



# SHUTTLE TIME

**BWF SCHOOLS BADMINTON**  
IMPLEMENTATION GUIDELINES



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## **BWF SCHOOLS BADMINTON** IMPLEMENTATION GUIDELINES

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**BADMINTON WORLD FEDERATION [1983-05-5]**  
Unit No.1 Level 29  
Naza Tower, Platinum Park  
10 Persiaran KLCC  
50088 Kuala Lumpur  
Tel: +603 2381 9188  
Fax: +603 2303 9688  
Email: [bwf@bwf.sport](mailto:bwf@bwf.sport)  
Website: [www.bwf.sport](http://www.bwf.sport)

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## Project and Materials Developers

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### Resource Development

David Cabello  
Heinz Kelzenberg  
Mike Woodward  
Ian Wright  
Sharon Springer  
Kaitlyn Hall (Inclusivity)  
Lyndon Williams (Inclusivity)

### Resource Editing

Stuart Borrie  
Sharon Springer  
Ian Wright

## Continental Confederations

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Badminton Africa	<a href="http://www.badmintonafrika.com">www.badmintonafrika.com</a>
Badminton Asia	<a href="http://www.badmintonasia.org">www.badmintonasia.org</a>
Badminton Europe	<a href="http://www.badmintoneurope.com">www.badmintoneurope.com</a>
Badminton Pan Am	<a href="http://www.badmintonpanam.org">www.badmintonpanam.org</a>
Badminton Oceania	<a href="http://www.badmintonoceania.org">www.badmintonoceania.org</a>



**Badminton  
Confederation  
Africa**



## More Information

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

## Badminton World Federation

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Unit No.1 Level 29, Naza Tower  
Platinum Park 10 Persiaran KLCC  
50088 Kuala Lumpur, Malaysia  
[www.shuttletime.sport](http://www.shuttletime.sport)  
[shuttletime@bwf.sport](mailto:shuttletime@bwf.sport)

# Contents

## Part 1 – Overview

---

1. Introduction – Implementation Guidelines . . . . .	2
2. Badminton – A Good News Story . . . . .	3
3. Badminton – Sport for All – Sport for Life . . . . .	4
4. Badminton – An ideal schools sport . . . . .	5
5. Badminton – Sporting Skills Development . . . . .	5

## Part 2 – Background to Shuttle Time

---

6. Shuttle Time – Schools Badminton Programme . . . . .	6
7. Key People . . . . .	7
8. Shuttle Time Coordinators and their Responsibilities . . . . .	8
9. Key Partners . . . . .	9
10. Organisational Roles and Responsibilities . . . . .	10

## Part 3 – Shuttle Time Resources

---

11. Training . . . . .	11
12. Shuttle Time Teaching Resources . . . . .	13
13. Other Guidelines – Support Material . . . . .	14
14. Reporting – Tracking Progress . . . . .	15

## Part 4 – Assessing Readiness for Implementation

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15. Self-Assessment . . . . .	17
16. Categories of Member Associations . . . . .	18
17. Criteria for Support . . . . .	19

## Part 5 – Implementation Process

---

18. Implementation Cycle . . . . .	20
19. Stages towards Implementation . . . . .	21
20. Badminton on the University Curriculum . . . . .	22
21. Involving Youth Leaders in Badminton . . . . .	23

# Part 1

## Overview

### 1. Introduction – Implementation Guidelines

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*Shuttle Time* is the 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 organisational 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** – implementation 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 international and national sports federations 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;
- **Inclusivity** – caters for all abilities and disabilities at each level;
- **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, Paralympic, Special Olympic and Deaflympic podiums.



### **3. Badminton – Sport for All – Sport for Life**

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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 recognised 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 are central to the *sport for all* movement and are 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;          | • communicate;                        |
| • practise fair play and honesty; | • have fun;                           |
| • create lifelong friendships;    | • harness aggression and frustration. |

In addition, the BWF works in close partnership with the International Paralympic Committee and Special Olympics International to ensure equal opportunities for people with physical impairments and/or intellectual disabilities to participate in badminton globally. These partnerships predominantly focus on increasing participation, educating local workforces, and providing competition opportunities at international, regional, national and local levels. There is also a particular emphasis on the integration of inclusive practices across all existing BWF programmes and resources.

