

**ILS Drowning Prevention and Public Education
Commission**

**Survival Swimming Programs for Children: Case
Studies from Canada, India, Australia and
Bangladesh**

Version 1

Survival Swimming Programs for Children – Case Studies from Canada, India, Australia and Bangladesh



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Summary Comparison of Survival Swimming Projects

	India	Australia	Bangladesh	Canada
Name	Swim 'N Survive	Swim and Survive	SwimSafe	Swim to Survive
Focus/purpose	Learn skills to survive an unexpected fall into deep water	To have a national swimming and water safety program that could be implemented across the country.	To teach children lifesaving survival swimming skills and rescue skills	Learn 3 skills to survive an unexpected fall into deep water
Skills	Roll Support self at the surface (tread) Swim Rescue skills to help others First aid skills	Learn to Swim skills with 3 programs for each of the 3 life stages. Safe entry and exits, Floating and sculling skills, Movement and swimming strokes etc.	Tread for 30 seconds 25 metre swim Rescue others Be rescued	Roll Tread for 1 minute Swim 50 metres
# Lessons	20	Once per week for 10 weeks or everyday for 5-10 days		3
Age group	5-14 16-21	6 months to 14 years	4-10 years	7-8 years (Grade 3)
Setting for the program	Above ground portable pools 10 x 5 metres in selected schools 8 groups of lessons per day with 40 children in each group	Public pool facility, school pool or private swim school	In rural areas, ponds are modified by bamboo to make a teaching venue and in urban areas, lessons are in swimming pools and portable pools.	Municipal, school or YMCA pools (most are 25 metres long) Lessons are taught during school time
Partners	Director of Sports and Youth affairs RLSS India Speedo International International Inspiration (UK Sport) Australian Sports Commission Schools Partner Pools	Australian Government Uncle Tobys RLSS state and Territory offices Local aquatic facilities directly delivering the program	UNICEF Bangladesh, RLSSA, TASC, Plan Bangladesh, Save the Children, BRAC	Lifesaving Society (RLSS Canada) Provincial Ministry of Education (government) provide funding to the Lifesaving Society. Applications are received from local schools/school boards, community partners such as local government for pool space/time and instructors, local service clubs and community groups provide some local funding
Contact	Rear Admiral PD Sharma Ankit Wagh prush@lifesavingindia.org ankit@lifesavingindia.org	Penny Larson plarsen@rlssa.org.au	Dr. Aminur Rahman aminur@ciprb.org	Barbara Byers barbarab@lifeguarding.com

Background

What is the aim of this resource?

This document aims to give an introduction to the concept of survival swimming and provide case studies of the successful implementation of survival swimming programs in four countries –Canada, India, Australia and Bangladesh.

This introductory section provides a brief overview on issues such as child drowning globally, survival skills and the importance of sound implementation of survival swimming programs. The case studies that follow provide first hand insight into how each of the four countries developed, funded, implemented and evaluated survival swimming programs in their countries. It also looks at key lessons learnt in the development of these programs and also provides useful examples of supporting documentation such as enrolment forms, evaluation / research reports and promotional resources.

How can I contribute to this document?

The authors of this document would welcome contributions from other countries and organisations operating survival swimming and water safety programs for children within their communities. If you would like to contribute to this document please contact apeden@rlssa.org.au

Acknowledgements

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The importance of survival swimming programs for children

Child drowning: How big is the problem?

The World Health Organisation's (WHO) recently released Global Report on Drowning has identified drowning as a serious and neglected public health issue that is estimated to claim the lives of 372,000 people a year worldwide. More than 90% of these occur in low and middle income countries (LMICs)¹.

Drowning is an issue that has major impacts on children and youth, with children under five the age group most at risk. Globally, over half of all drowning deaths are among those aged under 25 years. The report identifies proven strategies which are implemented at household, community and national level range from teaching basic swim skills (survival swimming) and installing barriers that control exposure to water hazards, to providing safe spaces for children such as creches and learning about safe rescue¹.

Research has shown that drowning is the leading killer of children in Asia, post infancy. Evidence provided by The Alliance for Safe Children (TASC) research in collaboration with local partners (Hanoi School of Public Health, Centre for Injury Prevention and Research Bangladesh, College of Public Health Sciences, Chulalongkorn University in Thailand, and country offices of United Nations Children's Fund (UNICEF)) on child drowning in Asia shows that a basic level of swimming ability, called survival swimming, is sufficient to prevent most of the child drowning that is occurring in children older than 5 years of age. To be effective as a public health intervention and to eliminate drowning as a leading cause of death, it is necessary for most (75%) children over 5 to be trained in this skill².

The World Health Organisation recommends several key strategies for reducing drowning in children including installing barriers to control access to water, providing a safe place (such as creches) away from water for pre-school aged children and teaching school-age children basic swimming, water safety and safe rescue skills.

Why are children at risk of drowning?

There are a number of reasons young children are at risk of drowning. These include: Developmental, lifestyle and environmental factors. Factors include: an absence or lack of supervision; the fact that young children are attracted to water; children do not understand the consequences of falling into water and the risk of drowning; absence of safety barriers; underestimating a child's inability to gain access to water and injury or illness (eg being knocked unconscious or suffering an epileptic fit).

The burden is higher in LMIC's. The profile of child drowning differs between LMICs and HICs with drowning predominately occurring in home swimming pools whilst LMIC child drowning occurs in wells and other natural waterbodies around the home such as ditches and fields etc.

¹ World Health Organisation (2014) Global Report on Drowning: Preventing a Leading Killer. World Health Organisation, Geneva.

² UNICEF Office of Research (2012) Child Drowning: Evidence for a newly recognized cause of child mortality in low and middle income countries in Asia and its prevention.

What is Survival Swimming?

What are survival skills and how do they differ from traditional swimming skills?

There are a wide range of definitions for swimming and water safety skills. The ILS position statement on Basic Aquatic Survival Skill defines survival skills as the ability to demonstrate the following set of skills, in a consistent and competent manner. These skills include:

- Enter and exit water safely
- Float for a minimum time of 30 seconds whilst breathing in a relaxed manner
- Move through the water using any form of propulsion and combination of strokes on the front, back or side for a minimum distance of 25m.
- Rescue and be rescued by extending or grasping a rescue aid
- Practice putting on and swimming and floating using a lifejacket.

The full position statement can be accessed from the ILS website:

<http://www.ilsf.org/sites/ilsf.org/files/filefield/LPS-15%20Basic%20Aquatic%20Survival%20Skill.doc>

Survival swimming skills differ from traditional swimming skills in the sense that they are not taught for the purposes of competition nor recreation. They are a set of minimum competencies that are intended to provide a protective factor in preventing drowning.

Why are survival swimming programs important?

Survival swimming programs are important due to the sheer number of people drowning. The 2014 World Health Organisation Global Report on Drowning identified drowning as a global public health issue which claims the lives of an estimated 372,000 people a year. Those at an increased risk have been identified as young children in low and middle income countries who drown as a result of the activities associated with daily living.

Survival swimming programs can be low or high resource and provide a minimum level of competency (and hopefully protection) for children in a minimum number of lessons. Survival swimming programs, such as those are delivered in Bangladesh, Vietnam and Thailand, have proved extremely cost effective and aim to teach a basic level of skills to large numbers of children to achieve significant coverage across the at-risk population.

Who are survival swimming programs aimed at?

To date, existing survival swimming programs have been aimed at children aged 5, with notable programs targeting children in low and middle income countries. Due to the basic level of skills taught through the survival swimming approach, these programs are easily scalable to a variety of different contexts (from public pools to ponds modified with bamboo structures to control depth) and different audiences (e.g. children to adult non-swimmers).

How are survival swimming programs best implemented to be most effective?

Survival swimming programs are best implemented within the community as part of a community development framework. This allows for programs to have their best chance of being sustainable and readily accepted by the target community.

At all times, the health and safety of the students under instruction or assessment is paramount. Organisations conducting teaching and assessment should ensure the safety of their program participants through the provision of adequate surveillance and supervision that may include the use of additional lifeguards and/or rescue equipment as appropriate. The training of instructors is also paramount to safety, as is observing appropriate instructor to student ratios and assessment of skill level at the beginning of a program.

A full risk assessment should be done prior to consider all safety issues and potential risks prior to implementing any survival swimming program.

For more on risk management approaches associated with survival swimming programs please read the 'Risk Management Approaches' section in the ILS Basic Aquatic Survival Skill position statement (<http://www.ilsf.org/sites/ilsf.org/files/filefield/LPS-15%20Basic%20Aquatic%20Survival%20Skill.doc>)

Swim to Survive School Grant Program – Ontario, Canada

Details of Author and Program

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Identified Partners

Partner Organisation(s)	Roles and responsibilities with regard to the project	Contact person details (name, position)
Stephanie Gaetz KEEPSAFE Foundation	Program Founding Sponsor	Barbara Underhill, Co-founder
Ontario Ministry of Education	Program Funder	Marg Connor, Director, Learning & Environment Branch

Summary

In the late 1990's the Lifesaving Society in Canada conducted a review of all learn-to-swim and lifesaving programs (Lifesaving Society, Canadian Red Cross, YMCA's, private companies) to identify the minimum skills required to survive an unexpected fall into deep water. From that review 3 skills were identified – **Roll** into deep water, **Tread** water for 1 minute and to **Swim** 50 metres. The combination of these skills comprised the **Canadian Swim-to-Survive Standard** – A minimum national standard of swimming skill for all children, based on drowning research evidence. The standard was expanded into a program in 2005 and was introduced as part of a school program in 2006. The program was positioned as a survival swimming program with 3 skills, taught in 3 lessons, in 3 hours. In addition, 3 lesson plans were developed for teachers to deliver in the classroom and parent materials were created and subsequently translated into 26 languages. Since the launch of the program it has been expanded into all provinces in Canada in various forms (school grant program, summer program, camp program and after school program). It is difficult to measure the effectiveness of the program as preventing drowning, in the short term, as the highest drowning rate in Canada is with adult men (18-24 is 2.2/100,000 versus .6/100,000 for 5-12 year olds. The true measure of the effectiveness will be evident in the longer term.

