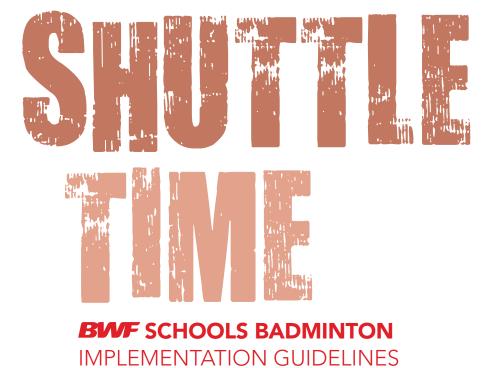




BWF SCHOOLS BADMINTON IMPLEMENTATION GUIDELINES







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Continental Confederations

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Badminton Europe	www.badmintoneurope.com
Badminton Pan Am	www.badmintonpanam.org
Badminton Oceania	www.oceaniabadminton.org



More Information

The resources for *Shuttle Time* are available in different languages. The material can be downloaded from the BWF website.

Badminton World Federation



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Part 1 Overview

1. Introduction – Implementation Guidelines

Shuttle Time is BWF's Schools Badminton Programme. *Shuttle Time* consists of a set of training resources, guidelines and training programmes to implement badminton in schools in a systematic way.

These Implementation Guidelines are for **National Badminton Associations** and **Shuttle Time Coordinators**.

Shuttle Time Coordinators are the one designated person, appointed by their National Badminton Association, who is responsible for coordinating the implementation of *Shuttle Time* nationally. They are the one point of contact for the programme internally and externally – and they manage the day to day implementation of *Shuttle Time* nationally.

The aim of these guidelines is to help BWF Member Associations and their *Shuttle Time* Coordinators plan for the *systematic implementation* of a *sustainable schools badminton programme*.

These Guidelines are in five parts:

- 1. **Overview** introduction to the guidelines, badminton as a sport for all/a sport for life, rationale for schools badminton.
- 2. Background to Shuttle Time programme, people, partners and organizational roles.
- **3.** Shuttle Time Resources training, teaching resources, other guidelines, tracking progress and reporting.
- **4.** Assessing Readiness for Implementation self assessment, categories of national badminton associations, criteria for support.
- 5. Implementation Process implantation cycle and stages, coordinators role, workforce qualifications and qualities.



2. Badminton – A Good News Story

As the national body for badminton, your role will be at times, to sell badminton to stakeholders – potential sponsors, funding bodies, NOCs and government ministries in order to get financial and other support.

Badminton is competing with all other school sports. Children – and more importantly their parents – will make decisions about what sport they will take up and play, and each international and national sports federation are in the sports market place, 'selling' their sport.

Badminton has a great story to tell. Some reasons to promote badminton are:

- Olympic Sport global sport practised at all levels from participation to elite;
- Accessibility a "sport for all" all ages, all abilities a sport for life;
- Social reasons boys/girls/men/women playing and competing together;
- Health reasons supports a healthy lifestyle and a government health agenda;
- **Established programmes** badminton worldwide has pathways for athletes from beginners at school to Olympic podiums.



3. Badminton – Sport for All – Sport for Life

Badminton is a "sport for all" – a "sport for life". The IOC **Sport for All Commission** was established in 1983 with the aim of supporting initiatives that promote sport for all.

The Olympic Charter states the importance of *sport for all* and the role of the IOC and NOCs in this.

Olympic Charter – Mission and Role of the IOC – Point 12

• To encourage and support the development of sport for all.

Olympic Charter – Mission and Role of NOCs – Point 2.3

• To encourage the development of high performance sport as well as sport for all.

Under the Olympic Charter, the IOC and your NOC have an obligation to encourage the development of *sport for all*. That also extends to the BWF.

As an International Federation recognized by the IOC, the BWF has under the Olympic Charter, significant obligations including:

- to ensure the development of their sport throughout the world;
- to contribute to the achievement of the goals set out in the Olympic Charter, in particular by way of the spread of Olympism and Olympic education.