## 4. Badminton – An Ideal Schools Sport

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Badminton is an ideal sport for schools and has many advantages over other sports. It is our job to effectively communicate 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.

- It is a safe, low impact sport for school children.
- Both boys and girls can play it – social benefits.
- It builds fundamental sporting skills (see next below – number 5).
- It meets school PE programme objectives.
- It is resource friendly – relatively inexpensive equipment.
- It can be practised indoors or outdoors (the activities in the first 10 lesson plans of *Shuttle Time* can all be played outdoors).
- Children of all abilities and disabilities can play badminton together inclusively.

## 5. Badminton – Sporting Skills Development

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

- Hand-eye 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 sporting skills are practised as part of the activities in *Shuttle Time*.

## Part 2

# Background – Shuttle Time

### 6. Shuttle Time – Schools Badminton Programme

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**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 to plan and deliver safe, fun and inclusive badminton lessons;
- ensure that all children can 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 overcomplicating 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*.

### Coordinator

**The key “driver” for Schools Badminton in each country.** Coordinates the implementation of *Shuttle Time* nationally. Main contact person.

### Shuttle Time Trainers

**Responsible for training the Schools Badminton Tutors** (two- or three-day course). Trainers 1) are very familiar with all aspects of the Schools Badminton Resources, 2) are educators or badminton coaches, 3) may have an education/school background and 4) have knowledge and experience of adult learning/training.

### Tutors

**Tutors deliver the one-day (in some cases two-day) Teacher Training Course.** These are most likely badminton coaches or PE teachers with badminton experience. Ideally with a schools / teaching or badminton background. Familiar with the resources and teaching situations - badminton in schools.

### School Teachers

**PE teachers / sports teachers** who are responsible for taking PE classes or sports classes with children. They may not have previous badminton experience.

### Children

**5 – 15 year old school children.** The badminton exercises and activities in *Shuttle Time* can cater for children from 5 – 15 years of age. *Shuttle Time* provides an introduction to badminton for life.

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	<i>Shuttle Time</i> Coordinators – Responsibilities
<i>Knowledge of Shuttle Time / Sport in Schools</i>	<p>The responsibilities of the <i>Shuttle Time</i> Coordinator are to:</p> <ul style="list-style-type: none"> <li>• be very familiar with all aspects of <i>Shuttle Time</i> – the concept, goals, resources and process for implementing the BWF Schools Badminton Programme;</li> <li>• understand the education system in the country and be familiar with the school sport system nationally and provincially;</li> </ul>
<i>Planning</i>	<ul style="list-style-type: none"> <li>• develop the implementation plan – together with others in the organisation;</li> </ul>
<i>Communication</i>	<ul style="list-style-type: none"> <li>• communicate the essence of <i>Shuttle Time</i>, the implementation plans and the strategies to all internal and external stakeholders;</li> </ul>
<i>Management</i>	<ul style="list-style-type: none"> <li>• manage the day-to-day programme for schools badminton nationally, along with all aspects of the implementation;</li> <li>• recruit trainers and potential tutors;</li> <li>• set up training courses and venues and support training;</li> </ul>
<i>Reporting</i>	<ul style="list-style-type: none"> <li>• establish the system for monitoring the programme nationally and report to the Continental Confederation and the BWF (see “<i>Shuttle Time</i> Tutors – Responsibilities” in the Tutors’ Guidelines).</li> <li>• 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).</li> </ul>

The contact information of the *Shuttle Time* Coordinators is published on the BWF *Shuttle Time* website – Global Project section: <https://shuttletime.bwfbadminton.com/global-project>

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

## 9. Key Partners

To implement *Shuttle Time*, no organisation 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.