Background

Name of Project	<p><u>Swim to Survive School Grant Program</u></p>
	<p>August 2000 – Canadian Swim to Survive Standard – National Position Statement approved by National BOD.</p>
	<p><u>Swim to Survive School Grant Program History</u></p>
	<p>July 2004 - Stephanie Gaetz KEEPSAFE Foundation approaches the Lifesaving Society to assist in providing a way for all children to receive swimming lessons</p>
	<p>August 2004 – March 2005 - The Lifesaving Society, Ontario Branch, develops the Swim to Survive program with companion Activity Guide, parent handout and poster. Program is piloted.</p>
	<p>June 16, 2005 – The Swim to Survive program is officially launched in the City of Toronto</p>
	<p>September 2005 – The Swim to Survive program is launched in York Region in partnership with York Region Housing and Community Services, the York Region District School Board, the York Catholic District School Board and nine municipalities. Together they will reach 25% of all grade 3's in the Region</p>
	<p>March 2006 – The Ministry of Education provides \$935,700 to the Lifesaving Society for the Swim to Survive School Grant program. To date the Ministry of Education has funded over \$11,000,000 in support of the program.</p>
	<p>April 2006 –Present - The Lifesaving Society finalizes the Swim to Survive School Grant program application process – 3 application deadlines per school year, May, October & January. Funding is provided for over 500,000 Grade 3 students</p>
Priority goal(s)	<p>To provide elementary students in Ontario with basic survival swimming skills. To convince parents to enrol their children in further lessons.</p>
Priority issue(s)	<p>Approximately 60% of Canadian children never enrol in traditional learn-to-swim lessons. Many factors preclude children from participating in swimming lessons. In some cases, parents, who are new to Canada, do not recognize the need for instruction as they come from countries in which learning to swim is not part of their culture and therefore not a priority. Canada is a country comprised of an increasing number of immigrants. Statistics Canada projects that the proportion of the Canadian population consisting of foreign-born persons will continue to rise and could reach as high as between 25 and 28% in 2031. That means at least one in four people living in Canada could be foreign born. Many parents also lack funds and time and therefore do not have the resources available to have their children participate in swimming lessons</p> <p>The Swim to Survive School program recognizes the importance of teaching the skills to children during school time, to bypass the requirement of parents to enrol their children in a swimming program. It is important to do this when they are young as it is rare for adults who are non-swimmers to enrol in lessons.</p>

	Swim to Survive lessons will equip the children with life-long survival skills that will equip them for self-rescue if they unexpectedly fall into deep water during their lifetime.
Target group	About 133,000 grade 3 students in Ontario each school year.
Background	<p>In pursuit of its mission to eliminate drowning and water-related injury in Canada, the Lifesaving Society established a position for a minimum national standard of swimming skill for all children. This standard is called the "Canadian Swim- to- Survive Standard."</p> <p>The Canadian Swim- to- Survive Standard is simple, straightforward and focused. It defines the essential minimum skills required to survive an unexpected fall into deep water. It is recognized that there is a wide range of aquatic training well beyond this minimum.</p> <p>Rationale</p> <p>The Lifesaving Society developed an official position in 2000 stating that in Canada's water-rich environment, minimum swimming ability is a required life skill for survival. (see attached Position Statement)</p> <ul style="list-style-type: none"> • This position was based on learning from the analysis of drowning data obtained from Coroner's offices in all provinces and territories. • The evidence to support the need for a standard was: <ul style="list-style-type: none"> ○ 69% of people who drown in Canada do so within 15 metres of safety (78% drown within 50 metres of safety) ○ 51% of people who drown were in very cold water- under 10 degrees Celsius; 36% were in water between 10 and 20 degrees Celsius) ○ 47% of people were alone ○ 64% were described as swimmers: of those who were swimmers and their swimming level was known, 43% were weak swimmers ○ Of those who drowned while boating, 26% fell or were thrown overboard, 37% were in a boat that capsized, 6% were in a collision and 21% were boating in rough water ○ 79% of those who drowned while boating were found NOT wearing a lifejacket <p>The 3 skills were identified as the minimum required to survive an unexpected fall into deep water:</p> <p>Roll into deep water - The deep water roll teaches learners to orient themselves at the surface after an unexpected fall into deep water.</p> <p>This skill would have been invaluable for those who drowned while boating -</p>

	<p>26% fell or were thrown overboard, 37% were in a boat that capsized , 6% were in a collision and 21% were boating in rough water</p> <p>Tread water for 1 minute - Canadian waters are generally cold enough year-round to trigger a gasping reflex upon unexpected immersion leading to anxiety and a feeling of panic. Treading water teaches how to support oneself at the surface and protect the airway and assess what is needed to be done for survival.</p> <p>This skill is important as almost half of people who drowned had to make decisions on their own (47% of those who drowned were alone)</p> <p>Swim 50m - Lifesaving Society research shows that 69% of drownings occur within 3 to 15 metres of safety. Because the ability of the learner may be impaired by cold water.(87% in less than 20 degrees Celsius) and clothing, etc., there is a 50-metre standard to ensure proficiency, without any requirement for technique</p> <p>The description of most as swimmers (64%) but not strong swimmers (43% were weak swimmers) reinforces a need for a rigorous swim standard</p> <p>In Canada's water-rich environment, minimum swimming ability is a required life skill for survival. The society's believes that children need to learn these skills because:</p> <ul style="list-style-type: none"> • There is high participation in swimming as a recreational activity by children, given that it is the second most popular activity for children between 5 and 12 years of age (after bicycling) • Drowning is a leading cause of death in Canada- third leading cause of death for people under 55 years of age. Year after year, the majority of people who drown had no intention of going into the water. Many are unprepared for the immersion as they have not learned basic swimming survival skills. • Swim skills are not innate; they are acquired. Swim skills are difficult to self-teach. Prior to the launch of the Swim to Survive School Grant program, most school boards in Ontario do not offer swimming instruction
Objectives	To reduce the number of drownings in Canada by 50% within 10 years.

Project participants

The Swim to Survive School Grant program has reached over 568,000 grade elementary school children since program inception (2006)-representing 70% of Grade 3 students. Eligible program participants are Grade 3 or 4 students in provincially funded schools (versus private schools) The application process requires pre-planning within the community. Schools and community partners work together and prepare a joint application which they submit to the Lifesaving Society. 2-3 application dates are listed on the website with deadlines for completing the applications. The in water lessons are taught by certified swim instructors. As well the classroom teachers provide 3 in class water safety lessons.

Funding

The Stephanie Gaetz KEEPSAFE Foundation funded \$100,000 for program development.

Preventable injuries are the leading cause of death among Canadian children, more than all other causes combined. The Stephanie Gaetz Keepsafe Foundation is a charitable foundation founded by Barbara Underhill and Rick Gaetz to promote safety education and injury prevention. The Foundation works with injury prevention professionals to support and fund safety programs for children in schools and communities across Canada. For more information, visit www.keepsafefoundation.com.

In 2006, the Ontario Ministry of Education provided \$935,700 of funding to support the program.

Each year since, the Ministry has funded the program and has funded on average \$1,600,000 each year. To date they have provided over \$11,000,000 in funding.

Methodology and approach

The school-based program consists of:

3 skills taught in 3 lessons, for the duration of 3 hours, taught to grade 3's within the school day.

A teacher's kit for each participating classroom, which includes: 3 water safety lesson plans, parent/guardian information letters (pre and post in-water lesson), a full colour 2-page parent information handout, posters and parent/teacher/participant feedback forms.

The application process requires pre-planning within the community. The number of schools, classes, children, instructors required, pool hours required, transportation needs and the costs associated are captured within the application. Each school is paired with a pool. The community/school/board applying for funds determines the program schedule according to pool space, staff availability, and school schedule and transportation restrictions. The pools and schools communicate to develop the best possible schedule available. The pools ensure staff availability; the schools order the school buses and ensure the children arrive on time.

Each municipality uses their current Swim Staff to teach and evaluate the program.

Instructor/participant ratios are determined by the municipality. In Ontario, health regulations state that there are no more than 25 participants to 1 Instructor. All municipalities fall well below that minimum standard, on average it is 8-10:1.

See attached grant “About” document, Application, Activity Guide, Instructor Worksheet, Certificate

Monitoring & Evaluation

In order for a community/school to receive their Grant Funds (at the completion of the program) two reports must be submitted to the Lifesaving Society – the Grant Reimbursement Report and the Program Activity Report, along with Instructor Worksheets and Teacher, Parent and Student Surveys. Here participation, achievement and program activity is captured. Upon receipt it is recorded by the Public Education Manager and reported in the Lifesaving Society's Annual Report.

Monitoring

- In 2013, the Ministry of Education hired a third party (Deloitte) to audit the School Grant Program. The review was favourable, with some suggested minor

- modifications.
- Annual Partners meeting is held with representatives from schools, school boards, municipal recreation, (i.e. community pools, YMCAs, public health nurses and non-profit injury prevention groups as well as a representative from the Ministry of Education. The facilitated discussion provided sharing of best practices and success strategies amongst the partners.
 - Feedback forms – classroom teachers, parents and students are provided with survey forms. These are collected and evaluated annually. (see attached results)

Results

Impacts and outcomes	Since the launch of the Swim to Survive School Grant program, over 500,000 Grade 3 students have received funding to participate in the program. This represents about 70% of all grade 3 students. On average about 56 school boards and 2200 schools participate in the program. As well because community partners are required to provide funding for 40% of the costs, community engagement is strong and the partners feel as if it is “their program”.
Status and sustainability	The ongoing challenge is financial sustainability. The program partners, the public and the government are very positive about the program. Ongoing funding is always a challenge. Additional partners in the private sector are being sought for a diversified funding model.

Key Challenges and Lessons Learned

Funding is the key challenge to this program. Without government support this program would not be possible. It was difficult to engage School Boards/schools to work together with municipalities at first. Once the partnership was established, the implementation of the program became much easier.

Without a community champion this program is not successful. Each community requires one person to take the lead and initiate the implementation of the program. Without that person the program will not take place.

Transportation is also a challenge with this program. Most schools do not have pools and many are quite a distance from a pool. Transportation costs are very high and are continuing to rise. To engage transportation companies to support and possibly sponsor some of the transportation costs would benefit the program.

Attaining appropriate pool time. The hours are very limited during school time due to many factors; therefore to serve so many children both schools and pools are required to be creative in their approach.

