



A Sporting Future for All

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Foreword by the Prime Minister

Sport matters. From 73,000 spectators packed into Wembley Stadium and roaring their support for England to a girl hitting a tennis ball for hour after hour against a wall, sport inspires a passion and a dedication which plays a central part in many people's lives. Whether it is watching some of our great sportsmen and women strive at the very edge of their ability or the rest of us working hard in a Sunday morning local league team, whether it is supporting our children in sport at school or swimming lengths in the local pool to get fit, sport matters to us all - to individuals, to families and in bringing people together for a common aim, to communities at every level.

We have a sporting record of which we can be proud. Our sporting champions of the past are household names: Sir Stanley Matthews, Virginia Wade, Daley Thompson, David Gower, Ellery Hanley, Sally Gunnell. Even the names of the great homes of sport are sharply evocative: Wimbledon, Twickenham and Lord's; Aintree and Henley. The sports champions of today have a responsibility to those who follow them: to set an example of integrity and fair play, and to help interest and inspire young people to follow in their footsteps.

Most of us will never turn out to be champions. But we know sport offers friendship, rivalry, challenge and enjoyment. And we know, most of all, that sport isn't just about being healthy: sport is fun - one of the good things in life.

For all of us who take up sport, a good start in the early years is important. The young person hitting the ball against the wall for hours may be honing skills which could take her to Wimbledon, or just to a Saturday morning game with friends. Either way, we are much more likely to get the pleasure and the benefit of sport, and to keep the habit as we grow older, if we develop it early.

It is in school where most of us get our first chance to try sport. It is here that children discover their talent and their potential. They need the chance to try a variety of sports, to see which they enjoy most. They need high quality teaching of basic skills. They need opportunities to compete at a level in line with where their ability has developed. They need clear pathways into taking part at club and national levels, with the right coaching and the right support at every stage.

The Government does not and should not run sport. Sport is for individuals, striving to succeed - either on their own, or in teams. However those individuals, together or alone, need the help of others - to provide the facilities, the equipment, the opportunities. So there is a key role to play for those who organise and manage sport - local authorities, sports clubs, governing bodies, the Sports Councils and the Government.

We set out here our plans to create sporting opportunities for all - to create pathways of success for those who have the talent and the desire to rise to the top. We put forward plans to help schools provide more and better sporting opportunities for our children, and to encourage people to carry on taking part in sport beyond the school years. We want to see the organisations involved in sport working together to make our vision for sport happen. So we set out here plans to increase clarity about their roles, to improve co-ordination and to increase the professionalism of sports management. Only if we modernise the way sport is run will we be able to create the wider participation and greater achievement which are our aims.

We need to see new thinking and new action about ways to improve sport in our country. We want to see everyone given a better sporting future. So that the practicalities of sport can match the potential of sport. So that the power of sport can be available to all. And so that the passion of sport can continue to move us and engage us and be part of our lives. Sport matters.

Tony Blair

Introduction

1 A Sporting Future for All

The Government has the highest aspirations for sport in this country. Our aims are clear. We want to see:

- more people of all ages and all social groups taking part in sport; and
- more success for our top competitors and teams in international competition.

We have identified the key issues which must be tackled if we are to improve our performance in sport.

There are not enough opportunities for children and young people to take part.

People lose interest as they get older, reducing participation and diminishing the pool of talent.

There are too many obstacles to the progress of those with the potential to reach the top.

The organisation and management of sport is fragmented and too often unprofessional.

The Government and those who run sport need to work together to overcome these problems. We believe it can be done. In developing this strategy for sport we have found a great deal of good practice and much that is encouraging. If all of us commit ourselves to an agreed action plan, we can make a real difference to our country's performance.

We have set out our strategy in two parts. First, a broad Vision which sets out the issues and the approach we propose in order to address them. Second, a detailed Action Plan which sets out specific work programmes and a mechanism for driving it forward and co-ordinating the effort. The strategy does not touch on every issue that is topical in sport today. But it seeks to identify the best ways to bring about real all-round improvement, and to initiate co-ordinated and purposeful action.

THE VISION

Sport in Education

2 Increasing Participation by Young People

2.1 Physical education and sport are a fundamental part of the education of all young people. They should have an opportunity to take part in a range of sporting activities. Participation is important in itself, but it can also help to develop important values like discipline, team work, creativity and responsibility.

2.2 England's schools have a proud tradition of providing high quality physical education and sport. Indeed many of our best schools still have excellent provision, a feature highly valued by schools and parents. However, in too many schools physical education and sport have declined. There has been a loss of playing fields and a decline in after school sport and competition. We must begin to turn this round. We need to find a new approach that will create sustainable, long-term change and that supports teachers, parents and young people. Our ambition must be to raise the standards of physical education and school sport in all schools to match those of the best.

2.3 We propose a five part plan:

- We will rebuild school sports facilities. We are announcing today a new initiative which will provide up to £150 million to tackle the worst part of the school sports and arts infrastructure - primary schools. But there is also a substantial number of other schools that need investment in their sports facilities. So, we are also announcing today that Sport England will allocate 20% of lottery funds to youth sport, the bulk of which will be spent in schools. We will encourage governing bodies for the first time to invest part of their broadcasting income in school sports facilities.
- We will create 110 Specialist Sports Colleges by 2003 (secondary schools with a special focus on physical education and sport) to provide the lead in innovative practice and to work with partner secondary and primary schools to share good practice and raise standards. We will work with the physical education profession to help teachers improve the quality and quantity of physical education and sport in all schools. We believe that physical education is an essential part of a broad and balanced curriculum and are determined that this should be a positive and enjoyable experience for all young people.

- We will extend opportunities beyond the school day by encouraging schools to provide a range of after school activities for all pupils whatever their age or ability. We will be encouraging schools to increase opportunities for young people to improve their skills in familiar sports and try out new activities under the guidance of good coaches. We are spending £240 million to support schools to provide a range of out of school hours learning opportunities including physical education and sport.