### BWF

Responsible for providing the teaching/training resources, supplementary support material and providing 'seed' funding for pilot projects for national/regional implementation of *Shuttle Time*.

### Continental Confederations

Badminton Asia, Badminton Europe, Badminton Pan Am, Badminton Africa and Badminton Oceania will continue the systematic implementation of the *Shuttle Time* programme across each region.

### National Badminton Associations

BWF Members are a key to the success of *Shuttle Time*. Government support from the Sports Ministry or Education Ministry is also central to the success of the programme; National Badminton Associations must have this support to qualify for incentives from the BWF and implementation support from Continental Confederations.

### Government

National and regional government endorsement for the programme is important. Endorsement should ensure that badminton becomes part of the school PE curriculum. Badminton at universities / teachers colleges may then become an official sport in the curriculum for PE teacher training.

### Universities

Accredited courses – the goal is to have badminton as an official sport on the curriculum for PE teacher training courses at university / teachers colleges. This will support the sustainability of the programme.

### Equipment Suppliers

Partnerships with equipment manufacturers and suppliers are critical to meet the current and future equipment needs for *Shuttle Time*.

## 10. Organisational Roles and Responsibilities

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

BWF	Continental Confederation	BWF Member Associations
<ul style="list-style-type: none"> <li>• Develop <i>Shuttle Time</i> resources, supplementary training material and guidelines for the implementation of <i>Shuttle Time</i>.</li> <li>• Make the resources available in a number of languages on the BWF website.</li> <li>• Market and promote the concept, product and benefits of the programme.</li> <li>• Provide assistance in sourcing badminton equipment sponsors and partners.</li> <li>• Organise workshops and forums on the implementation of <i>Shuttle Time</i>.</li> <li>• Assist in running pilot projects.</li> <li>• Provide, through the Continental Confederations, funding for specific schools badminton projects.</li> <li>• 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.</li> <li>• Monitor and evaluate the implementation of the programme globally.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the product to national badminton associations.</li> <li>• Deliver information sessions and forums to groups to identify needs of Members and assist with implementation planning.</li> <li>• Assess needs of national associations and identify those who require support to implement.</li> <li>• Determine a continental / regional implementation strategy.</li> <li>• Assist in the training of <i>Shuttle Time</i> Trainers and <i>Shuttle Time</i> Tutors.</li> <li>• Assist with setting up of equipment sponsorships and equipment supplier arrangements.</li> <li>• Monitor / evaluate the implementation of <i>Shuttle Time</i> schools badminton and provide information to the BWF on progress towards meeting implementation targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and put in place a project 'driver' – <i>Shuttle Time</i> Coordinator.</li> <li>• Determine a national implementation strategy.</li> <li>• 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.</li> <li>• Organise the training of <i>Shuttle Time</i> Trainers and <i>Shuttle Time</i> Tutors</li> <li>• Set up agreements with equipment suppliers.</li> <li>• Promote the programme to universities as a PE curriculum sport.</li> <li>• Monitor / evaluate the implementation of schools badminton and provide data on the implementation.</li> <li>• Submit the <i>Shuttle Time</i> National Planning document and survey on an annual basis.</li> </ul>

## 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

<b>Shuttle Time Information</b>	<p>The BWF <i>Shuttle Time</i> website has information on <i>Shuttle Time</i> including fact sheets and case studies on implementation.</p> <p>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.</p> <p>Other important sources of information:</p> <ul style="list-style-type: none"> <li>• Implementation Guidelines (this guide);</li> <li>• Trainers' Guidelines;</li> <li>• Tutors' Guidelines;</li> <li>• Inclusivity Guide for Trainers and Tutors;</li> <li>• Teachers' Manual / lesson plans / video clips;</li> <li>• Inclusivity Guide for Teachers.</li> </ul> <p>Contact: <a href="mailto:shuttletime@bwf.sport">shuttletime@bwf.sport</a></p>
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#### Training Courses / Workshops