Conclusions

Success factors:

- Community partnerships
- Simple, easy, and manageable to implement
- Easy application and reimbursement process
- Drowning prevention focus versus swimming lessons
- Cost effective due to 3 lessons
- High public satisfaction

- Reaches many new immigrants who were unaware of the need for such a program due to their own cultural history

Challenges

- Continued funding
- Rising transportation costs
- Lack of pool time during school hours

Limitations

- Only limited by number of children, available funding and available pool time.

References and Resources

Research Reports / Academic Papers

See the Canadian Swim to Survive Standard Position Statement and the Canadian Swim to Survive Standard –Drowning Research Evidence. (Both attached)

Resources for program / curriculum development

See Activity Guide and Worksheet.

Promotional resources

See poster, parent handout, teacher and parent letters and certificate (attached)

Swim N Survive Program – India

Details of Author and Program

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Web Address for Organisation	<i>www.lifesavingindia.org</i>
Country	<i>India</i>

Identified Partners

Partner Organisation(s)	Roles and responsibilities with regard to the project	Contact person details (name, position)
Directorate of Sports and Youth Affairs, Government of Kerala	Replace the text here with your response.	'Director Sports & Youth Affairs' < dsyagok@gmail.com >
International Inspiration (UK Sport)	M&E, Funding	Rob Morini, International Development Head
Australian Sports Commission	M&E, Funding	Rekha Dey, ASOP India Coordinator
Speedo International	Funding	Rob Brown, International CSR Head
Schools	Funding, Ensuring student participation, logistics (if any)	Mrs Madkikar, Principal Lokseva E School
Partner Pools	Programme Delivery	Mr Mohan Tak, Symphony Pools

Summary

Kerala, the South Western state of Indian Peninsula can be rightly called the land of waterbodies with numerous majestic waterfalls and calm backwaters, 34 lakes with sparkling azure and emerald waters, and 49 rain-fed rivers with copious tributaries and distributaries flowing through the land. These water bodies have now become death traps for the very own people of Kerala. As per a study conducted by the Ministry of Statistics regarding Accidental Deaths in India in 2010, Kerala ranked fourth highest in the nation for deaths due to drowning amounting to a total of 16.4%³.

Traditionally, parents taught their children how to swim early in life and the State produced good swimmers. This was until the last couple of decades when parents began to spend less time with their kids and swimming lost its priority as a safety skill. Swimming began to be considered more a sport than an ability to survive and it lost its importance to the peril of the population.

Inability to swim is a major setback among children and absence of infrastructure such as clean swimming pools and a structured training programme to cater to the numbers is the biggest challenge in reversing the trend.

To attend to the need for better facilities and a structured swimming training programme, the Directorate of Sports and Youth Affairs in partnership with the Rashtriya Life Saving Society (India) had launched the Swim N Survive Pilot Project in Kerala. Swim N Survive® is a water safety initiative that seeks to increase these skills of children in order to prevent drowning and increase participation in safe aquatic activity. The program was implemented using above the ground type portable swimming pools measuring 10 x 5 mts in length. Swim N Survive® is a programme already being implemented by the RLSS (I) who in the last 15 years has trained over 40,000 children in basic swimming skills to survive an unexpected fall in deep water. The project was very successful with innovative options offering solutions to overcome hurdles and challenges in forming a long term strategy and empower children with ability to swim and contribute to not only their own safety but also of those in their vicinity.

Further Information

Swim N Survive in India	<p>The Swim N Survive programme is currently operational in four states – Kerala, Karnataka, Andhra Pradesh and Maharashtra. In Kerala, RLSS (I) are currently operational in 5 districts. The program is delivered using portable above the ground swimming pools of the size 10m x 5m. The pools are installed in selected schools. On completion of the training of the students of the school, these units (a Portable Pool Centre made up of 2 swimming pools) are used as community swim centres to train children from nearby schools, villages and slums. They run 8 batches of lessons per day, and are able to handle 40 children per batch. Each child takes approximately 20 lessons to complete the training. At the moment there are 12 portable swimming pools. Each pool can train 1,200 children per 1/4. Their target is to train 10,000 children per year in Kerala by the end of 2013.</p> <p>In Karnataka, RLSS (I) is delivering the programme in partnership with Speedo International, International Inspiration (UK Sport) and Dwarkanath Reddy Institute of Knowledge (DRIK). They are empowering 1500 children to swim in</p>
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³ High Accidental death prone areas on the basis of Percentage share of deaths due to unnatural causes (Drowning, Fire and Sudden Deaths) during 2010

	<p>this year. These children come from a rural, semi urban and slum background.</p> <p>In Pune Swim N Survive is being delivered at 5 swimming pools, operating a "Partner Pool" program model. They select swimming pools that are based around 'clusters' schools, and then give training to the children from those schools. The program is conducted with schools which pay a fee for the training. In turn, RLSS (I) conduct free training for children from Government schools. On an average for every 5 students taught, 1 child is free of cost.</p> <p>In Andhra Pradesh, RLSS (I) Licensee conducts the Swim N Survive programme amongst school children and public in the Moinabad (outskirts of Hyderabad). The programme trains 300 people every quarter. The fees for the programme are paid by the children.</p>
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Background

Name of Project	<i>Swim N Survive in Bengaluru</i>
Priority goal(s)	GOAL: To build safe, happy, healthy swimming communities
Priority issue(s)	<i>Provision of clean and safe training classes using a structured programme to reduce deaths due to drowning among children in the city of Bengaluru</i>
Target group	<ul style="list-style-type: none"> • Children (aged 5- 14): Target children (in and out of school) who cannot swim and cannot afford to learn to swim, teaching them basic swim survival skills and a pathway to develop swimming and life-guarding techniques. • Youth (Aged 16- 21): Target youth who want to be leaders in their communities and schools, providing them not only with swim-survival and life-saving skills, but also the knowledge, soft skills to facilitate increasing awareness about key safety messages within their communities and teaching them techniques to facilitate the escalation into a career in swimming training, lifeguarding etc. • Parents, school teachers and community members: Increase their knowledge and capability around swimming safely and life-saving skills. • Government, School Management, Key Decision Makers: Advocate to important role players and increase support and recognition of the need for teaching children swimming and survival techniques.
Background	<p>In 2012, SPEEDO International approached International Inspiration (the International Development Charity partner of UK Sport)to support the development of a new social responsibility programme in India, which centres around the promotion of the rights of children and young people to stay safe, healthy and happy.</p> <p>The programme is provisionally called "SPLASH – Speedo Programme of Lifesaving and Swimming for Health".</p> <p>In November 2012, SPEEDO International, SPEEDO India, International Inspiration (IN) and Rashtriya Lifesaving Society India (RLSS I) conducted a joint scoping visit to Kerala. The aim of the visit was to scope the feasibility for a swim survival and drowning prevention project in the region. Drowning is a major cause of death amongst young children in India, and research from neighbouring Bangladesh has shown that teaching swimming and introducing simple</p>

	<p>behaviour change programmes can be effective interventions to significantly reduce a child's risk of drowning. With this in mind the scoping team met with survival swimming practitioners, development organisations and government officials to review the opportunities and challenges to introducing such interventions in high risk groups. The visit gave the scoping group the opportunity to understand RLSS (I)'s Swim N Survive programme and the capabilities of the government sponsored school swimming programme which is currently being rolled out across Kerala.</p> <p>After this scoping a dual approach was proposed to SPEEDO which involved IN and RLSS (I) reaching out to school-goers and communities, building and expanding RLSS (I) Swim N Survive programme in Bengaluru and exploring an innovative community-based model in Kerala to promote the rights of children and young people to stay safe, healthy and happy through learning to swim. The need for swim survival programmes which can significantly reduce drowning risks was established. It is clear that by creating strong communities of swimmers and building awareness about the need to be safe in and around water, SPEEDO can help people stay safe, healthy and happy.</p> <p>An action planning meeting took place in Bengaluru and Puneto decide an effective way forward within the budget allocated. This project plan outlines in detail the plan for the period of April 2013 to March 2014 and a summary of planning for a larger 3 year programme.</p>
Objectives	<p>We lose over 100, 000 lives to drowning accidents every year. To contain this attrition of young and productive people, we decided to promote swimming as it leads to safety in aquatic environment. Lifesaving sports and possible employment in aquatic industry draw people to swimming and encourage others in their vicinity.</p> <p>Objective 1: SAFETY</p> <p>Decreased risk of drowning in targeted communities amongst 1500 children and 750 adults through acquiring skills to survive and increased awareness of safety in and around water</p> <p>Objective 2: LIVELIHOODS</p> <p>75% of children and youth involved have increased awareness and improved access to employment opportunities in the swimming sector</p> <p>Objective 3: PASSION</p> <p>Develop 5 communities passionate about aquatic sports</p>

Project participants

- Children (aged 5- 14): Target children (in and out of school) who cannot swim and cannot afford to learn to swim, teaching them basic swim survival skills and a pathway to develop swimming and life-guarding techniques.

- Youth (Aged 16- 21): Target youth who want to be leaders in their communities and schools, providing them not only with swim-survival and life-saving skills, but also the knowledge, soft skills to facilitate increasing awareness about key safety messages within their communities and teaching them techniques to facilitate the escalation into a career in swimming training, lifeguarding etc.

Funding

RLSS (I) is based on a social enterprise model. They charge for services or courses when possible and re-invest that money to provide services for free to those who cannot afford to pay. SPEEDO's support to RLSS (I) will enable them to establish themselves in Bengaluru, demonstrating to key stakeholders the effectiveness of their programmes.

RLSS (I) intends to build links with prominent swimming clubs, highlighting the pathways for Swim N Survive participants into these clubs and potentially integrating their curriculum for life-saving training or Swim N Survive with new partners.

In addition, they will engage with both the ministries of Education and Youth Services & Sport, advocating the adoption the Swim N Survive programme as part of the school curriculum (replicating an arrangement like that with the Govt of Kerala).