- We will establish 600 school sports co-ordinators in communities of greatest need, based in families of schools linked wherever possible through LEAs to Specialist Sports Colleges. They will provide opportunities for young people to compete regularly for their school and take part in a wide range of sports. In total over the next three years there will be 150 families established with 600 secondary schools and up to 3000 primary schools benefiting directly from this programme.

- We will ensure that our most talented 14 to 18 year olds have access to the coaching and support which elite competitors need if they are going to be the world champions of tomorrow. We will create a network based on Specialist Sports Colleges, which will have an explicit focus on elite sport. The main thrust of these centres will be:

- A commitment to the highest academic standards;
- A fast track route to lottery funds, to ensure they have world class facilities;
- Access to facilities for other schools and the community;
- Access to specialist coaching for pupils from other schools and the community;
- A flexible day that allows time for high quality training and learning;
- A link to the United Kingdom Sports Institute (UKSI) network centres so that talented youngsters can have access to the best sports science, sports medicine and coaching.

2.4 These plans will allow a new start for sport in schools. We know that excellent physical education and school sport are a key part of an effective school. Sporting achievement and academic standards go hand in hand.

2.5 By improving support to teachers of physical education, extending the range of opportunities available after school and providing school sports co-ordinators we will harness the enthusiasm of teachers and pupils. We aim to reverse the decline of physical education and sport in schools and improve the quality of provision to all young people. And by creating a network of schools with elite Specialist Sports Colleges at their hub we will provide a clear pathway for those with special talents which allows them to fulfil their sporting and academic potential.

Sport in the Community

3 Lifelong Participation

3.1 Sport does not stop at the school gate. It's our most popular leisure activity - with almost half of all adults taking part every week in a huge range of activities, from walking to hockey, football to swimming. Sport is a booming industry, worth £12 billion of consumer spending every year and employing around 420,000 people.

3.2 However, not everyone has the same access to sport. There are marked differences in participation between men and women, between ethnic groups, and particularly between different social classes. Professionals are more likely to take advantage of local authority sports halls than semi-skilled and unskilled groups, and to be members of sports clubs.

3.3 We are determined to change this. Not only is it unfair, it also wastes the talents of too many people. We cannot expect to compete at international level, if we don't draw from the widest possible pool of talent.

3.4 We want to reduce, over the next ten years, the unfairness in access to sport. To achieve this goal, we will invest in grassroots facilities and make sure that everyone involved in sport makes a concerted effort to give opportunities to those currently excluded.

3.5 Firstly, we are determined to continue our policy to prevent the sale of playing fields which schools and communities need. We have created a flexible system which prevents those disposals which would significantly diminish access to playing pitches. Where a playing field is sold to build better facilities, we should welcome that.

3.6 This strategy has worked - out of 807 applications between August 1998 and 1999 only 6 were approved against Sport England's advice. In the other cases, the disposals were allowed because they were beneficial to sport. The average rate of disposal of school playing fields has dropped from 40 a month to 3.

3.7 We have fulfilled our commitment to stop the enforced sale of playing fields. We have not imposed a blanket ban - because that would freeze sports facilities in their current state and prevent sensible plans to modernise them. But we intend to go further: in revising the Planning Policy Guidance note on Sport and Recreation, we will explore the scope for tightening the categories of possible exception which can allow development. And we will establish a monitoring unit to publish monthly figures and ensure that promised sporting benefits are delivered, where approval is given.

3.8 Secondly, we will invest in community sports facilities. Investment from the National Lottery in major facilities like the new Wembley Stadium and the Commonwealth Games Stadium in Manchester, and the investment we have made in improving the safety of league football grounds, means we are on course to having the best infrastructure for major sports events in the world. We now need to develop the necessary parallel infrastructure - the community facilities, the sports centres and parks, the tennis courts and astro pitches where we all play.

3.9 The first requirement is a nationwide audit of sports facilities to determine where the need is greatest, and we have asked Sport England and the Local Government Association to ensure this is carried out.

3.10 We have already announced £125 million from the New Opportunities Fund for green spaces, including playing fields. Sport England's lottery strategy means that they will invest 75% of lottery income in developing community sport. They will use the new powers in the Lottery Act to invest in areas where facilities are most needed - for example building new indoor tennis facilities, providing multi-use sports facilities open to the whole community and developing coaching programmes for young people in inner cities.

3.11 That will mean a massive improvement in the fabric of our sports facilities. Many local authorities provide excellent sports facilities. But too many of these public facilities need investment. And these are the facilities on which those who are excluded or face barriers to participation rely most. This new initiative will mean between £1.5 and £2 billion is spent on community sport over the next ten years, particularly for poorer parts of the country.

3.12 And we will work with the sports themselves to match Government's investment. All sports share an interest in developing the grassroots - because in doing so they nurture the fans of today and the stars of tomorrow. We want to work in partnership with governing bodies to increase investment in grassroots, and to make sure the money is effectively spent.

3.13 Sports which have significant broadcasting revenues bear a particular responsibility. We will expect them to devote at least 5% of those revenues, with a medium term goal of 10%, to grassroots facilities. We have already agreed a pioneering partnership of this kind with football, which will provide substantial investment in grassroots football over the period of the next television contract. This will involve turning the Football Trust into a new Football Foundation, which will invest in local authority, school and voluntary facilities.

3.14 Wherever possible, this new investment in grassroots facilities should be targeted on schools. It should be used to create modern sporting facilities for use by schools during the daytime, designed so that they can be easily opened up and made available to the wider community out of school hours. This takes a step further the Government's commitment to place schools at the heart of community life.

3.15 But facilities aren't enough. We will work together with local authorities, governing bodies and funding organisations to make sure that social inclusion is at the heart of everything they do. They will reach out to sections of the community that participate less. Sport is one of the best ways of breaking down barriers in our society and we must use it to its full potential. As we say in the final chapter, we will look to all governing bodies to demonstrate how they are meeting this target.

3.16 Local authorities will play the lead role in ensuring fair access. They are the catalyst that can ensure all the different partners are working together to a shared strategy. In particular, we want to develop the role of sports development officers - who at the moment have no in-service training. To that end we will develop the first ever national training scheme for development officers working across the country.

