

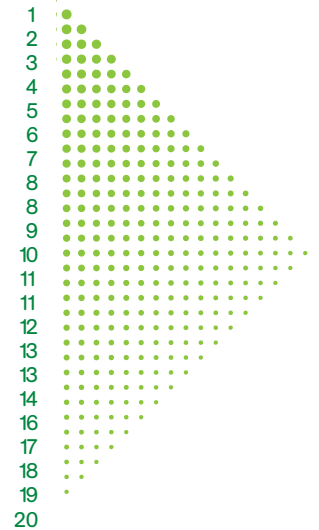
developing your sports action plan?

what is development and why should I plan?



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glossary of terms

Pathways: A planned route by which an individual player is able to progress from participation to elite athlete. This pathway will include the club, development centre and elite squad involvement depending upon the performance structure of your sport.

Child-centred learning: Child-centred learning is a series of activities that allows young people to gain core skills through participating in a particular activity.

Governing body: The club that oversees the governance, administration and development of your sport.

Sports development partners: These are the agencies who share your objectives in promoting and developing your sport and will support your club in fulfilling its sports development action plan.

Action plan: A time-framed document which lists a club's or sports club's future objectives in all areas.

Sports equity: This is the principle through which sport is offered to all, regardless of gender, ability, race or cultural beliefs.

Partnership development manager and school sport coordinator: These are the job titles of key individuals within the local education sector who may support your club or organisation.

Volunteers: Any individual who offers time within the club without receiving financial payment.

Monitoring: This is the process which allows any club to check progress and achievement against their action plan. Monitoring can take many forms including observed, questionnaires and opinion polls.



what is runningsports?

runningsports has been designed for volunteers working in sport. Volunteers are defined as individuals responsible for coordinating and managing other volunteers, or for undertaking an administrative role within their sports club or organisation.

runningsports provides specific skills, resources and support for volunteers in formats that are convenient for them to access, and will help them contribute to their club or organisation, to ensure its future success.

For further information about runningsports products

visit www.runningsports.org

or call

Tel: 0207-404 2224

Throughout this Quick Guide, reference is made to 'sports clubs'. This term is used to include all sports organisations, such as leagues, county and area associations and other community groups that provide sporting opportunities, whether in an organised setting, or a more informal environment.

what is development?

Support performers to:

- ✦ get started
- ✦ keep going
- ✦ get better
- ✦ become the best.

Think of a world-class sports performer whom you admire – maybe an Olympic rower, a Masters golf champion or a Great Britain hockey player. They have all made it to the top of their sports through:

- ✦ natural talent
- ✦ hard work
- ✦ training
- ✦ financial hardship
- ✦ dedication
- ✦ determination to be the best.

Now think of that performer as a seven- or eight-year-old child. Maybe he or she was dreaming of success even then. Perhaps he or she enjoyed participating in many different sports and games. Whatever that person's dreams or activities during early childhood, he or she followed a pathway towards world-class success.

The pathway probably had many diversions along the way and perhaps the route was often not clear. The performer may have had to overcome barriers on the way to the top. Many other people will have set out along the same path without reaching the top. They may still have gained great satisfaction, fun and enjoyment while remaining involved in their sport.

This Quick Guide introduces you to the sports development pathway. It will help you explore each stage so you can find ways of creating the pathway for future performers. You will probably identify more readily with its initial stages but you will need to look at the whole pathway to appreciate the importance of each stage.

The runningsports Quick Guide series is available as a free download or to purchase at www.runningsports.org