Methodology and approach

Activities

The core activities for this project are:

Project Set Up

- Agree and sign partnership agreements with all key stakeholders- Winning Matters, DRIK Foundation, International Inspiration and SPEEDO
- Identify schools, swimming pools and trainers (1 Training Coordination, 4 Senior and 4 Junior Swim N Survive trainers)
- Conduct Swim N Survive Trainer the Trainers course
- Complete student forms and gain parental consent for batch break-up
- Devise baseline survey for parents and participants

Project Delivery

- Baseline sample survey with parents
- Commence Swim N Survive training(20 sessions per batch)
- Baseline sample survey with participants
- Creation of Rookie Lifesavers Club
- Advocacy and awareness raising with parents on water safety
- Linking with government and swimming clubs in promoting Swim N Survive and RLSS (I) services in Bengaluru

Project Safety

- Pool rules drafted after research. They work well and have done so for over a decade. A buddy system has been introduced, as has CCTV coverage
- Water quality is maintained by a professional using chemicals and circulation to keep PH and chlorine levels within acceptable limits
- Rescue floaters, rescue tubes, poles, ropes, kickboards, rescue manikins, resus manikins are all utilised to ensure safety

Monitoring & Evaluation

RLSSI shall conduct a simple before and after questionnaire for participants and parents for this pilot year, gathering both quantitative and qualitative data to focus on:

- Swimming skills of participants
- Knowledge of drowning
- Knowledge of basic safety awareness around water bodies
- Interest in swimming livelihoods
- Passion for swimming
- Assess parental knowledge on basic safety awareness

The baseline and end-line will be conducted over a minimum sample of 50 students per school. We will use the value for money methodology (economy, effectiveness, efficiency) to evaluate the impact, and engage a drowning prevention and swim survival expert to support RLSS (I) in developing the tools to capture significant impact information.

RLSS (I) have a Management Information System to track all participants and trainers involved. Data (history, personal details and performance) on each participant is recorded and their progress through the training programme tracked.

A comprehensive M&E framework to ensure that all the indicators and key objectives can be

measured will be developed for the 3 –year programme. It is intended that at the end of the 3 year programme an external evaluation would be conducted.

Results

Impacts and outcomes	<ul style="list-style-type: none"> • 50% of children involved in the programme want to continue swimming • 5% of participants become advocates for drowning prevention • 90% of children love the Swim N Survive programme • 8 youth employed as Swim N Survive trainers (gender equal) • 75% of children involved in the Swim N Survive programme are aware of employment opportunities in swimming • 20 youth adopt a pathway to lifeguard training (as part of Life-saving club) • Up to 1500 children (aged 5 to 14) learn basic survival swimming techniques • 85% of children report increased water safety awareness • 50% of adults (teachers and parents) report an improved knowledge in drowning prevention • Increased support of the need for drowning prevention awareness and skills amongst key stakeholders (such as government, owners of swimming pools, schools and other related swimming and safety organisations)
Status and sustainability	<p><i>The programme is currently being rolled out.</i> SPEEDO's support to RLSS (I) will enable them to establish themselves in Bengaluru, demonstrating to key stakeholders the effectiveness of their programmes.</p> <p>RLSS (I) intends to build links with prominent swimming clubs, highlighting the pathways for Swim N Survive participants into these clubs and potentially integrating their curriculum for life-saving training or Swim N Survive with new partners.</p> <p>In addition, they will engage with both the ministries of Education and Youth Services & Sport, advocating the adoption the Swim N Survive programme as part of the school curriculum (replicating an arrangement like that with the Govt of Kerala).</p>

Key Challenges and Lessons Learnt

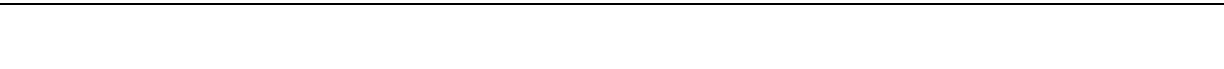
1. S n S is an introductory aquatic skill. A child is put through it at the behest of his/her parents or mentor. The effectiveness of the programme increases with continued practice. At RLSS (I) training facilities, children are encouraged to continue to improve their style and stamina. At this stage the role of the trainer or coach is important as he or she can hold children's interest for further growth and motivate them to join competitive batch to build on S n S training. A child's exposure to swimming galas, competition and championships also helps. It is observed that "Rookie Lifeguards" strutting about on the pool deck become role models as children see in them their own future role, respect and reward.
2. Teaching children how to swim is simple exercise constituting some basic steps in breathing, hand movement, leg movement and glide. Giving it a name, structure and breaking it into steps to climb or conquer accompanied with a certificate are good to please the parents and encourage the child to continue to strive to do better.

3. As part of the drowning prevention programme, Swim n Survive is good. Kerala is already experiencing its favourable impact. The question is if we can get other states involved. An aggressive campaign to take S n S to selected cities in every State must be mounted without delay both to judge the acceptance of the programme on a wider scale and to judge its impact on annual drowning figures among children. This will take time effort. There is a need for research. We have to study who, where, when, how and why children drown. With the input gathered one can structure a drowning prevention programme for the benefit and safety of the community. Rural India needs some advice and education.

Conclusions

- Refer to White Paper attached

References and Resources



Swim and Survive Program – Australia

Details of Author and Program

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Country	Australia

Identified Partners

Partner Organisation(s)	Roles and responsibilities with regard to the project	Contact person details (name, position)
Australian Government	Funding	
Uncle Tobys	Program Sponsor 2009 to current	
Royal Life Saving State and Territory Offices	Program implementation and delivery support to Swim and Survive Partners	
Swim and Survive Partners	Aquatic facilities and swim schools directly delivering the Swim and Survive program to their customers.	

Summary

Swim and Survive came about through the work of a group of Victorian educationists, who recognised that they could provide a well balanced and easy to follow water safety program that would be accepted by swimming and school teachers nationwide.

In December 1982, after trialling a program in a number of states and territories, the Royal Life Saving Society Australia introduced a swimming and lifesaving award scheme, which is now known as Swim and Survive. The award scheme placed emphasis on the teaching of water safety, survival skills and swimming for young children.

The Swim and Survive program is designed to provide a set of skills for swimming strokes, personal

survival and basic rescue, and an understanding of how to be safe when in, on or around the water. It aims to increase the level of swimming and water safety skills of Australian children in order to prevent drowning and increase participation in safe aquatic activity.

Since 2009 the Swim and Survive pathway incorporates three programs for each of the key life stages and provides skills appropriate to the development stages for each group. Key learning strands focus on safe entry and exits, floating and sculling skills, movement and swimming strokes, survival and personal flotation device skills, underwater skills, safe diving, rescue skills, parent education and water safety knowledge.

The program is delivered in pools, schools and other aquatic locations across the country by qualified swimming and water safety instructors. Quality resources have been developed to support the delivery of the program and aid a consistent standard for assessment of criteria.

Since 1982 nearly 15 million Australians have participated in the Royal Life Saving Society's Swim and Survive Program. Since 1978 there has been a 75% reduction in the rate of drowning deaths in the 5-14 year age group.

Background

Name of Project	Swim and Survive
Priority goal(s)	<p>Provide a quality broad balanced swimming and water safety program for children aged from 6 months of age to 14 years.</p> <p>Reduce the drowning death rates for children through water safety education and the development of fundamental swimming, water safety, survival and basic rescue skills.</p> <p>Build solid relationships with aquatic facilities, schools and community groups as delivery agents for the Swim and Survive program.</p>
Priority issue(s)	<p>Over the past decade, it has been widely noted that the swimming and water safety skills of Australian children are deteriorating. Of great concern is the drowning statistics of young people aged 15 -24 years which recently has increased and it is believed that the lack of skills is a contributing factor. Recent research has also shown that 1 in 5 children are leaving primary school with little or no swimming skills. i.e. unable to swim a distance of 50 metres or stay afloat for 2 minutes. Children from lower socio-economic, disadvantaged, Indigenous, multi-cultural backgrounds and rural or remote locations are the most likely to miss out on learning these essential skills.</p>
Target group	<p>The Swim and Survive program targets the following age groups:</p> <p>Wonder: 6 months to 3 years</p> <p>Courage: 3 to 5 years</p> <p>Active: 5 to 14 years</p>

	Prior to 2009, the program focussed only on the 5 to 14 years age group.
Background	<p>The Swim and Survive program was developed from a need to have a National swimming and water safety program that could be implemented across Australia. This would set a benchmark standard of skills that should be taught at each level which would allow consistency in assessment and provide a framework for learning. Prior to Swim and Survive there was no National program. This was also most likely influenced by the introduction of a National qualification for Teachers of Swimming and Water Safety (AUSTSWIM) which was established in 1979, a couple of years prior to Swim and Survive.</p> <p>Prior to the introduction of a National qualification and program, the drowning death rates for the age group 5 to 14 years were substantially high. For example: In 1960, 87 deaths were recorded for this age group. This would most likely have been an influence for the development of Swim and Survive at the time.</p> <p>The Swim and Survive program developed at that time targeted primary school children (5-12 years) and those in lower secondary (12-14years). It was predominately implemented through the education system as at this time, the commercial Swim School industry was not as substantial as it is today.</p> <p>The original program had 7 levels of progressive skills and although some modifications have been made over the time, there have not been substantial changes to the framework. In 1997 three development levels were added prior to Levels 1,2 and 3 for those students who were unable to achieve all the competencies of the core level.</p> <p>The Swim and Survive program is managed at various levels with the partner organisations.</p> <p>The national office of Royal Life Saving has been responsible for:</p> <ul style="list-style-type: none"> • Program and curriculum development • Development of teacher support resources such as the Aquapak • Development of promotional resources such as brochures, posters, award certificates • National Media campaigns • Website development, content population and maintenance • Consultation and Support to RLS offices • Reporting and collaborating with government agencies and corporate sponsors of the program <p>Royal Life Saving State and Territory offices have been responsible for:</p> <ul style="list-style-type: none"> • Building and maintaining relationships with delivery agents such as aquatic centres, swim schools, schools and community organisations • Support for implementation of the Swim and Survive program. This may include initial staff training and additional professional development • Distribution of support and promotional resources

Swim and Survive Partners are responsible for:

- Compliance against the criteria in the Swim and Survive Partner agreement
- Delivery of the Swim and Survive program in a aquatic facility or other aquatic location
- Instruction and assessment of participants of the Swim and Survive program
- Maintenance of records of achievement and issuing of certificates of participants
- Promoting the Swim and Survive brand to their customers

The Swim and Survive program links well to strategic plans not only internally but externally.

Royal Life Saving Strategic Framework 2012-15

Royal Life Saving's current strategic framework identifies the key goals and strategies in four areas, one of which the Swim and Survive program is aligned to.