3.17 We also need a much more professional club structure to complement the role of schools. England has a huge range of amateur clubs that depend entirely on the efforts of volunteers. No other country rivals us in number and extent of clubs. But other countries do have one advantage - bigger clubs that run a number of teams and are professionally managed. These clubs are a vital link between schools and high level competition.

3.18 We want to launch a new drive with governing bodies and local authorities to develop a more effective club structure. In each area, we will support the development of clubs which have the potential to develop a number of teams offering opportunities to progress to higher levels of competition, and professional management of all their activities. These clubs will link with smaller clubs to provide levels of competition and coaching which welcome and encourage everyone regardless of age or ability and include good junior sections. We will work with governing bodies to improve the training, support and recognition of the volunteers on whom clubs depend and create an accreditation scheme for clubs with high quality junior sections.

3.19 Over the next ten years, we want to transform grassroots sport. Everyone should have the same chance to take part, whatever their background. Through local authorities and the £1.5-£2 billion that will be invested in local sport, we will renew our sports facilities and fund schemes to reach out to the whole community. We will develop the club structure, to provide a link between schools and elite sport. In doing so, we will widen participation and improve our international competitiveness.

Sporting Excellence

4 Talent Development

4.1 We have some of the world's best sports people and continue to perform well at international level. In the last ten years, we have often dominated Europe in sports like golf, club football, rugby and athletics. We had 51 world champions last year, often unsung heroes, in sports which receive little attention and modest funding.

4.2 But we had a disappointing Olympics in Atlanta in 1996 and have failed to win the rugby, cricket or football World Cup. In many of our sports, we gain success through isolated stars with exceptional talent - like Steve Redgrave, Naseem Hamed, Denise Lewis and Michael Owen. But we do not achieve consistently, because we do not manage and plan for future success.

4.3 Too often these individuals have thrived despite of the system or relied on a chance encounter with an exceptional coach. We can no longer rely on chance and goodwill. We need to learn the lessons of our competitor nations and have the most professional system for talent development and support of excellence.

4.4 Many governing bodies have already developed such systems. We and they know the ingredients of sporting success. First, we need to widen the base of participation. Then we must ensure that those with ability are helped to develop their potential. The system must support talented young performers every step of the way. Good coaches are essential if we are to identify potential and develop talent.

4.5 Identifying individuals with talent is a complex business and each sport has distinctly different physical capacities. Success also depends on qualities that are less easy to define like determination and team spirit. Successful sporting nations have created a clearly signposted pathway for talented young people and provided data to help identify those with the greatest potential to succeed. As part of our modernising partnerships, we will ask governing bodies to create a national talent development plan identifying pathways from the grassroots of their sport to the international stage, and integrating the needs of disabled sportspeople.

4.6 As outlined earlier our Specialist Sports Colleges will have a key role. Working with the national governing bodies the most talented 14 year olds will be identified and offered a place at one of the sports colleges. They will receive top class coaching, flexible time tabling and individual tutorial support to ensure that they realise both their sporting and academic potential. This new role for Specialist Sports Colleges will be a key tool in reaching new talent from groups traditionally under-represented in sport, including ethnic minorities and those from deprived backgrounds.

4.7 Each of the sports colleges will in turn be linked to the UKSI network centres so that young people can receive continuous support as they leave school and enter the more senior ranks of their sport. The UKSI network will provide a well structured programme of top class services and training facilities for our best sportsmen and women.

4.8 Alongside the operation of the UKSI network, the National Governing Body World Class support programmes are crucial to the fulfilment of the potential by our best athletes. World Class programmes will never of course be able to cover every sport and every international competitor, but we believe that improvements in the operation of the programmes are needed.

4.9 We will be asking the Sports Councils to ensure there are clear criteria for the appraisal of individual performance plans. Top class sport requires top class planning and management. Our athletes, coaches, and performance directors must be fully aware of what is required of them. The Sports Councils' development funds and lottery funds must work together with the aim of creating an efficient, transparent and accessible support system for national governing bodies.

4.10 The focus will be much more closely on target setting by national governing bodies and performance directors and on the achievement of targets by individual performers and teams. The success or failure in achieving milestone targets in performance plans will be an important factor in deciding future levels of funding.

4.11 Coaching is central to the development of excellence. The coach has to be able to co-ordinate and manage other coaches, sports scientists and sports medicine support personnel, deal with the media and provide constant mentoring and support for their performers. In search of the best possible coaches some sports have recruited and employed coaches from abroad. While it is right to draw on the best expertise from overseas, it is vitally important that we support 'home grown' coaches. We need to see a greater investment in the identification and training of coaches from within this country who have the potential to work at this level. We must ensure that top class sportsmen and women with aptitude and desire to coach are encouraged and enabled to acquire the necessary skills.

4.12 Combined with our transformation of grassroots and participation, this strategy for excellence marks a new start for sport in this country. It will not deliver overnight rewards. A successful talent development strategy will only pay dividends over the medium term. The real test of our policy will be our performance in 2010 not in 2002. But it holds out the real prospect, if all those involved in sport work together, of giving every child a chance to take part, widening participation and creating pathways to international success.

Modernisation

5 A Partnership with Sport

5.1 Getting England winning again - and putting in place the strong base of participation to make that possible - means getting things right, off the pitch as well as on.

5.2 Cups are not won in committee rooms, but we know from the experience of other countries that professional organisation and modern administration - supporting sport from primary schools right up to elite level - can increase the likelihood of international success.

5.3 There is a need for a radical rethink of the way we fund and organise sport - and that is what this strategy proposes.

5.4 We offer a modernising partnership with the governing bodies of sport. The public sector will continue to support sport at its foundations as it has in the past - and give sports greater say over how those funds are spent - but on two conditions:

- that commercially successful sports also contribute to the same pot and invest in grassroots facilities;
- and that all governing bodies agree to work to a number of clear and agreed targets for the development of their sport.