the sports development pathway

	Getting Started	Keeping Going	Getting Better	Being the Best
What do performers need?	Safe, accessible facilities which have child-friendly equipment and have child-centred focus, teachers, leaders and coaches.	Accessible accredited junior clubs, child-centred leaders and coaches, and child-friendly equipment.	Specialist coaching, specialist facilities, transport, balancing of school work and sport, well-managed competition and training programmes.	Specialist facilities, equipment, high-level coaching and lifestyle management.
Where do they need them?	School, home, clubs, after-school clubs, leisure centres and play schemes.	School, home, after school clubs and local sport-specific accredited clubs.	School, sport-specific accredited clubs, local academies or centres of excellence.	Specialist sport-specific accredited clubs, centres of excellence, regional or national training centres, colleges and universities.
Who can help?	Parents, teachers, leaders, coaches, county sports partnerships, local authorities, national governing bodies (NGBs), leisure centre staff, play leaders, youth leaders and school sport coordinators.	Parents, teachers, leaders, coaches, county sports partnerships, local authorities, NGB development officers and school sport coordinators.	Specialist PE teachers, club and district coaches, parents, local authorities, local regional or NGBs, sports scientists and medics, county sports partnerships and school sport coordinators.	Specialist NGB coaches, personal coaches, sports scientists and medics, NGBs and funding agencies.
What types of sports or activities?	Simple games and skill-based activities, adapted games and mini-games with an emphasis on fun and enjoyment.	Skill sessions, mini-games, progress into team games, friendly competition, fun and social interaction.	Fitness training, mental skills training, skill development, transition to the full game, competition, travel away from home and training camps, opportunities to involve themselves in organising their clubs.	Full-time training, regional, national and international competition, travel and lifestyle management.

what is your role?

If you are a parent, your involvement might be at every stage, rather like supporting your child along the education pathway. As a teacher or sports leader, you may see your role as providing the core sporting skills – like teaching the alphabet so that children learn to read and write. Perhaps you see your role further along the pathway, developing the skills and applying them to specific sports.

As a school, club coach or volunteer, you may see your role as providing the expertise, facilities and equipment, and creating opportunities for young sport participants to enjoy sport in a safe environment. As a group of clubs working cooperatively, maybe as a local sports development group, you may identify your role at the 'getting better' stage. The opportunity exists to pool the expertise and maximise the use of local resources.

The challenges at this stage include ensuring the quality and level of coaching is appropriate to the performers, and the performers attend the clubs that best meet their needs.

Whatever your role, you will see that you are part of a bigger team. That team needs to work together to provide quality opportunities for young people to move along the sports development pathway.

Consider the following:

- ✦ Where do you or your club fit into the sports development pathway?
- ✦ What clubs form your sports development network?
- ✦ What expertise or resources do you have to contribute to the sports development process?



who can help?

You may not be aware of all the agencies that can influence your local sports development pathway.

County sports partnerships (CSPs) and most local authorities and governing bodies employ sports development officers (SDOs) who support clubs, schools and local community groups in the creation of opportunities for people to participate in sport and move along the performance pathway. Some SDOs work across several sports while others specialise in one.

Contact your county sports partnership or NGB to identify your local and regional SDO contacts.

Contacting your NGB

Visit the relevant NGB website to view their list of contacts. For NGB contact details, go to the Sport England website (www.sportengland.org) and click on 'get resources' and then 'useful links' and 'governing bodies of sport'. You can choose whichever sports are applicable and it will link you to the relevant website.

To contact your CSP:

For CSP contact details click on www.sportengland.org/csp

These SDOs can help you find information on a variety of topics including:

- ❖ volunteer training and development opportunities
- ❖ coach education courses
- ❖ club development
- ❖ sports leaders courses and support
- ❖ sport-specific courses
- ❖ sports administration support
- ❖ financial support
- ❖ local sports development networks.

sports development pathways

The diagram below lists just some of the people and clubs that may be linked at different stages along the sports development pathway.

Consider the following



Can you think of any more?

why plan?

With so many individuals and clubs involved along the sports development pathway, it makes sense to plan. A planned and coordinated approach to sports development ensures:

- ✦ that everyone knows their starting point, where they are going and how they are going to reach their goal. It brings together all the people and clubs who have an interest and role to play in achieving the goal
- ✦ the best use of resources. It avoids the duplication of effort and helps to bridge gaps in the pathway so that one step dovetails neatly into the next.

A sports development plan does not have to be long and complicated. The plan should simply answer the questions:

- ✦ Where are we now?
- ✦ Where do we want to be?
- ✦ How are we going to get there?

A county sports partnership, local authority or governing body sports development plan might provide answers to these questions for many sports. A sport development officer will usually coordinate the plan by consulting with all the interested and relevant individuals and clubs in the area.

A sport-specific development plan is likely to involve all the individuals and clubs who can help develop one specific sport in the area (eg a town, a rural community or a local authority area). A local development group may coordinate this plan (eg clubs and other providers).