3: Quality Programs, Products and Services

Ensuring quality, targeted, evidence based and impactful Royal Life Saving strategies, programs, products and services

- 3.1 Extend the drowning and lifesaving evidence base
- 3.2 Focus on swimming and water safety skills pathway
- 3.3 Develop strong lifesaving programs
- 3.4 Strengthen our health and community development programs
- 3.5 Strengthen and develop our industry and training activities

The key strategies that relate to the Swim and Survive program are:

3.2 Focus on swimming and water skills pathway

- 3.2.1. Evolve Swim and Survive as an integrated water safety campaign strategy*
- 3.2.2. Increase program resources for infant and preschool aged children*
- 3.2.3. Revitalise school based education programs*

The program is monitored and reported on against these quarterly as well as the portfolio projects in the Operational Plan.

Australian Water Safety Strategy 2012-15

In 2008 the Australian Water Safety Council established the ambitious goal of achieving a 50% reduction in drowning deaths by the year 2020. Evaluation of this for the current strategy broadened the age group to 14 years and indicated that based on a 3 year average, a total reduction of 25 lives saved is required to achieve this goal.

The recent strategy has outlined a number of priority areas some of which clearly link

	<p><i>to the Swim and Survive program and increasing water safety education for children. This includes:</i></p> <p><i>Goal 1 Reduce Drowning Deaths in Children aged 0-14</i></p> <p><i>The key objectives and performance indicators that are aligned to the goals of the Swim and Survive program are:</i></p> <p><i>1.3 Implement systems that ensure all school aged children receive compulsory swimming and water safety education</i></p> <p><i>1.5 Investigate the drowning preventative effects of survival swimming skills in children and youth</i></p>
Objectives	<p><i>Aside from the broad objectives stated above from the Royal Life Saving Strategic Framework 2012-15 and the Australian Water Safety Strategy 2012-15, there are a number of objectives specific to the implementation and delivery of the Swim and Survive program:</i></p> <ul style="list-style-type: none"> • <i>Increase the number of participants in the Swim and Survive program.</i> • <i>Increase the number of Swim and Survive Partners delivering the program.</i> • <i>Provide lessons for 10,000 children from low socio-economic, multi-cultural, indigenous, and rural and remote backgrounds (Swim and Survive Fund 2012-2013).</i> • <i>Increase community awareness on issues such as children missing out or not achieving benchmarks as well as encourage participation in the Swim and Survive program.</i>

Project participants

The Swim and Survive program is delivered across Australia via aquatic centres and schools who provide the program to their students. These organisations are known as Swim and Survive Partners. Swim and Survive Partners sign an agreement to meet a number of standards: venue safety, teaching qualification standards, swim and survive program delivery, signage and policy adherence.

To become a Swim and Survive Partner, interested organisations complete a registration form online. Royal Life Saving State and Territory office representatives will contact the organisation to discuss the requirements, costs and implementation strategies.

Swimming and water safety teachers who teach the Swim and Survive program must also ensure they abide by the State/Territory Child Protection legislation, maintain CPR qualifications and current aquatic competencies. The employment of instructors is purely conducted by the agency delivering the Swim and Survive program. All instructors should be inducted into the Swim and Survive program and have access to teaching support resources. Swim and Survive Partners are responsible for organising training for swimming and water teachers and on-going professional

development. Royal Life Saving offices provide options for maintaining qualifications such as CPR courses, and specific PD courses.

Swim and Survive participants enrol in the Swim and Survive program directly through a Swim and Survive Partner. National media campaigns often focus on encouraging enrolment at Swim and Survive Partners. The Swim School Locator on the Swim and Survive website provides information to parents on where they can find their local Swim and Survive Partner who delivers the program.

Funding

The Swim and Survive program is funded by the Australian Government and corporate sponsors.

Submissions for funding from the Australian Government are done as a joint submission with the Australian Water Safety Council members AUSTSWIM and Surf Life Saving. Grant opportunities are also sought particularly for projects that would foster the implementation of the Swim and Survive program in particular communities such as Indigenous or multi-cultural groups.

The Swim and Survive program's current corporate sponsor is Uncle Tobys who has been the program sponsor since 2009. After the initial 3 year period, Uncle Tobys has continued their support for another 3 years until 2015.

The Swim and Survive Fund was set up in 2011 with program partner Uncle Tobys to provide free or subsidised swimming and water lessons for children from lower socio-economic and disadvantaged areas, Indigenous communities, those with multi-cultural backgrounds and children living in rural and remote locations. It aims to ensure that all Australian children have access to a swimming and water safety education. Aquatic facilities are encouraged to provide free or subsidised lessons and donations are accepted via the Everyday Hero website from groups and individuals. Special fundraising events such as Active Family Fun Days or fundraising activities by individuals who have nominated the Swim and Survive Fund as the beneficiary have been organised.

Swim and Survive has previously been supported by various other corporate sponsors including a long partnership with Sony PlayStation from 1999 and then subsequently with the Sony Foundation from mid-2005. The Coca Cola Active Foundation also sponsored the program at the same time from 2004-2007.

Methodology and approach

Curriculum development

The original Swim and Survive program curriculum was developed in 1982 and has undergone various changes over the time to reflect the changes in the main delivery agents from schools to aquatic facilities.

The Swim and Survive curriculum aligns to the National Swimming and Water Safety Framework and the Australian Taxation Office GST exemption rule for Personal Survival Skills.

The curriculum framework was developed using a range of skills strands across progressive levels. These included: safe entries and exits, floating and sculling skills, survival and personal flotation device skills, movement and swimming skills, underwater skills, safe diving, rescue skills, parent

education (for infants and preschool) and water safety knowledge (for primary).

Program schedules

The Swim and Survive program is conducted using various program schedules including:

- Weekly lessons during the school term (i.e. once a week for 10 weeks). This may be during school hours if offered as a school program or after school hours if conducted by a commercial operation.
- Intensive lessons during the school holidays (i.e. every day for 5 to 10 days). These lessons are generally offered by commercial operations or government departments such as sport and recreation.
- Intensive lessons during school hours (i.e. every day for 10 days). These programs are generally offered by Departments of Education or out-sourced to commercial operations.

Environment

The Swim and Survive program is most commonly delivered in a public pool facility, school pool or private swim school. These facilities are well maintained and follow health and safety guidelines. Generally, the teaching space is divided into lanes and /or sections appropriate to the requirements of the ability level being taught. The program has been adapted at times to be delivered in locations such as a lake or river for special programs.

Equipment

The equipment used varies from the availability of resources at the facilities but most generally includes:

- Flotation aids such as kickboards, water noodles
- Personal flotation devices (PFDs)
- Underwater dive toys such as rings, sticks and rubber bricks
- Rescue aids such as reaching poles, ropes, buckets, rings, inflatable toys
- Toys such as flotation mats, small buoyant figures, balls

Participants bring in clothing as required to practise and achieve the survival sequence skill competencies in the active program.

National Media Campaigns

The Swim and Survive program has a yearly national media campaign aimed at highlighting the key issues and promoting the Swim and Survive program. Program ambassadors are often used to bring attention to the campaign and these have included past and current Olympians. Community Service Announcements (CSAs) have also been produced as a tool to promote the program and communicate to parents to enrol their children into the Swim and Survive program.

Recent campaigns include:

2011 – 50,000 children leaving primary school with little or no swimming skills (Nov)

- *CSA with Eamon Sullivan*

2012 – No child should miss out petition (Oct)

2013 – CSA with Eamon Sullivan (Feb/Mar)

Communication Strategies

The Swim and Survive website is a key strategy for communicating to users groups such as parents, schools and aquatic centres. The website provides comprehensive information on the program, resources and how to get involved. It also acts as a community water safety education platform. The Kids Zone provides interactive games, activities and safety tips for young children.

Promotional materials such as brochures, posters and pull-up banners are used to create brand awareness and provide program information. Fun and colourful imagery is used to engage participants.

Implementation

An implementation guide is provided to Swim and Survive Partners to aid the operation of the program at a new facility. Together with the training and resources such as the Aquapak, these are the key strategies for implementation. Most importantly Royal Life Saving staff will work with the Swim and Survive Partner to implement the program and provide support as required. In some State and Territory offices there is a designated Swim and Survive program coordinator to support Swim and Survive Partners and promote the program to potential new partners.

Training

Initial training is provided by Royal Life Saving State and Territory offices for staff at Swim and Survive Partner facilities to assist with implementation. Further training can be arranged as required and is at a cost depending on the needs of the facility. This can include additional professional development courses, resuscitation or first aid training.

Once the program has been implemented for a while it is more likely that the facility program supervisors will conduct training for new staff to quickly get them skilled in the delivery of the Swim and Survive program.

Swim and Survive Partner Agreement

Swim and Survive Partners sign an agreement to meet a number of standards:

1. *Venue safety*
 - *Complete a self-audit prior to signing of the agreement*
 - *Achieve compliance against the venue safety items relevant to the delivery of the Swim and Survive program*
2. *Teaching qualification standards*
 - *Ensure all swimming and water safety teachers meet the qualifications and professional development requirements as outlined in the Guidelines for Safe Pool Operation (GSPO)*
3. *Swim and Survive program delivery*

- *Deliver the Swim and Survive program as the core swimming and water safety program and issue Swim and Survive certificates for the achievement of levels*

4. Signage

- *Display Partner certificate/and or sticker provided to promote the Swim and Survive Partnership*

5. Policy adherence

- *Comply with the Guidelines for Safe Pool Operations that relate to the delivery of swimming and water safety programs such as ratios, age recommendations, supervision, water quality standards etc.*

Monitoring & Evaluation

The Swim and Survive program is reviewed and/or evaluated every 5 years. The most recent evaluations were:

2004/2005 Review included:

- Survey for Branches, Swim teachers and Parents
- Report on findings
- Updating of resources including Aquapak (and DVD) and instructor professional development program

2009/2010 Review included:

- Evaluation of Swim and Survive program content
- Modification of Swim and Survive program to include Infant Aquatics and Preschool under the Swim and Survive brand, as well as changes/inclusions to skill competencies.
- New Branding including logo and images (all supporting resources were updated)
- New edition of the Aquapak with accompanying DVD
- Swim and Survive Partner program (previously endorsed swim schools) was updated

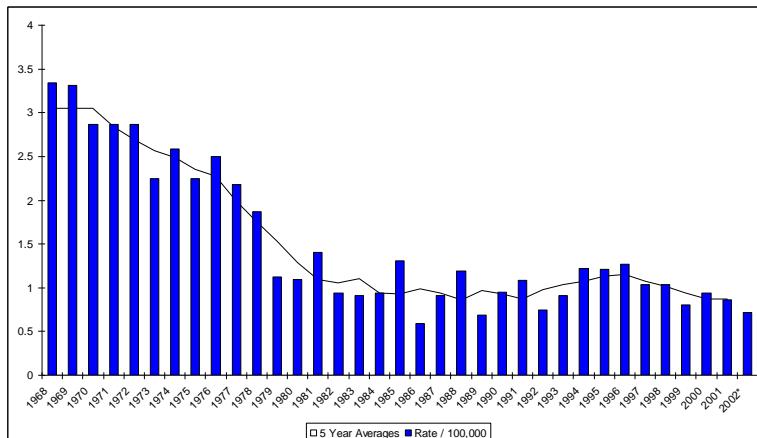
In 2010/2011 a new Swim and Survive website was re-designed and launched. A feature of this website was to provide a Swim School Locator to promote Swim and Survive Partners and a Restricted Partners Zone. The Restricted Partners Zone provides supporting resources for the delivery of the Swim and Survive program including lesson plan form, assessment checklist and media guide.