5.5 The major spectator sports now generate significant resources through broadcasting and sponsorship and look set to bring in even more in the years to come. From now on, we will expect all major sports bodies in receipt of significant broadcasting revenues to set aside 5% - with a medium term aim of 10% - of their broadcasting revenues for re-investment in grassroots development. This will include investment in schools and local authority facilities, club development and coaching development.

5.6 We recognise that this is asking sports to make a significant new commitment. But it is self-help. By re-investing part of the proceeds from broadcasting in the grassroots, sports will stand a better chance of staying healthy in the long-term.

5.7 We want to use these new partnerships to modernise and professionalise the way sport is run. We will only devolve funding decisions where governing bodies:

- have a clear strategy for participation and excellence; and
- commit themselves to putting social inclusion and fairness at the heart of everything they do.

5.8 This is a radical change in the relationship between Government and governing bodies. In return for extra control over the allocation of public funds, we would expect the national governing bodies to ensure they adopt inclusive policies to expand the pool of talent from which they draw their top competitors. They will be expected to meet challenging targets in these areas:

- developing sport in school and the community, especially in areas of deprivation;
- providing appropriately trained coaches to support teachers in primary and secondary schools;
- improving the opportunities for ethnic minorities, people with disabilities and for girls and women to participate, lead, coach and officiate;
- having strong talent development plans to enable those with the wish and ability to reach the top levels of competition to do so; and
- having robust management, planning and monitoring of all their activities.

5.9 This will mean sports bodies operate in a new environment. They will have to improve administration to be sure of meeting agreed targets, whilst at the same time becoming more accountable to lottery players, taxpayers and the public at large.

5.10 The principle is simple. Sports which can demonstrate that they are delivering these targets - and have a good strategy for the development of their sport from its very foundations to the highest level - will gain more responsibility.

5.11 But if they fail to perform against agreed targets, then funding arrangements will be reviewed.

5.12 All this will of course mean a new role for Sport England. It will in future be more strategic, concentrating on agreeing broad priorities and programmes for sport, in co-operation with the DCMS, while looking to others for delivery on the ground. We will expect it to be the watchdog of public funds and ensure they are properly spent. It will support governing bodies to develop professional skills and modern systems and link future funding decisions to the progress sports are making in delivering our aims of wider participation and greater achievement in top level competition. Sport England will devolve funding decisions for their sport to those governing bodies which demonstrate they can achieve the targets in the areas set out in paragraph 5.8.

Implementation

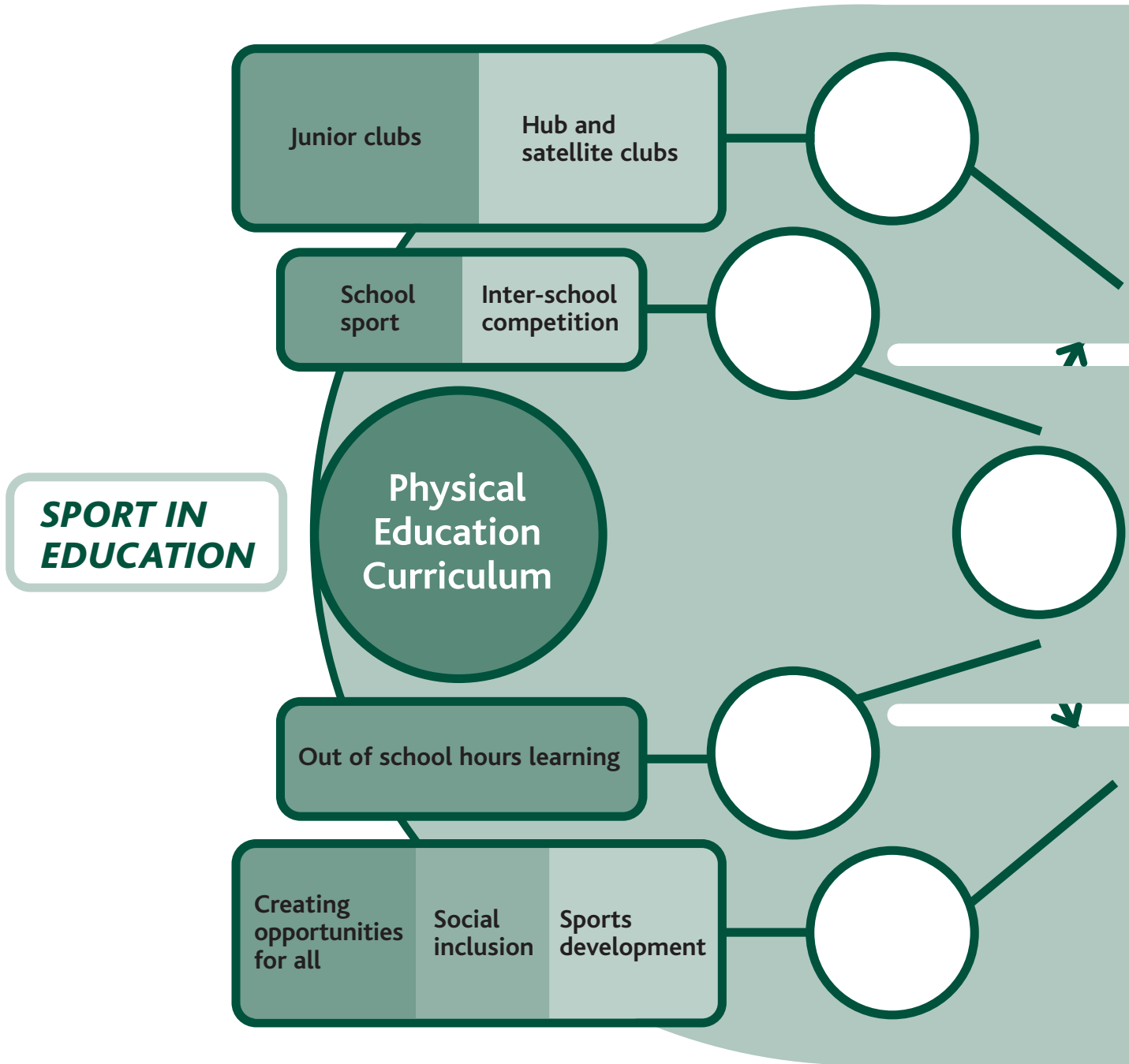
6 A Partnership for Change

6.1 Our detailed plans to bring about the improvements we have called for above are set out in the Action Plan which follows.