An action plan describes the way in which a school club or an after-school sports club, for example, might put its part of the larger sports development plan into action.

what are the planning principles?

Whatever your involvement in sports development planning, some common principles exist that will help you produce a realistic, achievable and meaningful plan:

- ✦ Know your starting point.
- ✦ Have a clear, agreed vision of your future or final destination.
- ✦ Break the vision down into specific aims or goals.
- ✦ Set a challenging but achievable timescale.
- ✦ Keep the plan simple.
- ✦ Involve the right people and encourage everyone to own the plan.
- ✦ Use the plan as a living management tool to guide its implementation.
- ✦ Check progress to ensure you are on course, but do not be afraid to change the plan as it comes to life – some things may happen more quickly than you had originally planned.
- ✦ Use your experience to influence the development of the next plan.

Consider the following:

Think of a plan in which you have been involved, not necessarily in sports development but maybe at school or at work. Was the plan's implementation successful?

If **yes**, what helped it to be successful? Which of the principles contributed to the plan's success?

If **no**, what factors contributed to its failure? Which principles might have helped to make it a greater success?

sports equity

Sport England is committed to providing opportunities for everyone to participate in sport, regardless of their age, ethnicity, ability or gender. Sports equity is about fairness and respect for all people, ensuring opportunities are equally accessible to all members of society.

It is recommended that all clubs consider the following:

- ✦ adopting an equal opportunities policy or sports equity policy
- ✦ adopting an anti-discrimination policy
- ✦ codes of conduct for players, coaches, volunteers, parents, spectators and clubs

- ✦ benefits of attending sports equity training courses (eg 'A Club for All' or 'Equity in Your Coaching')
- ✦ Disability Discrimination Act (DDA) legislation (see www.sportengland.org/disability_discrimination_legislation).

Consider the following

Before you look at the development of your club, take time to review your surrounding community. What are their needs, and what activities are appropriate to meet these needs?

the planning process

Planning ahead is the easiest way to help any club develop. A development plan provides a framework that will require the cooperation of all those within the club. A simple development plan can also open up potential Grant Aid opportunities that will allow you to ensure you have the finances to put the plan into action. The **runningsports** Quick Guide *Fund-raising, Grants and Sponsorship* provides further information. To download a free copy or to purchase the other Quick Guides in this series, visit www.runningsports.org

The planning process can be broken down into six stages:

Step one: Whose plan is it?

Who are the people you wish to involve?

Step two: What is the starting point?

Gathering information.

Step three: Where are you going?

Agreeing a shared vision of the future.

Step four: How are you going to get there?

Setting aims and objectives.

Step five: Turning objectives into action

Producing actions plans for each objective.

Step six: How are you getting on?

Using the plan to monitor progress.

step one: whose plan is it?

The first question to ask is **who needs to be involved in developing the plan?**

The fastest way is for one person to write it, however, this method usually leads to failure! No individual has the expertise, knowledge and experience to write a sports development plan on his or her own.

A plan's success depends on several people bringing it to life. You should identify people with specialist knowledge and expertise and involve them early in the process, so they can help to shape the plan. This does not necessarily mean that you need to form a large planning committee. A small planning group can work together effectively and can seek advice from other people and clubs as appropriate.

Over the next few sections, follow a sample club through its planning process and then think how you might apply the process to your school, organisation or club.

The club might choose to form a planning committee of just three or four people, such as:

- ❖ chairperson
- ❖ volunteer coordinator
- ❖ junior coordinator
- ❖ local sports development officer.

The list of people who they may wish to consult, however, might include 30 or more individuals or clubs, including:

- ❖ the county sports partnership club and/or coach development officer
- ❖ the partnership development manager/school sport coordinator
- ❖ the regional sport-specific development officer
- ❖ the school to club link officer
- ❖ the other local sport specific clubs
- ❖ the members
- ❖ the parents of current members
- ❖ any lapsed members
- ❖ the children from different age groups within the club
- ❖ any volunteers
- ❖ the coaches.

Consider the following:

- ❖ Who should form the planning group for your club, school or organisation?
- ❖ List the key individuals and clubs that you would wish to consult for advice.



step two: what is the starting point?