Regular consultation with Royal Life Saving Branches is conducted to provide support for the delivery of the program. Monitoring of participation numbers is based on certificate sales and is recorded in the Annual Report.

Results

Impacts and outcomes	The Swim and Survive program has made a great impact on the development of swimming and water safety skills of children. Without such a program that can be nationally implemented, it is most likely that many children would have missed out entirely in learning these essential foundation skills and the drowning death statistics would have remained at the similar rates of the 1960's and 1970's and of course earlier.
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Since its inception in 1982, we have seen a 75% reduction in the drowning statistics for the 5 to 14 years age group (the traditional program target group).



Drowning deaths per 100/000 of children aged 5-14 years, Australia 1968-2002

On average, over ½ million children each year achieve a Swim and Survive award.

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total
58623 5	45713 7	50179 9	57200 1	51842 0	66636 0	50433 1	48654 3	47162 8	38090 6	44760 0	44698 9	603994 9

Swim and Survive Award Figures from Annual Reports, Australia 2001-2012

On some concern is the lower participation rates over the past three years since 2010 and it is difficult to attribute that to a cause. (Although some of these figures in recent years do not include certificates issued in WA).

Data from the Swim and Survive program is important and can be used as a reliable measure against a National standard to benchmark children's swimming and water safety skills. This has allowed some preliminary research to be conducted as an attempt to benchmark swimming and water safety skills and get a realistic picture of what is being achieved. This benchmarking research has shown that children can achieve the benchmark standard of Swim and Survive Level 4 but the achievement rates vary dramatically (e.g. 68.6% in TAS, to 8.8% in SA. The data analysis also highlighted that indigenous children and children born outside Australia were less likely to achieve the benchmark than non-Indigenous children and those born in Australia.

Status and sustainability	Swim and Survive is a continuing Royal Life Saving initiative and has proved to be a sustainable program for over 30 years. With continued evaluation, consultation and development of quality resources, as well as further development of partnerships, the Swim and Survive program will continue to be Australia's most successful swimming and water safety program. The extent to which the program reaches all children living in Australia is dependent on government funding and corporate partnerships. Building relationships within the
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Aquatic Industry is vital for continued impact at the grass roots and to ensure that the program can be accessed for all.

Continued research is valuable to underpin the program and investigation into improved delivery and implementation strategies would support increasing the number of Swim and Survive Partners and gain an understanding of how Royal Life Saving can further support the program.

Further investigation of how access to the Swim and Survive program can be broadened to those that are currently missing out on learning to swim or who have little or no swimming ability and insufficient foundation skills primary to leaving primary school.

Key Challenges and Lessons Learnt

A changing and growing aquatic industry particularly over the past 10-15 years has meant that the Swim and Survive program has also had to evolve to remain relevant and accepted by the aquatic industry. The general framework of the program has remained the same for 30 years as it is a broad and balanced framework that covers a range of progressive swimming and water safety skills. In fact, many commercial learn to swim programs have been modelled on this framework. Back in 1982 when the program was developed it was predominately delivered by schools and suited the intensive programs that the education departments tended to conduct. Nowadays schools often out-source the swimming program or hire instructors to deliver on their behalf. In other cases they leave the swimming program to after school extra-curricular activities for commercial operators. This has meant that we have had to modify the program slightly to suit the expectations of the aquatic industry and parents paying for these lessons.

As the program is delivered in a wide range of aquatic facilities and locations, there needs to be some modification or reasonable adjustment made on some skills that may not be appropriate to perform due to water depth, conditions or space available. For example: At venues where the water depth may not be safe for diving, the program would need to be adjusted. We suggest that this is noted on certificates to inform others that this skill was not completed or was modified due to a particular reason.

One of the key challenges is staffing resources to ensure quality and regular customer service to the Swim and Survive Partners. To provide such service a designated staff member is required to promote and support the program but this is a challenge particularly in the smaller State and Territory offices. Regular contact to check on training needs, resource supplies such as certificates and to promote other services and products is required to keep the partner engaged and to ensure that the brand of Swim and Survive is being widely promoted.

Another key challenge is ensuring that Swim and Survive Partners are aware of the supporting resources that are available to them. Often we develop a new resource and find that many swim schools or swimming teachers are not aware they are available. This is most likely linked to the lack of staff resources to promote the resources. We promote the resources on the website and display the resources at industry events and conferences as a measure to promote what's available to support program delivery.

Sponsorship is a fantastic avenue of funds for supporting programs and in particular development of additional resources and without sponsors many of the initiatives cannot be delivered. But it is important to ensure that both the sponsor's needs and the programs needs are clearly identified, are not in conflict and can be achieved. This will help to ensure that valuable time is spent 'servicing' the program rather than 'servicing' the sponsor. It can be mutually beneficial if the sponsorship is managed properly and all requirements, roles and responsibilities are in the agreement.

One of the biggest challenges is keeping accurate and good data on the participants that have participated in the Swim and Survive program. Collection of data would assist in program development, ensuring skills are appropriate, reporting and the benchmarking of skills. As the Swim and Survive program is delivered by a number of different agents, all who have different swim school enrolment systems and processes. It is impossible to collect the information on all participants across the country. At this stage we can only make estimations of numbers of participants based on the number of certificates issued and what levels they have achieved. We are unable to record information such as how long they took to progress from level to level, what skills took longer to achieve, what ages did they achieve certain levels or any differences of achievement between males and females. This information would be of interest particularly to understand how people achieve and progress through the program and are there areas in the program that need to be addressed based on difficulties that may be experienced.

Conclusions

The Swim and Survive program has been successfully delivered across Australia for over 30 years and has been a major catalyst in the reduction of drowning deaths in children particularly in the primary school and lower secondary school years (5 to 14 years of age).

Key success factors that strengthen the Swim and Survive program include:

1. Royal Life Saving Brand

The Royal Life Saving brand signifies trust, quality and long term commitment to aquatic education. The logo is recognised as the leader in the provision of swimming and water safety programs and an organisation that provides a valuable community service by which association is viewed favourably by the political, business and general community.

2. National Swimming and Water Safety Program

Australia's only national swimming and water safety program that focuses on achieving the goals of the Australian Water Safety Strategy. The Swim and Survive program provides swimming, survival, water safety and rescue skills for children at each of the key life stages from 6 months to 14 years.

3. Well Researched Program

Swim and Survive is a well-researched program that is reviewed regularly to ensure it is up to date, reflects the industry and uses best-practiced methods for the provision of water safety education.

4. GST free for Personal Aquatic Survival Skills

Royal Life Saving worked hard with the Australian Federal Government to ensure that water

safety programs that taught essential personal aquatic survival skills are GST free. The Swim and Survive program completely complies with the criteria.

5. National Marketing Campaigns and Promotions

Royal Life Saving conducts national marketing campaigns and promotions to support the Swim and Survive program and the importance of water safety education in the prevention of drowning deaths including CSA's, special events, media releases, articles and competitions.

6. Comprehensive Resources

The Swim and Survive program is supported by a range of comprehensive and quality resources to assist with the promotion and delivery of the program. Resources include brochures, certificates, signage, instructor guides, posters and website information and activities.

7. State and Territory Offices to support implementation

Royal Life Saving's network of Offices provides local and personal support to assist with the implementation of the Swim and Survive program, marketing and promotion, information, resources and training.

The key challenges that the Swim and Survive program faces is much the same as what most community focused programs would experience particularly in the areas of:

On-going funding and sponsorship

Relationship building and maintenance with key partners

Quality of instruction and training across the country

Promotion of resources and support available to support the teachers and facilities

Connection with participants and families

Consistent data or tools for collection of data

Staffing resources to support the program sufficiently

The Swim and Survive program is mainly limited by the fact that swimming and water safety skills are not compulsory in the school curriculum and hence no funds are directed towards ensuring that children do not miss out on learning to swim or providing resources and access to facilities in areas that do not have safe aquatic venues. The commercial learn to swim industry also limits the programs impact as many operators wish to conduct their 'own' program (despite many based on the swim and survive program). Greater funds to develop a data collection tool that could be nationally implemented would provide consistent and reliant data of how many people are participating in the program, what are they achieving and how long does it take to get there. The lack of staffing resources in some States and Territories limits the relationship building and promotion that the program requires to continually increase numbers of partners and participants and provide the support necessary to maintain a high level of customer service.

The Swim and Survive program will continue to be delivered across Australia and Royal Life Saving

will continue to evaluate the program in the future to make improvements and set new goals. Presently, Royal Life Saving has been providing feedback into the development of the new Australian Curriculum: Health and Physical Education to ensure that swimming and water safety skills are included. This is currently in the final draft phase. We will continue to support education systems with quality resources.

The Swim and Survive program has provided opportunities for further research in related areas as Royal Life Saving works towards the prevention of drowning. The success of the program and the brand is well known not only across Australia but also internationally. This has resulted in Royal Life Saving being consulted in the implementation of similar programs or as technical and facilitation advisors for various other survival swimming programs including those in countries throughout Asia. The Swim and Survive program has been modified and adapted to suit other environments, locations and resources as a drowning prevention measure.