The aim of the IOC Sport for All Commission is:

"to encourage and support the efforts and developments disseminating **the health and social benefits to be gained by all members of society through regular physical activity**. This goal can be achieved through a cooperation via International Sports Federations (IFs), National Olympic Committees (NOCs), and national sports organisations". (Source: IOC website – Sport for All Commission)

The sport for all movement promotes sport as a human right for all individuals from all backgrounds and "the movement encourages sports activities that can be exercised by people of all ages, both sexes and different social and economic conditions" (Source: IOC website – Sport for All Commission).

The health and social benefits of sport is central to the *sport for all* movement and is central in most government policies for participation in sport.

Sports programmes and activities teach important life skills and contribute to peaceful coexistence by educating children to:

- play within the rules;
- practice fair play and honesty;
- create life long friendships;
- communicate;
- have fun;
- harness aggression and frustration.



4. Badminton – an ideal schools sport

Badminton is an ideal sport for schools and has many advantages over other sports. We need to communicate better the positive aspects of badminton and use programmes and resources to promote and package the positive elements of badminton to the decision makers.

Here are some pointers to communicate about badminton as a school sport.

- A safe, low impact sport for school children.
- Both boys and girls can play it social benefits.
- Builds fundamental sporting skills (see next below number 5).
- Meets school PE programme objectives.
- Resource friendly relatively inexpensive equipment.
- Can be practiced indoor or outdoor (the activities in the first 10 lesson plans of *Shuttle Time* can all be played outdoor).
- People with a disability can play badminton (Para-badminton).



5. Badminton – Sporting Skills Development

Badminton develops sporting skills and it meets all the key elements of school physical education curriculum objectives:

- Eye hand coordination skills;
- Catching and throwing skills;
- Stability and balance;
- Speed (builds aerobic capacity) and agility;
- Jumping and landing skills;
- Tactical awareness/decision making.

All of these physical skills are practised as part of the activities in Shuttle Time.





Part 2 Background – Shuttle Time

6. Shuttle Time – Schools Badminton Programme

Shuttle Time is the *BWF's Schools Badminton Programme*. This programme aims to make badminton one of the world's most popular sports in schools.

Shuttle Time is not about training teachers to be badminton coaches. *Shuttle Time* is about developing teachers knowledge, skills and confidence to 'teach badminton'.

Shuttle Time aims to:

- assist teachers plan and deliver safe and fun badminton lessons;
- ensure that children experience success in badminton;
- achieve general physical education objectives through the badminton activities;
- enable teachers to deliver a positive image and experience of badminton.

The syllabus for teaching badminton contains badminton techniques, tactics and physical elements.

This means that children will experience the nature of badminton, without over complicating the content for teachers or children who are new to badminton.

Shuttle Time provides a pathway to success. The activities have been designed and tested with children of many ages and the step by step approach from lesson to lesson through the programme will ensure success for every child.

7. Key People

The success of *Shuttle Time* depends on the experience and knowledge of these key people. They have different roles in implementing *Shuttle Time*.



Getting the right people for the right role is essential. Training is also important in the process of implementing *Shuttle Time*.



8. Shuttle Time Coordinators – Responsibilities

Shuttle Time Coordinators are the key "drivers" for schools badminton in each country.

Their main role is to coordinate the programme nationally. They are the main contact person for schools badminton – internally and externally and they manage all aspects of the implementation.

Area of Responsibility	Shuttle Time Coordinators – Responsibilities
	The responsibilities of Shuttle Time Coordinator are to:
Knowledge of Shuttle Time/Sport in Schools	 be very familiar with all aspects of Shuttle Time – the concept, goals, resources and process for implementing the BWF Schools Badminton Programme;
	 understand the education system in the country and be familiar with the school sport system nationally and provincially;
Planning	 develop the implementation plan – together with others in the organization;
Communication	 communicate the essence of Shuttle Time, the implementation plans and strategies to all internal and external stakeholders;
Management	 manage the day to day programme for schools badminton nationally and all aspects of the implementation;
	 recruit trainers and potential tutors;
	 set up training courses and venues and support training;
Reporting	 establish the system for monitoring the programme nationally and report to the Continental Confederation and BWF (see Shuttle Time Tutors Responsibilities – Tutors' Guidelines).
	 report online on each tutor training course delivered – location of the course, number of days, number of tutors on course (male/female), number of successful/unsuccessful candidates (male/female).