6.2 The plans we are putting forward here can only be realised if all those involved in the organisation and management of sport in this country work together to a common agenda. Better management and improved co-ordination are vital if the Action Plan is to be effective. We hope that all those who have a role in running sport will take up the challenge of forging a new partnership.

6.3 We have invited key representatives of local government, national governing bodies, the physical education profession and the Sports Councils to make up three implementation groups to drive the work forward. But everyone who cares about sport has a part to play in creating a better sporting future for all.

Pathways to Success



SPORTING EXCELLENCE

Sports college
excellence
programme

NGB squads

UKSI network

EXCELLING

HE/FE
sports
provisions

Training and
support for
volunteers

Coach
education

PLAYING

Lifelong health
and fitness

Developing
facilities
for all

Improving
the quality
of life

PARTICIPATING

SPORT IN THE COMMUNITY

THE ACTION PLAN

The Key Proposals

- Space for Sport and Arts, provides up to £150 million (£75 million from the Exchequer; £75 million from the Lottery) for primary schools to provide new multi purpose sports and arts facilities for children and the wider community.
- We are committed to have 110 Specialist Sports Colleges in place by 2003 and we are well on the way to meeting that target.
- We have made £160 million available from the New Opportunities Fund and £80 million from the DfEE Standards Fund to support out of school hours learning including sport and physical education in England, focusing on communities with the greatest need.
- Sport England will establish up to 600 school sports co-ordinators to organise coaching, after school sports activity and inter school competitions.
- In future, we would look to our elite performers who receive funds through the World Class Performance programme or other publicly-funded mechanisms to volunteer to carry out a minimum number of school visits every year. These visits would be part of an ongoing development plan to raise the aspirations of young people in sport and in life.
- Specialist Sports Colleges will work with the national governing bodies to provide support to our most talented young people and will link with the UKSI network centres to provide a co-ordinated sports science, sports medicine, coaching and lifestyle management support system.
- The New Opportunities Fund will provide £125 million to help urban and rural communities create new or enhance existing areas of open space.
- We are looking for further opportunities to strengthen or extend protection of playing fields where it would be appropriate:
 - in revising the Planning Policy Guidance Note on Sport and Recreation (PPG17), we will consider whether to tighten the categories of possible exception;
 - we will encourage local planning authorities to provide information on planning decisions to enable Sport England and other organisations to monitor the outcome of planning applications which affect playing fields;
 - we will establish a monitoring unit, drawn from DCMS, DETR and DfEE, to publish monthly figures on playing field disposals so that progress can be accurately charted. We will invite the National Playing Fields Association, the Central Council of Physical Recreation and Sport England to be represented on this unit;
 - we will establish a National Advisory Panel to monitor and advise on applications to dispose, or change the use of, school playing fields.

- Sport England will ask local authorities to undertake a comprehensive audit of facilities in their area. Based on those returns Sport England together with the Local Government Association will compile and maintain a comprehensive national database of sports provision which will form the basis of strategic planning for sports development.
- Following the nationwide audit of sports and recreation facilities, we intend to establish Sport Direct, a telephone and internet advice service operating in a similar way to NHS Direct.
- We will work with governing bodies and local authorities to develop a comprehensive system of hub and satellite clubs.
- We will ask all governing bodies to create a national talent development plan for their sport identifying pathways from the grassroots to the international stage.
- We will ensure that the UKSI is fully operational by the Summer of 2002.
- The Sports Councils, the National Coaching Foundation and the governing bodies will work together to develop a fast track system for top class performers to become coaches.
- We will offer partnerships to the governing bodies of sport, giving them greater devolved power over the deployment of funds, in return for a number of commitments. These would include:
 - professional and elite sportsmen and women being involved in school and community programmes;
 - at least 5% and preferably 10% of TV income to be invested in grassroots facilities and activities;
 - increased emphasis to be given to proactive strategies to tackle any under representation of particular groups within the sport;
 - modernisation of administration structures and practices.
- The Secretary of State and the Minister for Sport will convene a cross-departmental forum to monitor progress on policies which affect sport.
- We will establish three implementation groups drawing on the expertise of leading figures to help ensure we make rapid progress on the work programmes set out in this strategy.

Sport in Education

7 Increasing Participation by Young People: The Five-Point Plan

7.1 Physical education is an essential part of a broad and balanced curriculum. It enables all young people to develop physical skills, helps personal and social development and has an important impact across the whole curriculum. High quality physical education and school sport, well taught by inspirational teachers, properly qualified coaches and trained adult volunteers also help to make sport and healthy exercise a lifelong habit.

① We will rebuild school sports facilities

7.2 Some schools and further education colleges still have good sporting facilities but many - particularly those in inner city areas - have suffered from over use and under investment. Appropriate indoor halls, floodlit multi-use facilities and improved changing facilities are all important if we are to develop skilful and motivated young people. In order to help with the provision of better sporting facilities the Government has provided £75 million of new money to fund a major new programme of Capital Modernisation.

Space for Sport and Arts, provides up to £150 million of new funding (£75 million from the Exchequer; £75 million from the Lottery) for primary schools to provide new multi purpose sports and arts facilities for children and the wider community.

7.3 Sport England aims to channel more lottery resources to schools, which have in the past tended to be under-represented in terms of lottery funding. To achieve its target, Sport England will use its new powers of solicitation to invite bids from schools in greater need. These will be located in the first instance in Sports Action Zones and Education Action Zones, and Excellence in Cities areas. Projects will be a combination of capital and revenue awards designed to promote school and community use.

Sport England will devote at least 20% of its lottery resources over the next ten years to youth sport projects, many of which will be based in schools or FE/HE institutions.