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

See the overview next page 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
<b>National Badminton Associations / Shuttle Time Coordinators</b>	Continental Confederations / BWF	Two days	<p>Objectives</p> <ul style="list-style-type: none"> <li>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.</li> <li>To explore a systematic implementation process – models, steps, strategies, resources required, tracking, success factors, planning and evaluation.</li> </ul> <p>Outcomes</p> <ul style="list-style-type: none"> <li>Informed national badminton associations, with a clear understanding of the issues and challenges of systematically implementing <i>Shuttle Time</i> nationally.</li> <li>A clear road map for the stages required for initiating the implementation of the program nationally in their country, and the process of implementation.</li> <li>Familiarity with the <i>Shuttle Time</i> National Planning document.</li> </ul>
<b>Shuttle Time Trainers</b>	National Badminton Associations / Continental Confederations / BWF	Two days	<p>Objectives</p> <ul style="list-style-type: none"> <li>To train people to be effective <i>Shuttle Time</i> Trainers – skills and knowledge to plan and implement tutor training courses and assess performance towards certification.</li> </ul> <p>Outcomes</p> <ul style="list-style-type: none"> <li>Effective trainers, with a clear understanding of <i>Shuttle Time</i> and how to deliver Tutor Training courses and assess competence.</li> </ul>
<b>Shuttle Time Tutors</b>	Trainers	Two days (in some cases three days)	<p>Objectives</p> <ul style="list-style-type: none"> <li>To train people to be effective <i>Shuttle Time</i> Tutors.</li> </ul> <p>Outcomes</p> <ul style="list-style-type: none"> <li>Effective tutors, with a clear understanding of schools badminton and <i>Shuttle Time</i>, and how to plan and deliver training courses to teachers.</li> </ul>
<b>Teachers</b>	Tutors	One day (in some cases two days)	<p>Objectives</p> <ul style="list-style-type: none"> <li>To train teachers in how to use <i>Shuttle Time</i>.</li> </ul> <p>Outcomes</p> <ul style="list-style-type: none"> <li>Teachers with a good understanding of <i>Shuttle Time</i> resources and how to plan and deliver safe, enjoyable and inclusive badminton lessons to children.</li> </ul>

## 12. Shuttle Time Teaching Resources

The following resources are available for teachers.

Category	Description	Format / Availability
<b>Teachers' Manual</b>	10 modules for teachers who are learning how to plan and deliver badminton lessons	PDF format Downloadable from the BWF <i>Shuttle Time</i> website
<b>Lesson Plans</b>	22 badminton lesson plans	PDF format Downloadable from the BWF <i>Shuttle Time</i> website
<b>Video Clips</b>	92 video clips, showing the badminton activities and teaching points in the lessons	Can be accessed from the BWF <i>Shuttle Time</i> website
<b>Mobile App</b>	All the above <i>Shuttle Time</i> resources in an easy-to-use app	Downloadable from the BWF <i>Shuttle Time</i> website
<b>Online Component</b>	Learning platform which provides an opportunity for participants to cover theoretical aspects of the <i>Shuttle Time</i> programme, in a fun, interactive way	Online Platform Can be accessed through the BWF <i>Shuttle Time</i> website
<b>Inclusivity Guide for Teachers</b>	Practical guide to help teachers, use <i>Shuttle Time</i> effectively as an inclusive programme for their classes	PDF format Downloadable from the BWF <i>Shuttle Time</i> website as a separate document
<b>Badminton Equipment</b>	A basic schools badminton kit consists of: <ul style="list-style-type: none"> <li>• 24 rackets</li> <li>• 3 dozen plastic shuttles</li> <li>• 2 nets</li> <li>• 20-metre-long rope or elastic cord that can be tied across a sports hall or practice area and be used as a net.</li> </ul>	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.
<b>Supplementary Material</b>	New material to support the teaching of badminton is being developed	PDF format Downloadable from the BWF <i>Shuttle Time</i> website

### 13. Other Guidelines – Support Material

There are additional guidelines and resources.