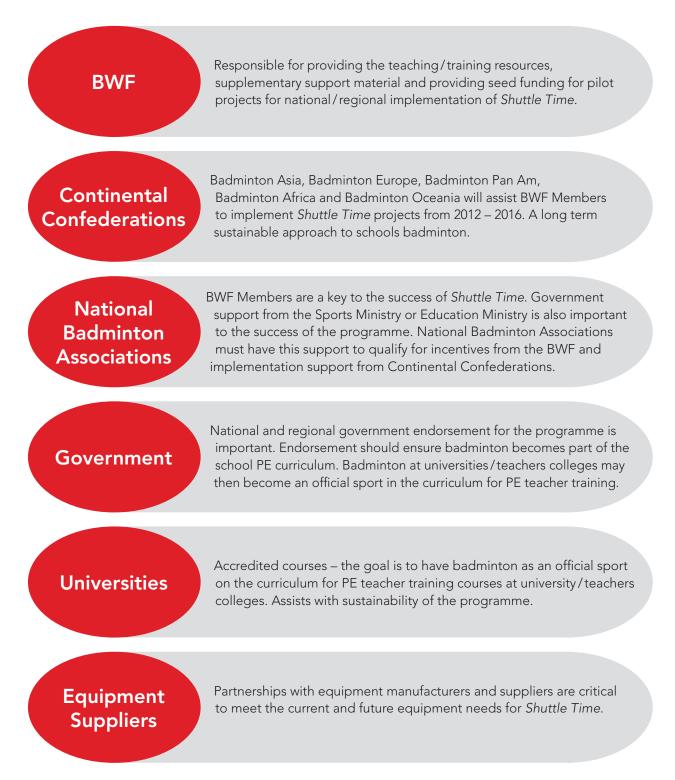
For details of the roles, responsibilities and the competencies of *Shuttle Time* Trainers and *Shuttle Time* Tutors, see the respective guidelines for each.

9. Key Partners

To implement Shuttle Time, no one organization can succeed without partners and supporters.

Shuttle Time depends on the following key partners. Support from each of these partners, good planning and a long term, sustainable approach will make this programme successful.

The programme needs good resources, talented people, good planning and equipment.





10. Organisational Roles and Responsibilities

The systematic and sustainable implementation of schools badminton depends on a range of key partners who perform different yet complimentary functions. Ultimately a National Badminton Federation is responsible for implementing *Shuttle Time* Schools Badminton in their country, however Continental Confederation and the BWF can provide some support in implementing programmes.

BWF	Continental Confederation	BWF Member Associations
 Develop Shuttle Time resources, supplementary training material and guidelines for the implementation of Shuttle Time. Make the resources available in a number of languages on the BWF website. Market and promote the concept, product and benefits of the programme. Provide assistance in sourcing badminton equipment sponsors and partners. 	 Promote the product to national badminton associations. Deliver information sessions and forums to groups to identify needs of Members and assist with implementation planning. Assess needs of national associations and identify those who require support to implement. Determine a continental/regional implementation strategy. 	 BWF Member Associations Identify and put in place a project 'driver' – Shuttle Time Coordinator. Determine a national implementation strategy. Engage key stakeholders – national sports funding bodies, ministries of education, member clubs and associations- to work out a plan for implementation and to secure the commitment for the programme. Organise the training of Shuttle Time Trainers and
 Organise workshops and forums on the implementation of <i>Shuttle Time</i>. Assist in running pilot projects. Through the Continental Confederations, provide funding for specific schools badminton projects. Develop a framework and a model for the introduction of badminton as part of a university/teachers college curriculum for Physical Education Teachers in training. Monitor and evaluate the implementation of the programme globally. 	 Assist in the training of Shuttle Time Trainers and Shuttle Time Tutors. Assist with setting up of equipment sponsorships and equipment supplier arrangements. Monitor/evaluate the implementation of Shuttle Time schools badminton and provide information to the BWF on progress towards meeting implementation targets. 	 Shuttle Time Trainers and Shuttle Time Tutors Set up agreements with equipment suppliers. Promote the programme to universities as a PE curriculum sport. Monitor/evaluate the implementation of schools badminton and provide data on the implementation.