7.4 DfEE will work with Sport England to help federations of smaller schools to bid for Sports Lottery funds for shared sports facilities. Shared facilities funded through the Lottery will again be accessible to local communities outside school hours.

7.5 Specialist Sports Colleges are striving to raise standards of achievement in physical education and sport for all students and to contribute to the development of talented young performers. It is therefore important that these schools have access to top quality sports facilities.

Sport England will establish a fast track system for the Lottery Fund for Specialist Sports Colleges to ensure that they maximise their potential.

7.6 Many Higher Education Institutions offer community access to their sports facilities. We will encourage them to expand this provision, for example by offering them during holiday periods for leadership camps, sports programmes, summer schools for teachers and access programmes for disadvantaged young people.

② We will create 110 Specialist Sports Colleges by 2003 and work with the physical education profession to help teachers improve the quality and quantity of physical education and sport in all schools.

7.7 All children between the ages of five and sixteen have a statutory entitlement to physical education within the National Curriculum.

Full requirements in primary schools, relaxed to allow the introduction of the National Literacy and Numeracy Strategies, will be reinstated from next September 2000.

The new revised physical education curriculum includes for the first time an aspiration that all pupils will spend two hours a week on physical activities within and outside the school day.

7.8 This underlines the Government's commitment to all young people receiving high quality physical education and sport at school. We recognise that many schools already provide excellent physical education and offer pupils of

all abilities the opportunity to participate in school sport and in after school clubs. But we must ensure that all schools reach the level of the best. The Qualifications and Curriculum Authority (QCA) will undertake an investigation into the current effectiveness of school and community sport in providing a high quality physical education entitlement.

QCA will offer every school guidance on how best to meet the aspiration to two hours of physical activity a week for all young people.

7.9 Our Specialist Sports Colleges are at the forefront of developments in school physical education and sport. All of them work with other schools to share their expertise, resources and good practice, so that locally there is a 'family of schools' working together to provide training and support for teachers in secondary and primary schools, and to maximise the opportunities available for all pupils.

We are committed to have 110 Specialist Sports Colleges in place by 2003 and we are well on the way to meeting that target.

Initial Training and Professional Development for Teachers

7.10 We need to ensure that initial teacher training equips trainees, particularly primary Post Graduate Certificate of Education trainees, with the confidence and skills they need to deliver a broad and balanced physical education curriculum. We will work with the Teacher Training Agency to ensure that the physical education training needs of initial trainees are met, as part of their wider reforms. The way in which teachers are trained is changing rapidly and it is important that training in physical education also continues to develop innovative practice.

We are also working with the Teacher Training Agency to make available training and development materials and summer schools in physical education for initial trainees to give them further opportunities to develop their skills.

7.11 All teachers, like other professionals, need to continue training and development throughout their careers. Teachers need to be able to update their skills, to learn new skills and to have access to appropriate development when they need it. A consultation document on continuing professional development was published at the beginning of February 2000. The physical education professional associations are close to finalising a model for teacher development. This will give structure for teachers at all stages in their careers and will help teachers who want to move to Advanced Skills Teacher status and other qualifications.

The physical education professional associations will complete a model for teacher development by Autumn 2000.

7.12 In primary schools where those who teach physical education are not specialists, we recognise that additional support and development are needed. Physical education co-ordinators in primary schools provide much needed guidance and support for colleagues. With the launch of the school sports co-ordinators and their 'families of schools' next September, all linked primary schools will have a physical education co-ordinator who will be trained and supported to raise standards.

7.13 The majority of young people with a disability are educated within mainstream schools. All pupils should have access to physical education and disability should not be a barrier to inclusion in sport programmes. Appropriate arrangements, including teacher support and

development if needed, should be in place to support young people with physical and learning disabilities to have good access to physical education and sport, in both mainstream and special school settings. The Schools Access initiative supports projects to improve access to the curriculum including the purchase of special equipment for physical education and sports.

7.14 The forthcoming bill on Special Educational Needs and Disability Rights in Education – due to be introduced in this parliamentary session – takes forward the recommendations in respect of education of the Disability Rights Task Force.

It will include new duties to ensure disabled pupils are treated fairly by schools and local education authorities and require them to make reasonable adjustments to their policies, practices and procedures where they disadvantage disabled pupils.

③ We will work to extend opportunities beyond the school day by encouraging schools to provide a range of after school activities for all pupils whatever their age or ability.

7.15 It is important that young people of all abilities have the opportunity to have access to high quality physical education and sport provision outside school hours. Out of school hours clubs and activities offer great scope for schools to form partnerships which will broaden and strengthen the range of opportunities available to all young people.

We have made £160 million available from the New Opportunities Fund and £80 million from the DfEE Standards Fund to support out of school hours learning including sport and physical education in England, focusing on communities with the greatest need.

7.16 Many of the sports governing bodies are already playing a leading role in promoting good quality opportunities for young people in schools and some are already developing resource materials linked to the National Curriculum. Many have also adopted child protection training as part of their programmes for coaches and leaders working with young people. We will promote the development of health and safety and child protection support and training for all sports.

7.17 The national governing bodies have a role in ensuring there is an appropriate competition structure for young people of differing ages and abilities. In some sports this is done through a separate School Sport Association. It is important for them to work closely with the governing body and receive adequate funding to carry out this important role. We would also wish to see the major sports, who do not receive substantial amounts of Exchequer funding but nevertheless reap substantial benefits from the Lottery and broadcasting sales, providing support to School Sport Associations in this way.

Governing bodies receiving Government or lottery grants should ring fence a satisfactory sum from their annual grant to support School Sport Associations, as should governing bodies benefiting from broadcasting sales.

7.18 We recognise also the uniquely valuable role of outdoor and adventurous activities as part of the school programme. Some schools and local authorities have excellent provision, but we believe that all 16 year old pupils would particularly benefit from this experience. We intend to come forward with proposals shortly to ensure that this can happen.