References and Resources

The Swim and Survive program is underpinned by research and further investigative studies strengthens the need for such a program. The program is heavily supported by teaching resources to guide swimming and water safety teachers in the delivery of the program to ensure high quality instruction and consistent measures across the country. The Swim and Survive program is also supported with a range of promotional resources to increase brand and program awareness and encourage participation at our partner facilities.

Research Reports / Academic Papers

- *Royal Life Saving National Drowning Reports*
- *No child to miss out: Basic swimming and water safety education – the rights of all Australian children (2012)*
- *The forgotten 50% - a 10 year analysis of drowning in children and adolescents aged 5-19 years in Australia (2013)*
- *Royal Life Saving Strategic Framework 2012-15*
- *Australian Water Safety Strategy 2012-15*

Resources for program / curriculum development

Swim and Survive Aquapak and DVD (includes assessment guide and lesson plans)

Swim and Survive assessment checklists

Swim and Survive certificates

Swim and Survive logbooks

Swim and Survive lesson template

Promotional resources

Swim and Survive DL brochure & Swim and Survive A5 brochure

Swim and Survive presentation folder

Swim and Survive pull-up banners / posters

Swim and Survive swim caps and rash vests

Swim and Survive website www.swimandsurvive.com.au

Swim and Survive promo video clips

Aquaquiz

SwimSafe: A Survival Swimming Program Teaching Children in Bangladesh

Details of Author and Program

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Country	<i>Bangladesh</i>

Identified Partners

Partner Organisation(s)	Roles and responsibilities with regard to the project	Contact person details (name, position)
Unicef-Bangladesh	<i>Funding</i>	<i>Syed Imtiaz Ahmed, Project Officer, Child Protection section, Unicef.</i> <i>Email:</i> siahmed@unicef.org
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TASC	<i>Technical Support</i>	<i>Michael Linnan, Technical Director, TASC</i> <i>Email:</i> mlinnan@tasc-gcipf.org
Plan Bangladesh	<i>Funding</i>	<i>pending</i>
Save the Children	<i>Funding</i>	<i>pending</i>
BRAC	<i>Programme implementation with the technical support of CIPRB</i>	<i>pending</i>
CMES	<i>Programme implementation with the technical support of CIPRB</i>	<i>pending</i>

Summary/Abstract

Drowning is the leading killer of children in Bangladesh. There is a reciprocal relationship between

drowning mortality and the swimming ability.

A survival swimming teaching for children 4-10 years has been developed named as SwimSafe. The guiding principles of the SwimSafe are utilisation of low cost and locally available resources and community participation.

For teaching children swimming the programme developed a structured manual; trained local volunteers as community swimming instructors; and in the rural areas local ponds were modified with a bamboo structure and in urban areas permanent and portable pools were used as swimming teaching venue. The graduation criteria identified as 25 metre swimming, treading for 30 seconds and acquiring the skills of rescue.

Through this programme about 300,000 children of rural and urban areas learnt swimming during 2006 to 2012. Through retrospective cohort analysis it was found that the children who participated in the SwimSafe had 93 percent less chance of drowning death than the matched control, who did not participate.

Teaching children swimming is feasible through SwimSafe programme and swimming skills protects children from drowning.

Background

Name of Project	SwimSafe: a survival swimming teaching of children in Bangladesh
Priority goal(s)	To prevent drowning in low resource settings, including Bangladesh
Priority issue(s)	To teach survival swimming to children 4 years and over &to equip children with rescue skills
Target group	Children 4 to 10 years of both rural and urban locations in Bangladesh
Background	<p>Ground breaking research Bangladesh Health and Injury Survey (BHIS) revealed that drowning is the leading killer of children under 18 after infancy⁴. It was estimated that each year over 17,000 children die from drowning. Among these children about 12,000 are under 5 children and the rest 5,000 are children 5-17 years. The survey also revealed that there is a reciprocal relationship between fatal drowning swimming ability, with the increase of age fatal drowning rate decreases and swimming ability increases.</p> <p>Considering the above information the fundamental strategies for child drowning prevention were developed. Two major strategies namely institutional supervision of under 5 children through community crèches and survival swimming teaching to children 4 years and over were identified. To implement the later strategy SwimSafe - a life saving survival swimming</p>

⁴ Rahman A et. al (2005). *Bangladesh Health and Injury Survey; Report on Children*. Dhaka: DGHS, ICMH, UNICEF, TASC.

	<p>teaching programme for children was developed by CIPRB in collaboration with RLSSA and TASC. The guiding principles of the SwimSafe programme are utilisation of low-cost locally available resources and community participation.</p> <p>SwimSafe is designed to teach children over 4 years a life saving survival swimming skill and rescue skills. For the rural Bangladesh ponds modified by bamboo are used as a swimming teaching venue and in the urban areas children are taught swimming in the swimming pools and portable pools. In both locations community youths are trained to be the Community Swimming Instructors (CSIs). A context specific structured manual and a video material are used to teach children swimming.</p> <p>The CIPRB was developed to prevent injuries including drowning in Bangladesh. One of its strategies is to equip children with life saving skills to prevent injuries. Through SwimSafe children acquire life saving swimming skills.</p>
Objectives	<ol style="list-style-type: none"> 1. To identify a safe swimming teaching venue for children in rural and urban areas 2. To develop a context specific swimming teaching manual 3. To identify and train potential candidates as Community Swimming Instructors (CSIs) 4. To implement and evaluate the SwimSafe programme

Project participants

Project participants include

1. Researchers and the Programme personnel of the centre: The researchers identified the save teaching venue and developed the manual for swim teaching.
2. Community Swimming Instructors (CSIs): The CSIs are the local volunteers who are good at swimming, interested to teach children and have secondary level education. The CSIs receive a 5-day Training of Trainers course from the master trainers of the SwimSafe project. The master trainers received training from the trainers of RLSSA.
3. Potential children for teaching swimming: Children 4 years to 10 years who never participate in the SwimSafe programme are the potential children to receive the training.
4. SwimSafe Supervisors: The SwimSafe supervisors supervise the activities of the CSIs at regular basis.

Funding

During the development of the SwimSafe project in 2005 The Alliance for Safe Children (TASC) provided the fund. With the financial support from the TASC's the CIPRB in collaboration with RLSSA developed the swimming teaching manual and established five venues for teaching. Moreover, with

that funding the programme was piloted and later evaluated for its feasibility and acceptability in the community.

From the evaluation of the pilot project it was revealed that SwimSafe was feasible and acceptable to the children and their parents. In late 2006 the SwimSafe was incorporated in the PRECISE (Prevention of Child Injuries through Social-intervention and Education) project. The PRECISE was a community based intervention study for prevention of child injuries including drowning. This research project was funded by UNICEF-Bangladesh for a period of 2006 to 2010.

After completion of PRECISE SwimSafe has been continuing as an independent programme and UNICEF is continuing the fund.

Since 2012 Plan Bangladesh and Save the Children have been funding to implement SwimSafe programme

There are many challenges in teaching children swimming in rural ponds. The urban children have limited facilities to learn swimming. There are only a few swimming pools and the number of ponds in urban areas are also very limited. To address the issue International Drowning Research Centre-Bangladesh, which is a part of CIPRB has introduced portable swimming pools in three locations in urban areas and one in rural areas to test the feasibility of portable pool use as an alternative. This activity is funded by AusAID channelled through RLSSA.

Methodology and approach

Curriculum development:

In 2005 CIPRB researchers conducted a series of meetings with Bangladesh Swimming Federation and RLSSA to develop a curriculum for survival swimming teaching of children 4-10 years. Based on the curriculum a training manual was developed. The training manual was pre-tested during training of CSIs and later finalised with necessary changes. The manual contains 21 steps to teach children swimming. The steps include eight water familiarization skills, eight components of swimming skill, two survival techniques and three elementary rescue techniques. The graduation criteria include 25 metre swim, 30 seconds treading, and rescue others and to be rescued.

Recruitment and training of CSIs:

With the said criteria both male and female CSIs were recruited and trained by a group of master trainers using the structured manual. Since 2012 First Response including CPR training have also been incorporated during the training of the CSIs. The number of CSIs gradually increased from 20 to over 240 from 2006 to 2012.

Swimming teaching venue:

To teach children swimming in rural areas local ponds were used. To make the venue safe a bamboo structure was placed in the pond. The structure has two components. One is a bamboo stage where the depth water is upto the level of children's waist, where children become familiar with water learn the initial steps of swimming. The other component is the deep water area where there is a perimetric safety boundary beyond that the children can not go further deeper area of the pond.

In the urban areas swim teaching is conducted in the swimming pool

Recruitment of children:

Children 4-10 year of both sexes are the candidates for the SwimSafe. Children who can not at all swim or who have not learnt through SwimSafe programme are recruited. Prior to conduct training a baseline survey is conducted to assess the number of potential SwimSafe candidates.

Swimming teaching session:

The CSI of a swimming venue considering the availability of the children prepare a schedule for swimming teaching. The teaching is conducted either in the morning or in the afternoon. The CSI teach a batch of 15 children in each session. To ensure safety each batch is divided into three groups and each group is consist of 5 children. The CSI take one group, i.e. five children, in the water for teaching. The other two groups wait at the bank of the pond for their turn. Each group gets about 30 minutes time to learn the skills in each session. The teaching materials include swim teaching manual and the kick board. A bamboo pole is also kept at the bank of the pond. It has got two purposes – one is to teach children reach rescue skills and the other is emergency rescue of any person either during teaching sessions or any time other than training sessions. On an average it requires two weeks to graduate.

Quality control of the SwimSafe program:

For supervision and maintain the quality of teaching children swimming there is one SwimSafe Supervisor for 25 CSIs. A supervisor usually visits each venue at least three times. First during enrolment of children in the programme, the second visit at any day during a teachings session to observe that the training process is continuing according to the set standard, and the last visit is made on the day of graduation. If a child meets all the criteria of graduation then the Supervisor declares him/her as SwimSafe graduate.

Safety and risk management:

To increase safety and reduce risk of children the following initiatives have been taken:

1. A safe bamboo structure has been placed in the pond
2. A bamboo pole is kept near the swimming venue for reach rescue
3. Rescue techniques are taught to children so that they can response when they are in danger or they can rescue others
4. Each CSI receives first response including CPR training
5. The upper age limit of the children is kept 10 years. There could be a resistance from the community if a girl who reached her puberty is trained by a male CSI.
6. Parents are encouraged to attend the teaching sessions so that if there is any unwanted event they can help to protect children.

