1. Can you provide examples where a community based approach has been successful in removing barriers to participation in sport and physical activity?

The majority of projects funded through Cycling Scotland’s Cycle Friendly Community Award have utilised a community based approach to addressing needs and barriers to physical activity and accessing bikes. Barriers are wide ranging and include, geography, financial, cultural, and characteristic-based such as age and disability.

Identification of needs and barriers to participation is integrated into the Cycle Friendly Community Award, as well as the new Cycle Friendly Communities Development Grant, effectively meaning that all recent projects that have been awarded funding are specifically responding to an identified need or barrier.

The Evaluation Report of the projects funded has a large amount of information about how projects approached addressing barriers, and the successes they had.

2. What were the key ingredients to that success?

A project being community led is vital, rather than another organisation transferring assumed barriers from other projects. Substantial and early stakeholder engagement in terms of identifying barriers and feeding this into the project is also very important, as well as ongoing monitoring of progress towards removing barriers.

3. Were there any approaches that were particularly successful in increasing participation among certain social groups, like women, ethnic minorities, certain age groups?

The projects funded have worked with a wide range of groups including women, ethnic minorities, and older age people. For example, woman only rides have been a common feature for projects where mixed group rides can sometimes be a little intimidating. BME-led group projects are aware of the cultural barriers to cycling i.e. it being seen as the sign of lower social standing through lack of car ownership; and age aware projects where older people aren’t necessarily the ones cycling and using bikes, but are being given a chance to participate in cycling through rides where bikes are ridden by others.

4. To what extent are these approaches unique to a particular area and set of circumstances, or replicable in other parts of the country?

While each project funded is community led, place based and sensitive to specific needs of a community, the strength of cycling projects is that the different elements the funding can support - such as the purchase of bikes, training, led rides, and maintenance - can be utilised in a variety of ways. Community groups who are new to cycling and physical activity, and to removing barriers to access, benefit from linking up with other groups, which is part of the role performed by Cycling Scotland, and there will be a certain amount of shared learning to be taken and transferred.
5. **What are the barriers facing volunteers (either those wanting to volunteer for the first time, or sustaining ongoing volunteering)?**

There are a number of barriers facing volunteers including time, support, and equipment and resources.

In many areas, there is often a plentiful supply of volunteers but there can be a limited capacity for volunteer coordination. Having someone to welcome a volunteer to a programme and make introductions to relevant opportunities is required. Specifically, with regards to cycling, many courses to become a volunteer are not just a one-off and require a commitment to attend several training sessions over a set period of time. The level of time commitment required can act as a barrier over both the short and long-term. Further, there may also be an issue with availability of bikes and other cycling equipment. Where these are needed by volunteers, they may not readily available, limiting opportunities to participate and volunteer.

Often schools and local authorities will have policies which limit volunteering opportunities. For example, schools usually prefer to source volunteer from the immediate school community, and thus create a barrier to wider participation in volunteering in the local community.

6. **How might these barriers be overcome?**

Such barriers could be overcome through providing dedicated coordinators with a role of supporting volunteers, which help to address broader support and policy issues. Time barriers could be overcome through more flexible delivery of volunteering and training opportunities, such as volunteers potentially attending courses in neighbouring areas at more convenient times. Again, dedicated coordination support can assist with this.

7. **What are the challenges in retaining volunteers beyond the short-term?**

Our expertise in delivering a wider variety of cycling training courses is that many volunteers desire quality CPD opportunities. This could be as simple as signposting to other volunteering opportunities, demonstrating a strong willingness by volunteers to retain participation and learning over the long-term. Cycling Scotland received guidance from Volunteer Scotland which suggests that ‘retention’ of volunteers is secondary in importance to ensuring that volunteers have a positive experience. This suggests that volunteer recruitment may be the bigger challenge.