Having identified the people you wish to involve in the plan, the next stage is to ask the question: **Where are we now?**

You may wish to audit your club so that you can identify and agree a clear starting point. If you do not have this starting point, you may find it difficult to gauge your progress – you could use the coaches, parents and players review forms (templates 3, 4 and 5) to help you.

For example, how will our club know it has increased the number of junior members if it doesn't know how many it had to start with?

The information the club may wish to gather could include the:

- ❖ number, qualification and skills of current coaches, leaders and volunteers
- ❖ capacity of current volunteers/coaches to do any additional work
- ❖ nature of the equipment
- ❖ facilities available for use (eg where and when)
- ❖ number and ages of children who attend sessions regularly
- ❖ potential participants (eg the number of children in the district)
- ❖ reasons why some children decide not to maintain their participation
- ❖ strengths of the school, club or organisation
- ❖ weaknesses of the school, club or organisation
- ❖ schools in the area that currently provide and play the sport
- ❖ other clubs competing with you.

Consider the following:

Can you think of any other information that might provide a starting point for your plan?

step three: where are you going?

Every club and organisation needs a clear vision of what it wants to achieve over time and yours is no exception. An example for our club might be:

Our vision is that, by the end of 2008, the club will provide high-quality sport sessions for young children (from tiny tots). This will be achieved through a progressive programme that provides recreational sport or develops a level of performance suitable for qualifying the club to become a centre of excellence.

The rest of the plan unfolds from this clear vision statement, so it is important that everyone shares the same vision. The club clearly sees its strength and role in the 'getting started' and 'keeping going' stages of the sports development pathway. The club helps its talented performers to move along the pathway to the 'getting better' stage.

Consider the following:

Write a short vision statement for your school, club or organisation.

Do you think other people would share this vision for your school, club or organisation?

step four: how are you going to get there?

Aims:

The next stage is to determine how you will achieve your vision. You can establish several aims. These are specific goals that the club can achieve on its way towards its vision. For example, an aim for our club might be:

- ❖ To build a team of eight qualified, Level 2 coaches by April 2008 to run the club's sessions.

This is a very specific aim that is measurable (have we recruited eight Level 2 coaches?) and time-bound (by April 2008). The club should have checked that this aim is realistic and achievable.

Consider the following:

- ❖ Write an aim for your school, club or organisation that links to your vision.
- ❖ Remember the acronym SMART to check that your aims are:
 - S**pecific
 - M**easurable
 - A**chievable
 - R**ealistic
 - T**ime-bound.

Objectives

An aim describes **what** it is we do; objectives describe **how** we are going to do it. For example, the aim (the **What**) described above for our club might break down into several objectives (**How** statements):

Objective 1

Hold a meeting by the end of October with all the Level 1 coaches to recruit 10 onto the Level 2 Coach Education Course.

Objective 2

Contact the NGB in November and organise a Level 2 course at the club during January and February.

Objective 3

By December, explore possible sources of funding.

Consider the following:

Write objectives that would describe how you are going to achieve your aim. Check that the objectives are SMART.

You will probably find you can group most of the objectives under main headings. For example, in our club, the headings might be:

- ❖ coaching and coach education
- ❖ volunteer recruitment, deployment and coordination
- ❖ partnerships with schools
- ❖ juniors
- ❖ finance and administration
- ❖ recreational activities
- ❖ competition.

These headings often match up with the committee or working groups you later form to run the club. The objectives can help to provide a focus for each committee or working group.

Consider the following:

List the main headings for your club, school or organisation.

step five: turning objectives into action

In producing a development plan, your club will need to identify:

- ✦ the main aims of the club within the plan
- ✦ the objectives of the club within the plan
- ✦ what methods will be used
- ✦ who will be responsible
- ✦ the timescales in which objectives can be achieved
- ✦ the financial resources required.

Before your club writes a plan you need to identify:

- ✦ Where are we now?
- ✦ Where do we want to be?
- ✦ How do we get there?

To ascertain what stage your club is at, have a go at completing the 'Building a quality club' worksheet (Template 1).

An action plan is helpful when several clubs are implementing the sports development plan. You may think this step is unnecessary if the objectives are written clearly and an individual has responsibility for ensuring each objective's completion. For example, an action plan for our club is shown in Template 2.

step six: how are you getting on?