Part 3 Shuttle Time Resources

11. Training

Good planning, effective communication and training are essential components for the implementation of *Shuttle Time*.

Getting Information/Getting Started

Shuttle Time Information	The BWF website has information on <i>Shuttle Time</i> including fact sheets and case studies on implementation.
	Your Continental Confederation will be a source of information also, especially on the kind of support they may be providing for the implementation of <i>Shuttle Time</i> in your region.
	Other important sources of information:
	 Implementation Guidelines (this guide);
	• Trainers' Guidelines;
	• Tutors' Guidelines;
	• Teachers' Manual/lesson plans/video clips.
	Contact shuttletime@bwfbadminton.org

Training Courses/Workshops

Shuttle Time Implementation Workshops	Two day <i>Shuttle Time</i> Implementation workshops for national badminton associations who are aiming to implement <i>Shuttle Time</i> nationally. This provides the basis for starting a systematic process of implementation of <i>Shuttle Time</i> – a sustainable approach to schools badminton.
Trainers Course	A two day course designed to build skills and knowledge for trainers to deliver the two day (or in some cases, three day) tutor training courses.
Tutors Course	A two day course (in some cases, three days) designed to build skills and knowledge for tutors to deliver the one day (or in some cases, two day) teacher training courses. These courses for tutors are delivered by <i>Shuttle Time</i> Trainers.
Teachers Course	A one day course (in some cases, two days) designed to give teachers the necessary skills, knowledge and confidence to plan and deliver safe and enjoyable badminton lessons for children using the <i>Shuttle Time</i> resources. These courses are delivered by tutors.

See overview for more detail of the course types, target audience, objectives, content and those who offer these courses.

Summary of Course Types

Who are we training?	Who delivers the course?	How long?	Objectives / Outcomes
National Badminton Associations/ Shuttle Time Coordinators	Continental Confederations /BWF	Two days	 Objectives To provide detailed information on <i>Shuttle Time –</i> concept, content, resources – to those BWF Members who have the capacity to implement the programme on their own. To explore a systematic implementation process – models, steps, strategies, resources required, tracking, success factors, planning and evaluation. Informed national badminton associations, with a clear understanding of the issues and challenges of systematically implementing <i>Shuttle Time</i> nationally. A clear road map for the stages required for initiating the implementation of the program nationally in their country, and the process of implementation.
Shuttle Time Trainers	National Badminton Associations/ Continental Confederations /BWF	Two days	 Objectives To train people to be effective Shuttle Time Trainers – skills and knowledge to plan and implement tutor training courses and assess performance towards certification. Outcomes Effective trainers, with a clear understanding of Shuttle Time and how to deliver Tutor Training courses and assess competence.
Shuttle Time Tutors	Trainers	Two days (in some cases three days)	 Objectives To train people to be effective Shuttle Time Tutors. Outcomes Effective tutors, with a clear understanding of schools badminton and Shuttle Time, and how to plan and deliver training courses to teachers.
Teachers	Tutors	One day (in some cases two days)	 Objectives To train teachers in how to use Shuttle Time. Outcomes Teachers with a good understanding of Shuttle Time resources and how to plan and deliver safe and enjoyable badminton lessons to children.



12. Shuttle Time **Teaching Resources**

The following resources are available for teachers.

