (by March 2014)
By the end of 2014, at least 60 safe spaces for sport and play have been provided across targeted countries.	308 safe spaces were developed across 7 IIP countries.
600 (half in the UK and half overseas) schools have been engaged in a mutually beneficial relationship.	594 schools were engaged in a mutually beneficial relationship. Of these, 288 were UK schools and 306 were overseas schools.
20,000 practitioners are trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities.	More than 256,000 practitioners were trained to organise, manage, deliver, monitor and evaluate high quality and inclusive PE, sport, sport for development and play activities. Of these, more than 50,000 were young people.
At least 200 community based events have been delivered across all targeted countries.	1,025 community based events were delivered across 12 IIP countries.
At least 20 advocacy campaigns have been delivered across all targeted countries.	16 advocacy events were delivered across 11 IIP countries.



more than
256,000
individuals
across **20**
countries trained through the IIP

Outcomes

The IIP (through training, exchanges with UK schools, and resources) **improved the practical skills of teachers and coaches** and enriched their knowledge in PE and sport. Together with sports leadership training for young people, the IIP also helped to **increase capacity** to deliver high quality and inclusive PE and sport. One of the most notable benefits has been the introduction of basic ideas and techniques for delivering high quality PE and sport sessions. The IIP also developed skills in sport for development and offered guidance on how to ensure that sport is fully inclusive. In addition, the programme included a model for trained practitioners to cascade training to other individuals. In this respect the training aspect of the IIP can be seen to represent one of the most efficient and effective models of practice within the programme.

“ TOPS¹ makes sport and PE more interesting, friendly, fun and easy to set up. It also offers low-cost-approaches to delivering PE.

School Teacher, Malaysia

The IIP training (and subsequent positive experience of delivering activities) helped to **improve perceptions** amongst practitioners of the value and benefits of PE and sport for young people. Teachers and coaches directly involved in the IIP activities saw that sport could be fun, whilst at the same time supporting their teaching and the development of children and young people.

A key achievement was the creation of 308 **safe spaces**. The safe spaces often focussed on improving access to sports for girls. There were also examples of schools improving their grounds to better cater for sport and improving access to spaces for sport by opening up their facilities to the community.

Overall, the IIP has contributed to **improved provision of PE and sport** for children and young people (including those with disabilities) in the IIP countries. Notably, PE and sports sessions are more inclusive, age appropriate and child centred. Within IIP schools, PE lessons are better integrated into school timetables and there is an increase in the quantity and quality of extra-curricular sports activities. Community sport provision has also been enhanced and some national sports federations are taking steps to broaden access to their sports. Finally, the IIP has stimulated **greater partnership working** between organisations, such as educational establishments, sports clubs, youth centres, community groups and national sports federations.

Legacy

Practitioners expressed a desire and commitment to continue applying their new skills in the future. The Young Sports Leaders (YSLs) were also keen to continue in their role and to sustain (and even expand) their YSL clubs. Training YSLs was a particularly successful element of the programme as they will be the individuals responsible for continuing the IIP work in the future. There was also a commitment to continue to cascade training to other individuals, which would help to maximise the legacy of the IIP. However, ensuring that new skills continue to be applied is dependent upon buy-in and action at the national government and policy maker levels, as well as amongst national sports federations and bodies.

The programme also supported increased organisational and financial capacity (for example, by supporting the development of new delivery organisations and attracting additional funding) to enable the IIP activities to continue.

The sustainability of international school links tended to differ on a school by school basis, depending upon the schools' IIP experiences, their capacity, and the value that they felt could be derived from continuing with the partnership.

1 The Youth Sport Trust's TOP Sportsability offers training and resources to schools to enable them to deliver high quality, inclusive sports activities.



“ A coach that goes out into the community has to be a parent, a teacher, a friend, but nobody taught the coach about those aspects. The International community Coach Education System (ICES) is about making a coach into that all round person who can work with real young people.