Category	Description	Format / Availability
<b>Guidelines and Supporting Kit for National Badminton Associations &amp; Coordinators</b>	The Guidelines (this document) and the rest of the support kit are designed to support National Badminton Associations and <i>Shuttle Time</i> Coordinators with the planning and implementation of a Schools Badminton Programme nationally.  The kit includes the National Planning document, reporting templates and promotional materials.	The kit material comes in a variety of formats – PDF, Word, PowerPoint, Excel  Sourced through the BWF and Continental Confederations
<b>Trainers' Guidelines &amp; Trainers' Kit</b>	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.
<b>Tutors' Guidelines &amp; Tutors' Kit</b>	This resource is 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.
<b>Inclusivity Guide for Trainers &amp; Tutors</b>	This guide provides information for tutors and trainers on the classes of disability that teachers may come across, as well as practical solutions for inclusive delivery.	PDF format  Sourced through the BWF, Continental Confederations and National Badminton Associations

Additionally, *Shuttle Time* promotional materials such as *Shuttle Time* country logos and leaflets are available upon request from the BWF *Shuttle Time* team.

The BWF will not provide printed copies of any of the resources, only downloads in PDF format; however, National Badminton Associations, Education Ministries or National Olympics Committees (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@bwf.sport](mailto:shuttletime@bwf.sport)

## 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 names of the schools 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 summarised below:

Category	Description	Format / Availability
<b>National Badminton Associations &amp; Coordinators</b>	Report the name(s) of the <i>Shuttle Time</i> Coordinator(s) to the Continental Confederation. Report all the <i>Shuttle Time</i> training courses delivered to the Continental Confederation.	<ul style="list-style-type: none"> <li>• Name</li> <li>• Email address</li> <li>• Mobile numbers</li> <li>• Gender</li> <li>• Report in Word document</li> <li>• Participants' data in Excel spreadsheet</li> <li>• Minimum three images in high resolution</li> </ul>
<b>Trainers</b>	Report each <i>Shuttle Time</i> tutor training course the trainer delivers to the National Badminton Association/Coordinator. Provide basic statistics on the course / participants.	<ul style="list-style-type: none"> <li>• Location the course was held</li> <li>• Dates of the course</li> <li>• Tutors – numbers of tutors on course (male / female)</li> <li>• Qualified Tutors – Number of those who 'passed' course (males / female) / names</li> <li>• Others – number / names of those who 'did not pass' or have yet to meet the competencies</li> </ul>
<b>Tutors</b>	Report each <i>Shuttle Time</i> teacher training course they deliver to the National Badminton Association/Coordinator. Provide basic statistics on the course / participants.	<ul style="list-style-type: none"> <li>• Location the course was held</li> <li>• Dates of the course</li> <li>• Number of teachers on the course (male / female)</li> <li>• Names of the teachers and the name of the school</li> <li>• Number of children each teacher teaches sport to</li> <li>• Estimated number of children that will use <i>Shuttle Time</i> within the next 12 months</li> </ul>

It is important to track the activities of teachers in delivering *Shuttle Time* schools badminton and the *Shuttle Time* National Planning Document will be helpful in doing this.

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, as well as how many children are actually exposed to the sport through the programme.



## Part 4

# Assessing Readiness for Implementation

### 15. Self-Assessment

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

Badminton in the national sporting structure will also 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 and the BWF, as well as with its own members;
3. grassroots development programmes and experience in planning and implementing grassroots development programmes;
4. schools badminton as part of its own long-term development plan – a plan which is endorsed by their Council / board;
5. 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 the Education Ministry or appropriate authority to officially endorse the implementation of *Shuttle Time* Schools Badminton (or confidence that this is forthcoming).
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 is a general description of 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 Time</i> .  Needs longer-term support.	The Member has no structures / resources (human or 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 <i>Shuttle Time</i> 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 the 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 the BWF.  Schools badminton is a priority area for the Member and there is 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 grassroots programme systematically.