Quality of instruction:

To ensure the quality of instruction SwimSafe supervisors visit the swimming venues and observe the teaching sessions. If any discrepancy is observed the CSIs are corrected on the spot. Moreover, a refreshers training is organised once in a year.

Water quality:

In the rural areas a pond is used as swimming venue. In the rural areas these ponds are used by the villagers for activities of daily life including bathing and washing. The water is also used for cooking purposes. This means that the water quality is acceptable to the community people. In the portable pools the standard water quality for the swimming is maintained

Communication strategies:

1. Meeting with the community leaders: To obtain support from the community leaders and involve them in the whole process, during introduction of the programme a meeting is organised with the community leaders.
2. Meeting with the parents: To aware the parents and obtaining support from them on the very first day of each batch a meeting is organised with the parents.
3. To aware the relevant ministries including Ministry of Youth and Sports, Ministry of Women and Children Affairs and Ministry of Health and Family Welfare advocacy meetings are organised
4. For mass awareness we utilise electronic and print media.

Community engagement strategies:

1. To engage the community in each village where there is swimming venue a Village Injury Prevention Committee is formed. The VIPC is given responsibility for motivating the villagers to send their children to the swimming venues to learn swimming, provide support to identify ponds and supervise the activities of the CSIs.

Monitoring & Evaluation

The SwimSafe supervisors provide at least three visits, at the time of enrolment of the children of each batch, during teaching sessions and on the day of graduation.

On the day of enrolment the supervisors fill in a structured check-list to collect data of each participant of every batch. The variables include name, age, sex, address and the swimming ability. Again on the day of graduation the supervisor observe that whether the participant could demonstrate all the criteria of graduation. If the participant can demonstrate all the criteria then s/he is recorded as graduate. It is also recorded how many days each child takes to become a graduate. Each supervisor sends the monthly graduation report to the head office. These data are entered in a soft-ware. During 2006 to 2010 the CIPRB collected child drowning mortality in data from its rural SwimSafe areas (three rural sub-districts) through its surveillance system on a regular basis.

Results

Impacts and outcomes	<p>Since 2006 to 2012 about 300,000 children 4-10 years learnt survival swimming.</p> <p>The effectiveness of the SwimSafe programme in preventing child drowning was evaluated through a retrospective cohort analysis. The drowning mortality rates of a sample of 79,421 SwimSafe graduates were compared against an age, sex and area matched sample of non SwimSafe participants. For SwimSafe graduates the relative risk of death was 0.072 ($P < .0001$) which means the children who learnt swimming through SwimSafe programme had 93 per cent less chance of drowning than those who did not participate the programme⁵.</p> <p>Describe the project impacts and expected outcomes. Consider organisational impacts, process impacts, impacts and expected outcomes on the target population group.</p>
Status and sustainability	<p>CIPRB has been continuing and gradually increasing its intervention areas and UNICEF and other funding agencies are interested to continue the programme. CIPRB's two implementing partners namely BRAC and CMES are also interested to continue and expand their programme areas.</p>

Key Challenges and Lessons Learnt

During implementation of the programme for the last seven years the following challenges were identified

1. It is difficult to keep the bamboo structure in place. Often some of the bamboos are stolen
2. Swimming teaching can not be continued throughout the year. During summer the ponds dry up and during winter the water is cold for children to swim
3. Due to gradual increase of the commercial fish raising many of the ponds cannot be used as swimming venue. For commercial fish raising special fish feed are given which makes the water dirty.
4. In the urban areas due to lack of ponds and limited number of swimming pools a vast majority of the urban children could not be incorporated in the SwimSafe programme.

The following lessons have been learnt from the SwimSafe programme

1. Ponds are the suitable venues for teaching swimming in the rural areas

⁵ Rahman F, Bose S, Linnan M, Rahman A, Mashreky S, Haaland B, Finkelstein E. (2012) Cost-Effectiveness of an Injury and Drowning Prevention Program in Bangladesh. Pediatrics. 130: i1621-i1628

2. Teaching programme should be conducted during monsoon period
3. Both male and female community volunteers could be trained as swimming instructors

Suggestions for other countries

1. To teach children swimming develop the training manual according to the country context
2. Involve community in the process
3. Utilise local resources

Conclusions

The SwimSafe programme is very effective in teaching children swimming. It is also evident that SwimSafe is an effective programme in preventing drowning in Bangladesh. The success factors include utilisation of low cost and locally available resources and involving community in the process. Difficulty in maintain the bamboo structure in the pond and gradual decrease of the number of ponds due to commercial fish raising are the key challenges of the programme. The major limitation is that the programme has not been able to create sufficient service points to teach swimming to the urban children. The findings of the programme are very promising. It is revealed that swimming teaching institutionally like SwimSafe programme is feasible and swimming can prevent drowning even in a low income country setting. To make the programme sustainable it is important to incorporate swimming teaching through school based programmes.

References and Resources (if relevant to your program)

Supporting Documentation – India

Swimming Pool Rules

Must be displayed at pools and followed

Safety

- ☛ DO NOT DIVE IN LESS THAN 10 FEET DEEP WATER
- ☛ OR THIS POOL IS NOT APPROVED FOR DIVING.
- ☛ DO NOT ENTER THE POOL ALONE. HAVE A BUDDY WITH YOU.
- ☛ CHILDREN UNDER 12 YEARS OF AGE MUST BE ACCCOMPANIED BY THEIR PARENTS OR RESPONSIBLE ADULT SUPERVISORS.
- ☛ RUNNING, ROUGHPLAY, BOISTEROUS, AND NOISEY BEHAVIOR ON THE POOL DECK, IN THE VICINITY OF THE POOL AND IN THE SHOWER/ CHANGING ROOMS IS PROHIBITED.
- ☛ ENTER AND EXIT THE POOL SLOWLY.
- ☛ ELDERLY PERSONS, PREGNANT WOMEN, INFANTS AND THOSE REQUIRING MEDICAL CARE SHOULD CONSULT A PHYSICIAN BEFORE ENTERING THE POOL.
- ☛ ENTERING THE POOL WHILE UNDER THE INFLUENCE OF ALCOHOL, NARCOTICS, DRUGS OR MEDICINE THAT CAUSES DIZZINESS OR LOWERS THE BLOOD PRESSURE MAY LEAD TO SERIOUS CONSEQUENCES AND IS, THEREFORE, NOT ALLOWED.
- ☛ ALL BREAKABLE ITEMS OF GLASSWARE AND CHINAWARE ARE NOT ALLOWED IN THE POOL OR ON THE POOL DECK.

Health

- ☛ ALL PERSONS USING THE POOL MUST TAKE A SHOWER BEFORE ENTERING THE POOL.
- ☛ DO NOT USE OILS, BODY LOTIONS BEFORE ENTERING THE POOL.
- ☛ PERSONS WITH LONG HAIR MUST WEAR A BATHING CAP WHILE IN THE POOL.
- ☛ ANY PERSON HAVING AN INFECTIOUS AND COMMUNICABLE DISEASE IS PROHIBITED FROM USING THE POOL. PEOPLE WITH SKIN, EYE, EAR NASAL INFECTION ARE ALSO NOT ALLOWED TO ENTER THE POOL.
- ☛ ANY PERSON HAVING OPEN BLISTERS OR CUTS IS NOT ALLOWED TO USE THE POOL.
- ☛ SPITTING, SPOILING WATER, BLOWING NOSE OR DISCHARGING BODY WASTES IN THE POOL IS STRICTLY PROHOBITED. DO NOT PEE IN THE POOL.
- ☛ ANIMALS OR PETS ARE NOT ALLOWED IN THE POOL OR ON THE DECK.
- ☛ CARRYING OF FOOD AND DRINKS INSIDE THE POOL ENCLOSURE IS NOT ALLOWED.

- ☛ COMMON TOWELS, COMBS, BRUSHES AND DINKING CUPS ARE PROHIBITED. PRIVATE SWIM SUITS AND TOWELS SHOULD BE CLEANED AND DRIED AFTER EACH USE.
- ☛ IF THE POOL IS PART OF A LARGE COMPLEX, GUESTS AFTER USING THE POOL MUST WEAR FOOTWEAR AND TOWEL WHILE RETURNING TO THE MAIN BUILDING.

Facility

- ☛ A TELEPHONE / HOT LINE OR ANY OTHER RAPID COMMUNICATION SYSTEM TO ALERT / CALL "EMERGENCY" AT A DEDICATED HOSPITAL / CLINIC NEAR THE POOL FOR IMMEDIATE MEDICAL RESPONSE MUST BE PROVIDED.
- ☛ THIS POOL IS FOR PRIVATE USE ONLY. GUESTS MUST HAVE PERMISSION FROM THE MANAGEMENT TO USE IT.
- ☛ THE MANAGEMENT RESERVES THE RIGHT TO DENY THE USE OF THE POOL OR EVICT FROM THE POOL PREMISES ANYONE, WHO FAILS TO COMPLY WITH THE ABOVE SAFETY AND HEALTH POOL RULES.
- ☛ THOSE, USING THE POOL DO SO AT THEIR OWN RISK. THE MANAGEMENT IS NOT RESPONSIBLE FOR ANY ACCIDENTS OR INJURIES TO THEM.

Notices

SWIMMING POOL TIMINGS

THIS POOL IS OPEN FORM.....AM TOPM & FROMPM TO.....PM

NUMBER OF SWIMMERS

SWIMMING POOL CAPACITY.....[Area of the pool in square metres divided four] Each swimmer must have 4 Sq metre of space in the pool.

THE MAXIMUM NUMBER OF SWIMMERS

ALLOWED IN THE POOL AT ANY ONE TIME IS.....[A number that can be handled safely. One lifeguard per 20 swimmers]

FIRST AID BOX

A FIRST AID KIT IS LOCATED AT.....

TELEPHONE

EMERGENCY TELEPHONE - OR OTHER COMMUNICATION DEVICE IS LOCATED AT.....

EMERGENCY NUMBERS

FIRE DEPT.....

PARAMEDIC.....

RESCUE UNIT.....

DOCTOR.....

POLICE.....

POOL MANAGER.....

FOR YOUR COMFORT THE WATER CONDITION AT THIS TIME IS: -

CHLORINE CONTENT.....

BROMINE CONTENT.....

pH LEVEL.....

CYANERIC ACID.....

WATER TEMPERATURE.....