Volleyball Federation, Trinidad and Tobago

Children and Young People

Context prior to IIP

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

Key activities

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

Key performance indicator

The following table shows that the IIP exceeded its target for the number of children engaged in the programme. Children and young people ‘regularly engaged’ included those in PE lessons that had been improved through the IIP (for example, through the quality of delivery or the time allocated) and those involved in regular community sport and sport for development activities delivered and/or improved as a result of the IIP. Given that a higher number of young people were regularly engaged in the programme, as opposed to being reached (i.e. only involved in an one-off activity), it is reasonable to assume that the opportunities for delivering wider benefits to children and young people in the IIP countries is likely to have been greater than originally anticipated.

Key performance indicator targets (by end of 2014)	Achievements (by March 2014)
Across all targeted countries, 4 million children and young people of all abilities will have been regularly engaged and 8 million children and young people will have been directly or indirectly reached.	Over 18.7 million children and young people of all abilities were regularly engaged in IIP activities and over 6.3 million children and young people were directly or indirectly reached through IIP ¹ .

¹ The number of children and young people ‘reached’ did not include young people already recorded as being ‘engaged’.



over
18.7
million
children and young people
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activities

Outcomes

The IIP contributed to improvements in the quantity and quality of sports opportunities, which in turn, led to an **increase in sports participation** among children and young people; both in terms of an increase in the frequency of sports participation, as well as more young people taking part in sport. Trained practitioners, both adults and young people, also stimulated greater interest and enthusiasm for sport.

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

Student, Nigeria

It is clear that sporting interventions (particularly high quality and structured sports sessions) can help to deliver a range of wider positive outcomes, when utilised in the right context and with the right processes in place in terms of theoretical/pedagogical underpinnings, appropriate human resources and skills, and suitable materials.

Through the delivery of inclusive activities, the introduction of sports and activities that were appropriately tailored to individuals of different abilities, and positive role models, the IIP supported **greater equality and inclusion**. This was particularly evident for girls, disabled children, and vulnerable young people. The IIP, especially through the sports festivals that were delivered by YSLs, encouraged young people from communities to mix and play together, thereby helping to strengthen community cohesion in local areas.

“When I am playing with others, I forget my disability.

Student, Ethiopia

Increased participation in physical activity (in terms of both time and intensity), plus using sport to help improve the communication of health messages, also facilitated **increased fitness and better health** among children and young people. In addition, there was evidence that the delivery of high quality and structured sports sessions were diverting children and young people away from risky behaviours or negative activities, such as involvement in drugs.

The opportunity to take part in exciting and fun PE and sport at school contributed to **improvements in school attendance**, and in some cases, played a role in helping to support the re-engagement of young people who had dropped out of formal education. There is a strong positive relationship between school attendance and **educational achievement** amongst young people but it was also reported that positive participation in the IIP sporting activity benefited young people in their studies and ability to learn in other ways, for example, by helping to improve concentration, self-esteem, interaction in class, and creativity.

The opportunity to become a YSL provided an important formative experience in the lives of young people. They developed a range of values and life skills, which empowered them and had knock-on benefits for their **future aspirations**, attainment, career prospects and active citizenship.

Legacy

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

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

Young Sports Leader, Tanzania



Key Lessons

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

Designing the programme

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

Managing the programme

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

Delivering the programme in-country

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

Achieving outcomes and leaving a legacy

17. Aligning with existing initiatives, but also recognising the need to enhance existing provision through the programme.
18. Influencing policy so that programme concepts, activities and ways of working are more likely to be embedded and sustained.
19. Building the capacity of government departments that can continue to deliver activities once the programme finishes.
20. Maximising the use of demonstration activities and effects to secure engagement and commitment to the programme, and to support a positive change in attitudes.
21. Identifying key programme champions, or 'change agents', to help maximise impacts.
22. Incorporating training to build the skills and capacities of individuals within the IIP countries.
23. Including a model for trained practitioners to cascade training to other individuals.
24. Working with young leaders to encourage them to realise their potential and to help secure a legacy.
25. Allowing sufficient time for the programme to embed a legacy.





Conclusions

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

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

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

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



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Images:

Front cover, top left, three girls:

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**Governments and policy makers,
legacy section, girls playing football:**

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