Monitoring progress through the plan's implementation is essential to ensure its success. Too often, very well-produced plans end up gathering dust or sitting in filing cabinets with the projects unfinished. You have spent time and effort producing your plan, so now you should use it.

Use the plan:

- ✦ as a working document to manage the creation of your club's sports development pathway
- ✦ to inform your local sports development network of your intentions
- ✦ at club, school or organisation meetings to gauge progress, identify areas of rapid progress, and identify areas that require greater assistance
- ✦ as a publicity tool to inform your local community and seek support from funding agencies (see *Fund-raising, Grants and Sponsorship*, another of the running**sports** downloadable Quick Guides available at www.runningsports.org)
- ✦ to review your progress periodically and help you decide where you want to go next.

finally,

Remember that planning is an **ongoing** process...

template 1: worksheet for building a quality club

Question	Yes	No	Planning To Do This	Need Assistance
<p>1 Does your club have a written constitution? Does it make reference to:</p> <ul style="list-style-type: none"> ✦ affiliation ✦ management committee ✦ AGM/additional meetings ✦ accounts ✦ membership procedures ✦ child protection ✦ codes of conduct ✦ disciplinary procedures ✦ equity 				
<p>2 Do you have a child protection policy and procedure?</p>				
<p>3 Do you implement the policy?</p>				
<p>4 Do you have a designated child protection officer and have they attended a specific training course?</p>				
<p>5 Do all your coaches and volunteers complete a screening form?</p>				
<p>6 Are all of your managers and coaches in receipt of at least a Level 1 coaching qualification?</p>				
<p>7 Would a representative of your club attend at least one in-service training event a year?</p>				
<p>8 Does your club have a code of conduct? Does it include:</p> <ul style="list-style-type: none"> ✦ coaches/managers ✦ players ✦ spectators/parents? <p>Does it make reference to:</p> <ul style="list-style-type: none"> ✦ fair play ✦ equity ✦ respect ✦ behaviour ✦ expectations? 				
<p>9 Does your club have a development plan? If yes, does it include?</p> <ul style="list-style-type: none"> ✦ a recruitment/retention policy ✦ links with schools ✦ a staff development programme ✦ development of new age groups/teams ✦ exit routes. 				

template 2: action plan template

Aim: To increase the number of high-quality coaches within the club

Objective	Method	Responsibility	Time Scale	Costings
To recruit 10 Level 1 coaches onto a Level 2 course.	Hold a meeting with all the Level 1 coaches to recruit 10 on the Level 2 Coach Education Course.	Sam Higgins to coordinate the meeting. Elaine Ryan to book the venue.	Meet by the end of October.	N/A
To coordinate a Level 2 Coaching Course for club coaches.	Contact NGB to organise a Level 2 course.	Elaine Ryan to contact NGB Brian Austen to organise the venue. Sam Higgins to provide Level 1 coaches with the course information.	Coordinate the course by the end of November.	£200 for venue £35 for each candidate
To access funding to subsidise the coaches attending the course.	Contact Sport England regional office regarding funding.	Mark Jarvis to contact Sport England. All to complete the application form and return to Sport England.	By the end of December.	N/A

template 3: annual review form – players

Annual Review Form – Players

Another season has come and gone. Firstly, we would like to thank every one of the players, coaches, managers, officials, volunteers, administrators, parents and supporters for all their hard work this season.

In order for the club to continue to develop, the committee would appreciate five minutes of your time to complete this form.

Players

1. Age group and coach

2. Did the coach help you to learn any new skills/techniques at training? (If not, why not?)

3. Were the training sessions enjoyable? (If not, why not?)

4. What did you enjoy the most about the training sessions?

5. What would you most like to change at training?

6. Did you play competitive sport this season? (If not, why not?)

7. Do you want to play competitive sport next season?
(If yes, which age group?) (If not, why not?)

8. Have you any new ideas to help improve the club?

The club would like to thank you for completing this form.

Please return it to: _____

template 4: annual review form – coaches

Annual Review Form – Coaches

Another season has come and gone. Firstly, we would like to thank every one of the players, coaches, managers, officials, volunteers, administrators, parents and supporters for all their hard work this season.