7.19 Many young people receive their post 16 education in further education colleges. At present these colleges run a wide range of

sport-related courses - both general and vocational - which lead to qualifications. In addition, many further education colleges encourage and enable students to engage in a variety of extra-curricular sporting activities, including competitive team sports. However, the time available for such activities, the funding to support them and the facilities available vary greatly across the sector.

We will work with the FE sector to identify ways in which the further development of sports facilities, qualifications, and sports coaching and leadership awards can be encouraged.

④ We will establish 600 school sports co-ordinators based in secondary schools in communities of greatest need to improve the opportunities for young people to compete and take part in a wide range of sports.

7.20 The decline of competitive sport in schools and the gap that exists between schools and clubs have been key areas of concern for many years. There has been a range of initiatives and incentives to encourage closer co-operation. However, to bring about the sustainable change we are seeking requires a new approach.

Sport England will establish up to 600 school sports co-ordinators to organise coaching, after school sports activity and inter school competitions.

7.21 Following consultation, a framework for the scheme has now been developed. We will base the new school sports co-ordinators in families of schools linked wherever possible through LEAs to Specialist Sports Colleges, thus providing a sustainable infrastructure for the development of physical education and sport in a local area. Each family of schools working with their local sports development officer will

audit their provision against set criteria which will include looking at access for all abilities and social backgrounds, as well as breadth of opportunity, talent development, links with local clubs and competitive school sport. Co-ordinators in each linked secondary school will be responsible for taking forward the improvements identified by the audit. Primary linked schools will benefit from shared resources and expertise.

7.22 The lottery funded co-ordinators will start to be placed in schools from September 2000, beginning with 30 – 40 ‘families of schools’ and growing over the next four years until the target is achieved. The close links, shared resources and agreed local plans for development and expansion will create an infrastructure which will be able to continue to develop and improve the quality of physical education and sport in schools both during and beyond the school day. Our intention is to create 150 school partnerships, with 3000 primary link teachers - giving 1.5million young people the opportunity to get a better sporting future.

7.23 These local school partnerships will also have an important role to play in giving new impetus to the Sporting Ambassadors scheme.

In future, we would look to our elite performers who receive funds through the World Class Performance programme or other publicly-funded mechanisms to volunteer to carry out a minimum number of school visits every year. These visits would be part of an ongoing development plan to raise the aspirations of young people in sport and in life.

7.24 The New Deal for Young People offers a range of opportunities to learn and work in physical education and sport. They can engage in full time education and training (with work placements) to acquire qualifications to NVQ Level 2; be supported in full time employment

opportunities through employer subsidy; or be given valuable work experience with a voluntary organisation (both also offering NVQ Level 2 qualifications). Sport and leisure are already popular with young people, particularly where jobs are likely to follow their time on the New Deal. Schools, clubs and Further Education colleges would undoubtedly benefit from young people on the New Deal working with them (either employed full time or on work placements) as sports assistants, and young people interested in a career in sports management and development would gain valuable coaching, leading and officiating experience.

5 We will ensure that our most talented 14 to 18 year olds have access to the coaching and support which elite competitors need if they are going to be the world champions of tomorrow.

7.25 Specialist Sports Colleges have a significant contribution to make in talent development. In co-operation with the national governing bodies, the most talented young performers in Specialist Sports Colleges will be able to take part in special classes and training at 14 years of age. They will receive top class coaching, flexible timetabling and individual tutorial support to ensure that they realise both their sporting and academic potential. Attracting new talent from groups traditionally under-represented in sport, including ethnic minorities, people with a disability, those from deprived backgrounds, and women, represents a significant challenge but one which sport must address.

Specialist Sports Colleges will work with the national governing bodies to provide support to our most talented young people and will link with the UKSI network centres to provide a co-ordinated sports science, sports medicine, coaching and lifestyle management support system.

Sport in the Community

8 Lifelong Participation

Playing Fields

8.1 We recognise that playing fields in particular provide a vital recreational resource for schools and local communities. In the past, far too many valuable playing fields have been lost and grassroots sport has suffered as a result. We are introducing new measures to protect playing fields which schools and communities need.

8.2 Local authorities are already required to consult Sport England on all planning applications involving sports pitches. The Town and Country Planning (Playing Fields) (England) Direction 1998 was issued on 15 December 1998 to local planning authorities. This requires them to refer to DETR Ministers planning applications on playing fields which they are minded to approve, but where Sport England has objected. Applications are assessed by Sport England against published criteria which are founded on a presumption against loss unless there are exceptional circumstances.

8.3 We wish to ensure that most planning applications which affect viable sports pitches should include proposals for alternative provision - when they do not, Sport England will normally object. While the total number of planning applications was 807 between August 1998 - August 1999, only 6 (0.7%) were approved against its advice.

8.4 The Government has also introduced new legislation to require all state schools to seek approval from the Secretary of State for Education and Employment for the sale of playing fields, which includes consultation with community and other user groups. Since these measures were put in place, the number of school playing field disposals has dropped from 40 a month to only 3. Approval is only given where funds raised are ploughed back into sport and education, and where remaining playing fields fully meet the needs of the school and community both now and in the future. Around a half of approved disposals that affect school sports pitches have been at closed or closing schools, and 70% of the remainder which have been approved will lead to new, improved sports facilities.

8.5 In addition, through the Green Spaces and Sustainable Communities initiative which begins later this year, the New Opportunities Fund will, by 2002, commit a total of £125 million to projects designed (inter alia) to help urban and rural communities throughout the UK create new, or enhance existing, areas of open space. This will include as a priority the creation of new playing fields and recreational areas, with an emphasis on the needs of areas of multiple deprivation.

The New Opportunities Fund will provide £125 million to help urban and rural communities create new or enhance existing areas of open space.

