



## CASE STUDY :: 01

## LOCATION

# Step into sport

Australia,  
New Zealand,  
Fiji and Tonga

## OBJECTIVES

To demonstrate how sport can contribute to the development of leadership and participation in the community through:

- developing skills (leadership, coaching, officiating, volunteering)
- improving school-community links
- developing and sustaining a club structure

## BACKGROUND

UK Government-funded project was established in 2002 to provide a streamlined and structured pathway of leadership and volunteering opportunities for young people to build on the pockets of good practice that already existed. It was established as part of the Government's PE, School Sport and Club Links strategy

## PURPOSE

- Increase the percentage of young people engaged in 2 hrs of high quality PE and school sport to 75% by 2006
- Increase the percentage of young people aged 14-19 from School Sport Partnerships actively involved in sports leadership and volunteering from 9% in 2004 to 14% in 2006; 18% in 2008 (spread across the partnerships)

## PARTNERS

The project is funded by the UK Government (Department of Culture, Media and Sport) and by the Home Office in the first year. It is managed by a consortium that includes the Youth Sport Trust, Sport England and Sports Leaders UK.

## COST AND DATE

- The project began in 2002
- £3.5 million per year
- Funding committed until 2008.

## TARGET

Young people aged between 14 and 19 years engaged in full-time education.

## STEPS

- 1 The Game Plan strategy for delivering the Government's sport and physical activity objectives was published by the Department for Culture, Media and Sport in December 2002 and set out the Government's vision and strategy for sport from both a mass participation and performance perspective up until 2020.
- 2 In fulfilment of this, 3 key players (Youth Sport Trust, Sport England, Sports Leaders UK) were brought together to coordinate the existing but disparate volunteering and sport leadership and sport education programmes in the UK.
- 3 Once established, the project was managed by Youth Sport Trust and Sport England and delivered by Sports Leaders UK through their leadership awards.
- 4 Additional momentum and profile for the project gained through the year of the volunteer (2005) and close links forged with the Russell Commission report with its target of one million new young people in volunteering over the next 5 years
- 5 11 School Sports Partnerships engaged in Step into Sport

## OUTCOMES/IMPACT

The impact of the project is measured annually through School Sport Partnership survey which shows:

- the project is currently on track to meet these targets.
- 90,000 young people gained leadership awards (eg JSLA, CSLA)
- 60 TOP Link "Young People Leading the Way" conferences hosted across the UK involving 10,000 young people aged 14 to 16
- it helped to stage 4,000 Top Link sports festivals involving 42,000 young people aged 14 -16 and 300,000 primary school children
- it held over 100 one-day conferences for young volunteers
- it hosted three residential camps for more than 1,000 young volunteers
- it trained and recruited 4,000 mentor and volunteer co-ordinators
- it engaged 8,000 16 to 19 year olds in mentored community volunteering
- it supported 16 National Governing Bodies of Sport in developing volunteer strategies

## BENEFITS

Long-term benefits include:

- volunteers are engaged and motivated for longer (beyond the Step into Sport programme) as a result of a structured pathway for volunteering and leadership that offers more opportunities, recognition and qualifications
- clubs have more trained, qualified and motivated volunteers and are motivated to develop their clubs through club accreditation schemes
- sports organisations have stronger and high quality links with schools, communities and young people; establishing accredited qualifications for young people and developing volunteering policies
- some evidence of individuals being re-integrated into more positive and socially acceptable life styles

## POLICY IMPLICATIONS

- cross government department collaboration
- a collaborative and effective way to bring different organisations together, while retaining their independence
- developed a national infra-structure in which partners play to their strength
- coordinate disparate and haphazard pockets of activity and good practice into a national scheme
- impacted on educational policy by providing an approach to teaching physical education through sport education (an approach to the teaching of physical education which places greater emphasis on the young people by giving them increased input and autonomy in lessons)
- links with citizenship agenda in schools and 14-19 reform curriculum.

## RECOMMENDATIONS

- Identify key critical partners and encourage them to work collaboratively towards common goals
- Involve government departments by identifying how the programme fulfils the government's agenda (eg Russell Commission, vocational study) and by promoting the benefits to young people educationally and socially
- Make it young person centred not organisation centred from outset
- Be patient and prepared to adapt and change the programme as it develops to ensure it is effective
- Build on the good practice and structures that already exists
- Involve individual sports organisations early on, encouraging them away from solely the promotion of participation and disparate leadership awards and towards a more integrated approach that includes active volunteering in officiating, coaching and administering.

## FURTHER INFORMATION

Specific case studies are available

Useful Web-links:

[www.youthsporttrust.org](http://www.youthsporttrust.org)

[www.sportengland.org](http://www.sportengland.org)

[www.sportsleadersuk.org](http://www.sportsleadersuk.org)

[www.culture.gov.uk](http://www.culture.gov.uk)

[www.russellcommission.org](http://www.russellcommission.org)