Sport for Everyone
Triathlon Scotland

Participation

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

We applied for Cashback monies to run school participation projects in some identified SIMD areas and communities. These projects are based on a successful model that has been running for around 7 years now across the UK and aims to break down barriers to participation by providing bikes (remove equipment barrier) to take part, very short format swim, bike run with no timing and every child receiving a participation medal and certificate. These programmes attract in the region of 4500 children across Scotland most of whom are having their first triathlon experience. These events also support young people to gain volunteering skills as well as volunteers from the local community.

In addition Triathlon Scotland run a series of aquathlon events for children and due to the lack of bike required (swim, run only) this opens the door up to children who do not have access to a bike. A good example where this was introduced and was very successful including capturing the imagination of teachers and volunteers and linked to a local club was in Northfield in Aberdeen, SIMD area. Further activity is planned here.

Scotland are also introducing a Go Tri product which has been developed and implemented across England. It is aimed at entry level less active participants and is built on a no frills concept to keep the cost down. Please see link to article here - http://www.triathlonscotland.org/go-tri-have-you-heard-of-it-yet/

The above activity has also been very successful in attracting more women into triathlon activity and this will be a key focus for Triathlon Scotland going forward.

Triathlon Scotland also run disability specific come and tri events in partnership with Scottish Disability Sport, Active Schools and other community partners. This is a key way to break down barriers, it involves great community partnerships and the feedback and participation in these events is extremely positive - http://www.triathlonscotland.org/disability-triathlon-series-set-to-start-in-the-east/

2. What were the key ingredients to that success?
Provide opportunities that are in accessible (/convenient) places and at accessible times.

Provide opportunities that allow groups to come together and support one another.

Good quality coaching (looks different for adults and kids).

Requires a club/organisation to be willing to adapt to change – introducing Sport for Change model to clubs some of whom are showing great initiative in working with different groups in the community for example Grangemouth Triathlon Club. Doubled their membership in one year.

Strong partnerships between different organisations who can facilitate different things. clubs – delivery; local authorities – access; SGB – expertise, resources, marketing, community groups who have access to participants/cross promotion.

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

East Fife Triathlon Club ran an initiative to bring a group of inactive 30 – 50 year olds back into or into activity for the first time. This relied on a dedicated, focused and very tailored programme to meet the needs of a varied group of people many of whom were clinically obese. The success of this approach has been outstanding demonstrated and articulated by the participants themselves and most of whom have gone on to do short triathlons and continue to do so. This programme also included women only sessions which is also key to get inactive women into activity.

Flexible models of delivery with no prescriptive rules or formats has been critical in achieving the above and as a modern forward thinking sport this approach does not prove challenging for triathlon to attract new and less traditional participants in for the first time.

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

These approaches are replicable across the country with no difficulty other than people resource (largely volunteers) and access to community facilities in relation to swimming.

**Community and volunteers**

5. **What are the barriers facing volunteers, (either those wanting to volunteer for the first time or sustaining ongoing volunteering)?**
Time – many triathlon volunteers are also still taking part in the sport so its getting the balance of time to do both that is a challenge

Understanding of what roles they can play. Either due to not knowing they exist or people not knowing they have the skills.

Getting too and from locations to volunteer can be an issue.

6. How might these barriers be overcome?

- Clearer communication of the roles and/or opportunities that exist and the benefits of taking them on.
- Setting of clear roles where required with defined time commitments.
- Not requiring too much of people – being realistic about what is required and trying to share the roles among more people.
- Making volunteering as attractive and rewarding as possible
- Keeping an up to date database of volunteers outwith the sport

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

People frequently move on due to home and work moves, changes to life circumstances such as having children, changes in priorities in their life or feeling undervalued and conflicts within clubs.

School estate

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

Community use where operated correctly is a great way to increase accessible opportunities for sport. Access to school pools in West Lothian for example.

Falkirk Community Trust – access to school facilities key to start of club and giving the club a home/infrastructure.

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

Where education/sports development/trust work together closely there has been greatly improved access.

Access must be shared equally without certain sports taking priority at facilities while other sports are being asked to deliver in the same area.
12. **What are the remaining barriers to use of the school estate?** Please also note any particular issues around term-time compared with school holiday time.

PPP schools have issues around number of weekends per year access is available in their contracts.

Holiday time access is much poorer than term time in many areas even where the facility is managed by a non-education team outside school hours.

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

Close working relationships between operators during community use hours and education/schools.
Joint agreed objectives and outcomes with buy in and ownership from all parties.