In order for the club to continue to develop, the committee would appreciate five minutes of your time to complete this form.

Coach name: _____

1. What age group did you coach? _____

2. Did you have sufficient:

space? _____ equipment? _____ support? _____ time? _____

If no, how could this be improved?

3. Do you feel your players learned new skills/techniques this season?

4. What aspects of your training sessions were you pleased with?

5. What areas would you like to improve?

6. Did your team have sufficient competitive opportunities at the right level this season?
(If not, why not?)

7. Are there any training courses you would like to attend?
(If yes, do you have any specific courses in mind?)

The club would like to thank you for completing this form.

Please return it to: _____

template 5: annual review form – parents and guardians

Annual Review Form – Parents or Guardians

Another season has come and gone. Firstly, we would like to thank every one of the players, coaches, managers, officials, volunteers, administrators, parents and supporters for all their hard work this season.

In order for the club to continue to develop, the committee would appreciate five minutes of your time to complete this form.

Parent/guardian: _____

1. Age group and coach of child? _____

2. Do you feel your child learned any new skills/techniques at training?

3. Did your child enjoy coming to sport training sessions/competitive games?
(If not, why not?)

4. Does the coach have a good rapport with (a) your child and (b) the team?
(If not, how do you think this could be improved?)

5. Are you happy to leave your child in the care of your child's coach?
(If not, why not?)

6. Have you any ideas to help improve the club?

The club would like to thank you for completing this form.

Please return it to: _____

useful contacts

CCPR – One Voice for Sport and Recreation

Francis House
Francis Street
London SW1P 1DE
Tel: 0207-854 8500
Fax: 0207-854 8501
Email: info@ccpr.org.uk
Website: www.ccpr.org.uk

Child Protection In Sport Unit

NSPCC National Training Centre
3 Gilmour Close
Beaumont Leys
Leicester LE4 1EZ
Tel: 0116-234 7278/7280
Fax: 0116-234 0464
Email: cpsu@nspcc.org.uk
Website: www.thecpsu.org.uk

Coaching Northern Ireland

Queen's PEC
Botanic Gardens
Belfast BT9 5EX
Tel: 02890-686940
Fax: 02890-666119
Email: information@coachingni.net
Website: www.coachingni.net

English Federation Of Disability Sport

Manchester Metropolitan University
Alsager Campus
Hassall Road
Alsager
Stoke-on-Trent ST7 2HL
Tel: 0161-247 5294
Fax: 0161-247 6895
Minicom: 0161-247 5644
Email: federation@efds.co.uk
Website: www.efds.net

National Association of Councils for Voluntary Service (NACVS)

177 Arundel Street
Sheffield S1 2NU
Tel: 0114-278 6636
Fax: 0114-278 7004
Textphone: 0114-278 7025
Email: nacvs@nacvs.org.uk
Website: www.nacvs.org.uk

runningsports Hotline (general enquiries)
Tel: 0800-363373

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3rd Floor, Victoria House
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London WC1B 4SE
Tel: 0207-404 2224
Fax: 0207-383 5740
Email: info@runningsports.org
Website: www.runningsports.org

SkillsActive

Castlewood House
77-91 New Oxford Street
London WC1A 1PX
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Fax: 0207-632 2001
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Website: www.skillsactive.com

Sport England

3rd Floor, Victoria House
Bloomsbury Square
London WC1B 4SE
Tel: 0845-850 8508
Fax: 0207-383 5740
Email: info@sportengland.org
Website: www.sportengland.org

Sporting Equals

Commission for Racial Equality
Lancaster House (3rd Floor)
67 Newhall Street
Birmingham B3 1NA
Tel: 0121-710 3014
Fax: 0121-710 3022
Email: sportequal@cre.gov.uk
Website: www.cre.gov.uk/speqs

sports coach UK (general enquiries)

114 Cardigan Road
Headingley
Leeds LS6 3BJ
Tel: 0113-274 4802
Fax: 0113-275 5019
Email: coaching@sportscoachuk.org
Website: www.sportscoachuk.org

sports coach UK Business Support Centre (workshop enquiries)