Category	Description	Format/Availability
Teachers' Manual	10 Modules for teachers who are learning how to plan and deliver badminton lessons.	PDF format. Downloadable from the BWF website as separate Modules.
Lesson Plans	22 badminton lesson plans.	PDF format. Downloadable from the BWF website.
Video Clips	92 video clips. These show the badminton activities and teaching points in the lessons.	Downloadable from the BWF website.
Badminton Equipment	 A basic schools badminton kit consists of: 24 rackets 3 dozen plastic shuttles 2 nets 20 metre long rope or elastic cord that can be tied across a sports hall or practice area and be used as a net. 	These are not included as part of the <i>Shuttle Time</i> package. Sourced through agreements with suppliers. The agreements can be facilitated through National Badminton Associations, Continental Confederations and/or the BWF.
Supplementary Material	New material to support the teaching of badminton is being developed.	PDF format. Downloadable from the BWF website.



13. Other Guidelines – support material

There are additional guidelines and resources.

Category	Description	Format/Availability
Guidelines for National Badminton Associations & Coordinators (This resource)	This resource is designed to support National Badminton Associations and <i>Shuttle Time</i> Coordinators with the planning and implementation of a Schools Badminton Programme nationally.	PDF format. Sourced through the BWF and Continental Confederations.
Trainers' Guidelines & Trainers' Kit	This resource is designed to support trainers who plan and deliver two or three day tutor Training Courses. This is a support "kit" for trainers. This includes worksheets, examples of assessment tasks, presentations and sample questionnaires to help trainers in planning and delivering their course.	PDF format. Sourced through the BWF, Continental Confederations. The kit material comes in a variety of formats – Word, PowerPoint, Excel.
Tutors' Guidelines & Tutors' Kit	Designed to assist tutors to plan and implement one day (in some cases two day) training courses for teachers. This is a support "kit" for tutors. This includes worksheets, examples of assessment tasks, presentations and sample questionnaires to help tutors in planning and delivering their course.	PDF format. Sourced through the BWF, Continental Confederations. The kit material comes in a variety of formats – Word, PowerPoint, Excel.

The resources will be translated into a number of languages.

The BWF will not provide printed copies of any of the resources, only downloads in PDF format, however National Badminton Associations or Education Ministries or NOCs may wish to do this.

If any National Badminton Association or Education Ministries wish to translate *Shuttle Time* resources or print the resources in hard copy, contact the BWF for more information – shuttletime@bwfbadminton.org

14. Reporting – Tracking Progress

It is important that the implementation programme is monitored and that statistics are collected on the number of:

- 1. countries that implement Shuttle Time;
- 2. Shuttle Time Trainers in the system;
- 3. Shuttle Time Tutor training courses completed;
- 4. tutors (male/female) who pass the course;
- 5. schools in each country that have started using Shuttle Time;
- 6. teachers names and the name of the school where Shuttle Time is being used;
- 7. children who have experienced badminton for the first time through Shuttle Time.

The BWF, Member Associations and individual *Shuttle Time* Coordinators and *Shuttle Time* Trainers have different reporting obligations. These are summarized below:

Shuttle Time Role	Task	Statistics/Data
National Badminton Associations & Coordinators	Register online the name(s) of the Shuttle Time Coordinator(s). Register online the name(s) of the Shuttle Time Trainer(s).	NameEmail addressMobile numbers
Trainers	Register online each <i>Shuttle Time</i> tutor training course the trainer delivers. Provide basic statistics on the course/participants.	 Location the course was held. Dates of the course. Tutors – numbers of tutors on course (male/female). Qualified Tutors – Number of those who 'passed' course (males/female)/names. Others – number/names of those who 'did not pass' or have yet to meet the competencies.
Tutors	Register online each <i>Shuttle Time</i> teacher training course they deliver. Provide basic statistics on the course/participants.	 Location the course was held. Dates of the course. Number of teachers on the course (male / female). Names of the teachers and the name of the school. Number of children each teacher teaches sport to. Estimated number of children they will use <i>Shuttle Time</i> within the next 12 months.