8. **What examples are there of good practice to encourage and maintain volunteers in community sport and are there lessons to learn from other sectors around attracting and retaining volunteers in sport?**

East Renfrewshire Council’s participation in the Bikeability Scotland programme is a good practice example for encouraging and maintaining volunteering in community sport. Managed by Cycling Scotland, Bikeability Scotland is a cycle training scheme designed to give children the skills and confidence they need both to cycle safely on the roads, and to encourage them to carry on cycling into adulthood.

East Renfrewshire Council have placed a strong focus on the social aspects of supporting Bikeability delivery and have developed case studies to support this, and are available online. Also, East Renfrewshire Council supports all volunteers with a dedicated mentor. They were the first local authority in Scotland to achieve one hundred percent of schools delivering on-road cycle training.
9. Can you provide examples of innovative joint working between clubs and public bodies that are utilising available sources of funding?

An excellent example of innovative joint working is the Play on Pedals Partnership Project in Glasgow, which is delivered by Cycling UK, Cycling Scotland, Play Scotland, and the Glasgow Bike Station. Originally awarded funding through the People’s Postcode Trust’s ‘Dreamfund’ in 2014, the project has supported over 7,000 children with the opportunity to learn to ride a bike before starting school. To deliver the project, a network of ‘hero community’ groups including youth projects, schools, and community clubs benefitted from support and training to ensure the project had local sustainability.

School estate

10. To what extent is the school estate currently being used effectively to increase opportunities for sport and physical activity participation?

Promotion of active travel to and from school is very important, and school estates have a key role in this. There are a clear range of benefits to children from participating in cycling and active travel. As well as the obvious health benefits, the social interaction skills of children improve. Children who travel actively to school are better and more confident learners, and are likely to be more active later in life. Embedding cycling and active travel as part of everyday life is crucially important and can increase physical activity levels amongst children and young people, helping to improve their mental health and wellbeing.

11. In what ways has access to the school estate for communities improved in recent years?

Closure of streets and roads near and around schools is an effective way to improve access to school estates and to increase opportunities for participation in physical activity. Closing roads/streets discourages car usage, promotes active travel and physical activity, and gives priority to those travelling actively. Such closures also reduce car congestion in local communities, improves air quality and makes the journey to school a pleasant part of the day-to-day routine.

Reducing speed limits on roads and streets in and around school estates is another effective way to increase opportunities to travel actively. The introduction of 20 mph speed limits near schools improves safety, and thus helps to facilitate an increase in active travel to school. Lowering the speed limit to 20 mph decreases the proportion of accidents involving children by as much as 70%. It is recognised that children cannot correctly judge the speed of traffic before the age of 12, and those living in poorer areas are more likely to be injured in road crashes.

12. What are the remaining barriers to use of the school estate?

13. How might these barriers be overcome?

Commonwealth Games legacy


14. How would you assess the active legacy of the Commonwealth Games for:
   • Community benefits
   • Participation rates?

15. To what extent are the new facilities being used to maximum capacity?

16. Are there any examples of innovative uses of new facilities benefitting the community?

17. Is there physical infrastructure built for the Commonwealth Games being effectively to increase opportunities for sport and physical activity; and increasing rates of sport and physical activity participation?

Cycling Scotland, in partnership with Sustrans and Transport Scotland, provided cycle parking to workplaces together with further and higher education establishments based in Scotland, through Legacy 2014, following the Games. By providing cycle parking for organisations across Scotland through Legacy 2014, our aim was to encourage and enable people to travel more actively to their place of work or study and to help their organisation promote active journeys and reduce local traffic congestion. Additional Commemorative cycle racks were also installed across more than 200 locations. Scottish medal winning athletes were invited to nominate a location for their rack, which would be finished in bronze, silver or gold – complete with a plaque marking their achievement. The project was managed by Cycling Scotland and there were 26 gold, 31 silver and 21 bronze stands installed.

Both Legacy and Commemorative racks provide an additional 2060 parking spaces at workplaces, schools, hospitals, libraries and on high streets, clearly demonstrating increased opportunities for participation in sport and physical activity as part of everyday life.

Cycling Scotland
June 2017