Sports Development Centre, Loughborough University
Loughborough
Leicestershire LE11 3TU
Tel: 01509-226 130
Fax: 01509-226 134
Email: bsc@sportscoachuk.org
Website: www.sportscoachuk.org

sportscotland

Caledonia House
South Gyle
Edinburgh EH12 9DQ
Tel: 0131-317 7200
Fax: 0131-317 7202
Email: library@sportscotland.org.uk
Website: www.sportscotland.org.uk

Sports Council for Northern Ireland

House Of Sport
Upper Malone Road
Belfast BT9 5LA
Tel: 02890-381222
Fax: 02890-682757
Email: info@sportni.net
Website: www.sportni.net

Sports Council for Wales

Sophia Gardens
Cardiff CF11 9SW
Tel: 02920-338200
Fax: 02920-300600
Email: publicity@scw.co.uk
Website: www.sports-council-wales.co.uk

Sports Leaders UK

Clyde House, 10 Milburn Avenue
Oldbrook
Milton Keynes MK6 2WA
Tel: 01908-689180
Fax: 01908-393744
Email: info@sportsleaders.org
Website: www.bst.org.uk

Volunteering England

General enquiries:
Tel: 0845-305 6979
Email: information@volunteeringengland.org
Website: www.volunteering.org.uk

Volunteering England (Birmingham)

New Oxford House, 16 Waterloo Street
Birmingham B2 5UG
Fax: 0121-633 4043

Volunteering England (London)

Regents Wharf
8 All Saints Street
London N1 9RL
Fax: 0207-520 8910

Women's Sports Foundation

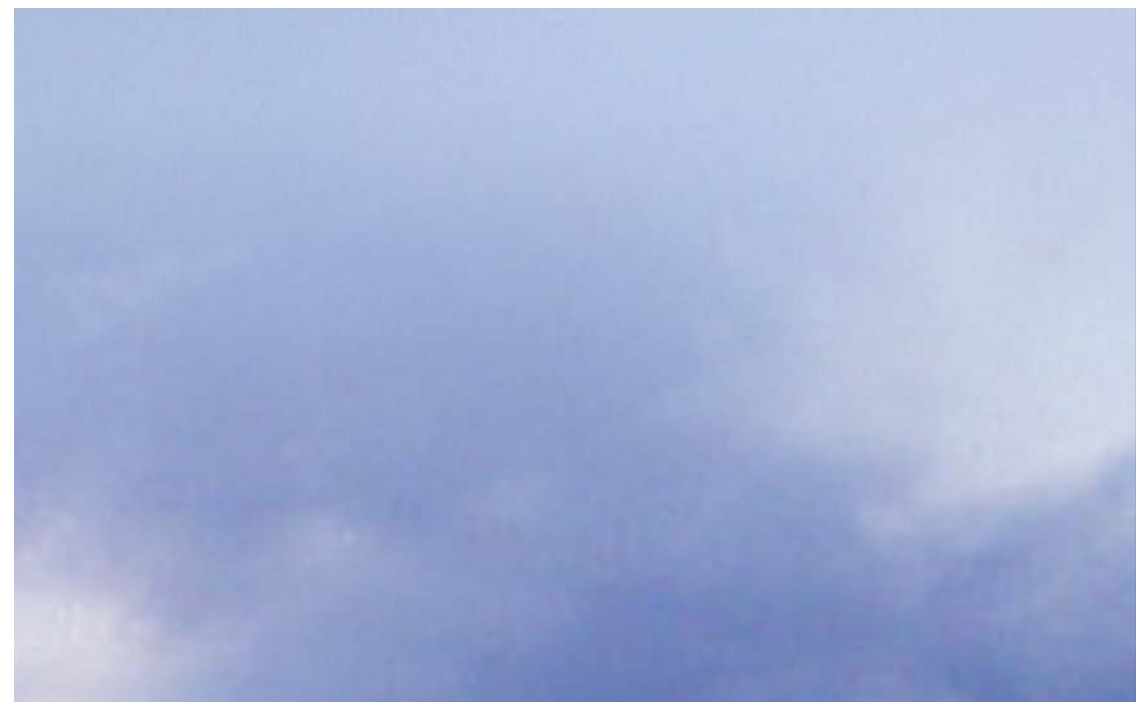
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