It is important to look at ways in order to track the activities of teachers in delivering *Shuttle Time* schools badminton.

National associations, the tutors or the coordinators need to look at ways to track progress and be able to report back on the sustainability of their initiatives.

This could be done online through the national badminton website. Teachers could commit to a monthly report of the use of *Shuttle Time* and delivering schools badminton, and how many children are actually exposed to the sport through the programme.



Part 4 Assessing Readiness for Implementation

15. Self Assessment

BWF Members are very diverse in terms of stage of organisational development and access to resources – human resources, financial resources, equipment for programmes.

Badminton also in the national sporting structure will vary considerable from country to country – as will sport in the schools context.

School education systems, school sport and the whole health and fitness agenda of national and provincial governments will vary greatly from one national context to the next.

The minimum requirement for a National Badminton Association to implement *Shuttle Time* in a systematic way would be that an association has:

- 1. a good administration supported by paid or volunteer staff;
- 2. effective communication with the Continental Confederation, BWF, as well as its own members;
- 3. grass roots development programmes and experience in planning and implementing grass roots development programmes;
- 4. schools badminton as part of its own long term development plan a plan which is endorsed by their Council/board;
- a good understanding of the education system and school sport. The National Badminton Association has determined that badminton in schools could be successful given the right planning and resources (financial, human resources);
- 6. a suitably qualified person to take on the role of *Shuttle Time* Coordinator nationally (see part 1, number 7 above section "Key People");
- 7. other resources (people/financial/equipment) to support a long term approach;
- 8. support from or is confident that the Education Ministry (or appropriate authority) will officially endorse the implementation of *Shuttle Time* Schools Badminton.
- 9. the potential to secure government or private sector financial support to fund the project long term;
- 10. access to equipment suppliers and a good relationship which could mean cost effective equipment for schools badminton programmes nationally.



16. Categories of Member Associations

Some BWF Members have a lot of resources to put to a schools badminton project and need little assistance to implement schools badminton.

Others however will need guidance, support and in some cases training of trainers and tutors. This support could come from the BWF or Continental Confederations provided certain terms and conditions are met.

Below describes in a general way, categories of Members and their readiness to start on *Shuttle Time* schools badminton programme.

Category 1 Member	Category 2 Member	Category 3 Member	Category 4 Member
The Member has an existing National Schools Badminton Programme.	The Member has good resources (human resources and financial resources) and can implement a schools badminton programme independently. Needs minimal support. Requires initial workshops to explore strategies to implement schools badminton.	The Member is dependent on the Continental Confederation or the BWF to provide expertise and training to implement <i>Shuttle</i> <i>Time</i> . A need for longer term support.	The Member has no structures / resources (human nor financial) to support implementation of a schools badminton programme. This is not a priority area currently.
Has developed an active national schools badminton program and has its own schools badminton resources. Does not need support to deliver schools badminton nationally. May use the resources from the BWF website to supplement existing material / schools badminton programme.	Member has the capability to implement the schools badminton training packages with some guidance from the Continental Confederation or BWF. Has the financial and human resources - and systems to recruit trainers and tutors. Can monitor and provide feedback on implementation of <i>Shuttle Time</i> . Can set up a national evaluation and reporting system for the programme.	Member has the structures and meets the minimum criteria to qualify for support from the Continental Confederation or BWF. Schools badminton is a priority area for the Member. Has a long term approach for this. Signs up to be a part of an implementation programme – requires guidance / assistance and perhaps support to run a pilot project within one region in the Member Association.	Schools badminton is not a suitable priority area for the Member – too many other priorities/needs and few resources to implement this grass roots programme systematically.

17. Criteria for Support

The BWF and Continental Confederations will be supporting implementation projects for *Shuttle Time* regionally and nationally from 2012.

The BWF and Continental Confederations are planning the kind of support which best meets the needs of those Member Associations who wish to implement the programme in schools in a systematic way nationally and who have the resources to make this sustainable.