## 17. Criteria for Support

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

The BWF and the 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 the Continental Confederations 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 the 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, the Continental Confederation and its membership. Has paid staff.
2. Has a grassroots development plan and a good history of implementing grassroots 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 potential support from the 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 Section 20 – Badminton on the University Curriculum, for comments on establishing badminton as a university subject on the Physical Education curriculum for teachers in training. Also, Section 21 – Including Youth Leaders in Badminton, explains how to effectively involve young volunteers in growing the national *Shuttle Time* programme.

## 19. Stages Towards Implementation

Implementation of *Shuttle Time* in a sustainable way requires a systematic approach. More details of the implementation cycle below:

### Phase 1 Needs Analysis

Investigate whether there is a need for schools badminton or the need for the national body to drive this process. How would this initiative fit in with other grassroots development programmes?

### Phase 2 Preparation / Planning

Get endorsement from the board / council for this initiative. Identify a coordinator / manager of the project to 'drive' this. Start scoping the project, identify all the internal and external stakeholders. Draft the plan for implementation.

### Phase 3 Stakeholder "buy-in"

Identify all the internal and external stakeholders. Determine which stakeholders are essential for the success of the implementation. Sell the idea and the plan. Get endorsement from the national sports funding body and NOC, and education ministry.

### Phase 4 Training the Trainers

Identify suitable trainers to be the main people delivering training for tutors. Conduct training. Ensure they are capable of assessing tutors. Set up a process of 'moderation' – to ensure all trainers are applying the same standards of assessment of tutors.

### Phase 5 Training the Tutors

Establish a set of courses for training tutors who will deliver *Shuttle Time* courses to teachers. Conduct training. Ensure the tutors meet all the learning outcomes and demonstrate competency in all key areas of the course. Pass / fail tutors on course.

### Phase 6 Teachers' Courses

Plan the systematic delivery in schools. This may be geographically based initially. Run pilot training and learn from this. Apply the most successful model in other areas.

**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 progress. Follow up with teachers to ensure continuation and to gather data.

## **20. Badminton on the University Curriculum**

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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;
- stakeholder commitment (internal and external) 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.

The **BWF Shuttle Time University Course** has been designed to offer international certification to trainee teaching students, while providing the knowledge and support required to deliver fun, safe, enjoyable and inclusive badminton lessons to groups of children from 5 to 15 years of age.

The *Shuttle Time* University Course covers both theory and practical work and is delivered in a modular format. The course was developed in consultation with university lecturers and physical education specialists, and it consists of 10 modules which all link to the *Shuttle Time* Teachers' Manual and Lesson Plans. The course is most suitable for university and college students undertaking teaching, physical education and sports-related courses.

Please visit: [www.shuttletime.bwfbadminton.com/university-course](http://www.shuttletime.bwfbadminton.com/university-course)

Contact BWF for more information – [shuttletime@bwf.sport](mailto:shuttletime@bwf.sport)

## 21. Involving Youth Leaders in Badminton

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Another option for strengthening badminton in schools is the *Shuttle Time* Youth Leadership Workshop. The workshop, which can be run by experienced *Shuttle Time* Teachers, helps young people learn both leadership skills and badminton content, in preparing them to run badminton activities for school pupils.

The Youth Leadership Workshop is aimed at students from 16 to 18 years old and is suitable for those with an interest in:

- sport
- leadership
- badminton
- sports coaching
- teaching
- volunteering
- youth/community engagement

The Youth Leadership Workshop consists of five core modules and two supplementary modules, each with a particular focus on badminton content as well as leadership skills. Students who successfully complete the five core modules will receive BWF certification. As part of an overall national implementation plan, this is an innovative way to expand the *Shuttle Time* programme in schools. It not only offers young leaders a way to gain valuable experience and international certification, but it also helps Member Associations to recruit volunteers with an interest in badminton.

To learn more, please visit: [www.shuttletime.bwfbadminton.com/youth-leadership-workshop](http://www.shuttletime.bwfbadminton.com/youth-leadership-workshop)

For further information on how to implement the programme, please contact BWF *Shuttle Time* Team ([shuttletime@bwf.sport](mailto:shuttletime@bwf.sport))