The BWF and Continental Confederations will already have general criteria for some of the development projects, and some Members, because they are well resourced, may not be eligible for support.

Below are some criteria the BWF and Continental Confederations may consider when putting in place implementation support programmes.

- 1. An active Member Association with a good administration and good communication with the BWF, Continental Confederation and its membership. Has paid staff.
- 2. Has a grass roots development plan and a good history of implementing grass roots projects.
- 3. Has endorsed schools badminton as a priority development area for the sport.
- 4. Is committed to a long term approach to schools badminton.
- 5. Has a driver/coordinator for schools badminton.
- 6. Has the capacity to develop a national implementation plan for schools badminton.
- 7. Has the capability to continue implementation once an initial pilot project has been completed.
- 8. Has the potential support from government (provincial/national) for the project.
- 9. Has existing relationships with equipment suppliers and is confident that an arrangement can be made to ensure reasonably priced schools badminton equipment packages.

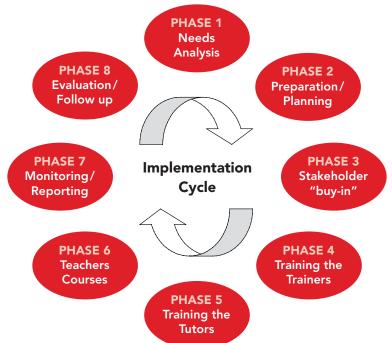


Part 5 Implementation Process

18. Implementation Cycle

Systematic implementation of *Shuttle Time* takes a lot of preparation and planning and it will take some time to get all the stakeholders and partners committed to the project before the training of tutors and teachers can start.

The below is a general overview of the stages that might be part of an 'implementation cycle' for schools badminton.



It should be noted that some of these steps above could be combined – depending on the situation in the Member Association and the needs of the project.

Case studies suggest that it could take as long as five years before a sport like badminton is firmly established as a schools sport nationally.

This means that badminton is being taught widely as a school sport, it is part of the school physical education curriculum nationally and is part of the Physical Education (PE) curriculum at universities and teachers colleges.

The model above does not consider this last process (securing badminton on a university curriculum for PE teachers). See number 20 below – Badminton on the University Curriculum, for comments on establishing badminton as a university subject on the Physical Education curriculum for teachers in training.

19. Stages Towards Implementation

Implementation of *Shuttle Time* in a sustainable way requires a systematic approach. The below provides more detail of the implementation cycle above.





PHASE 7 Monitoring/ Reporting

Ensure there is a system of recording the number of courses delivered to teachers. Gather data on number of teachers (male/female) and children being 'taught' badminton through Shuttle Time.

PHASE 8 Evaluation/ Follow up

Keep good records of training conducted and the progress. Follow up with teachers to ensure continuation and to gather data.

20. Badminton on the University Curriculum

Sustainability of *Shuttle Time* and badminton in schools is critical.

A sustainable programme will depend on a range of factors including:

- good planning;
- effective communication internally and externally;
- internally and externally stakeholder commitment to the project;
- resources financial and human resources put to the programme;
- easy access to badminton equipment;
- suitably qualified and trained people coordinators, trainers, tutors;
- partnering with organisations your member clubs and associations, government (regional and national), equipment suppliers, universities.

It is important to investigate whether badminton could be included in the curriculum of universities that are training to be Physical Education (PE) teachers in the school system.

It is essential for the long term success that Members ensure that badminton becomes part of the schools badminton curriculum for PE teachers who are training at the university level.

The BWF is undertaking a project in 2012 to develop such a curriculum. This curriculum document will provide the framework and the content for badminton as a sport that PE teachers have the option to be trained in as they complete their university education.

This resource will be available for Members to use to approach education departments and universities with the goal of the inclusion of badminton as a PE sport in teacher education.

Contact BWF for more information – shuttletime@bwfbadminton.org

Design: www.limevirtualstudio.com

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