8.6 It would not be sensible to impose a blanket ban on the sale or development of school and other playing fields. However, it is important to ensure that the double-lock process that we have already put in place, involving both planning and education requirements, fulfils our pledge to protect sports pitches. We are looking for further opportunities to strengthen or extend protection where it would be appropriate:

- in revising the Planning Policy Guidance Note on Sport and Recreation (PPG17), to consider whether to tighten the categories of possible exception;
- to encourage local planning authorities to provide information on planning decisions to enable Sport England and other organisations to monitor the outcome of planning applications which affect playing fields;

- to establish a monitoring unit, drawn from DCMS, DETR and DfEE, to publish monthly figures on playing field disposals so that progress can be accurately charted. We will invite the National Playing Fields Association, the Central Council of Physical Recreation and Sport England to be represented on this unit;
- to set up a National Advisory Panel to monitor and advise on applications to dispose, or change the use of, school playing fields.

Local Authority Sports Facilities

8.7 The level of provision of community sports facilities and services varies considerably across the country. In some cases sports facilities have had to close, owing to financial pressures. In other areas the existing facility base is in need of substantial refurbishment. The Sports Lottery Fund has been of tremendous benefit in providing around 3000 new facilities for communities all over the country, at a cost of almost £1 billion.

8.8 People will only stay active as adults if they have easy access to high quality and affordable sports facilities. It falls to local authorities, sports clubs, companies or private organisations to provide these facilities. Local Authorities remain the largest providers of grassroots sports facilities. Competing priorities for local councils' resources have left facilities in some places in a poor state of repair and in much need of investment. The lack of high quality, affordable facilities in some areas has led to over-use of those facilities that remain.

8.9 The Government has guaranteed that sport will continue to be a National Lottery good cause. We endorse Sport England's proposal in its 10 year lottery strategy to invest 75% of income in community sport and a proportion of that total in the areas where new facilities are most needed. This creates an opportunity to address the needs of areas with significant facility shortage. In addition, the new Exchequer-funded programme to create appropriate, child friendly facilities in Primary Schools will be accessible both by local schools and by local groups and clubs for community use.

8.10 Local authorities also have an important role to play through their planning functions, which require them to assess local needs for recreational facilities and to encourage development of suitable sites to meet these needs. Many will already have compiled detailed information about the range of sports facilities in their areas.

8.11 However, different authorities do not always collect the information on the same basis, or share it with each other; nor is it necessarily consistent with that held by national government or sports bodies. We need to ensure there is high quality and comparable information about patterns of provision across the country to determine what facilities are needed where, so that the best possible strategic planning can take place, especially by Sport England in deciding on the spread of lottery funds.

Sport England will ask local authorities to undertake a comprehensive audit of facilities in their area. Based on those returns Sport England together with the Local Government Association will compile and maintain a comprehensive national database of sports provision which will form the basis of strategic planning for sport development.

8.12 This will help local authorities in preparing their corporate capital strategies and ensure they have regard to local and national priorities in developing their sport and leisure facilities.

Sports Development and Social Inclusion

8.13 Sport played or learned in early years ought ideally to be a foundation for lifelong participation. We would like to see more people - both young and old - taking part in the whole range of active recreation, from competitive sport to non competitive activities such as fitness exercise, dance and countryside walking.

8.14 In order to achieve this, the role of sports development work in local areas is of the greatest importance - to promote, develop and manage opportunities for people in their local communities. In youth sport for example their role is to work in partnership with education and governing bodies of sport to create a pathway between school, clubs, and community sports schemes. Organisations such as Scouts, Guides and youth clubs can also play a valuable role. There are many excellent sports development teams which have a major impact on their communities and we see a valuable role for sports development officers in every local authority area.

8.15 Many sports development officers are employed by local authorities and governing bodies of sport but we have no national in-service training programme for these key workers.

The National Association of Sports Development supported by the Local Government Association, Institute of Sport and Recreation Management and Institute of Leisure and Amenities Managers are to develop a national education and training scheme for sports development officers.

8.16 Sport can make a unique contribution to tackling social exclusion in our society. The report of Policy Action Team 10 set this out in some detail, with good examples of what has been achieved around the country. We fully recognise that this is not something sport can tackle alone but by working with other agencies we believe sport can play a significant part. Some pioneering work has already been done and we will be building on this to develop creative and innovative ways of using sport to help re-engage people and to equip them with the skills and confidence to re-join the main stream of society.

As part of a commitment to neighbourhood renewal we have asked all funding bodies in sport to ensure that the promotion of social inclusion is a key part of all their work.

8.17 It is important too that we take positive action to redress the imbalance that exists in leadership positions within sport, and create leaders and role models who are representative of all the people living in our communities. We particularly want to see a concerted effort to recruit, train and support more women, people with disabilities and people from ethnic minority groups as coaches, officials, and sports administrators.

All agencies receiving funding from government sources or lottery funds will be required to demonstrate that they have adopted proactive solutions to any inequities which exist.

8.18 The framework outlined within this strategy is mindful of the modernising agenda taking place within local government and the wider impacts of sport within local and regional cultural strategies. Best Value sets out a vision for local authorities to listen to the views of local people, and through partnerships deliver efficient, economic and effective policies within the sporting environment needed by the community, how they should be delivered and who should deliver them.

8.19 Best Value reviews must consider the wider value and benefits of the sports provision and sports development services to the community. This strategy provides the context for local authorities to link the value of sport to the wider benefits of health, social inclusion, regeneration, educational opportunities and crime prevention. Our vision is for local authorities to be at the heart of flexible and innovative partnerships with the private and voluntary sector delivering sustainable sporting opportunities to the whole community.

8.20 At the same time we are encouraging local authorities to produce local cultural strategies by 2002. These will help to place sport, along with the other cultural services, at the heart of councils' corporate objectives and as a central part of the lives of their communities.

8.21 To get more people participating in sport and physical activity, DCMS is working with the Department of Health, the Local Government Association and Sport England to find more effective ways of making information on sports and recreation available.

Following the nationwide audit of sports and recreation facilities, we intend to establish Sport Direct, a telephone and internet advice service operating in a similar way to NHS Direct.

8.22 Anyone not currently taking part in physical activity on a regular basis should be able to receive information on how they can start or develop further. This service should also offer guidance to reduce the risk of sports injuries.

Club Development and the Role of Amateur and Professional Sports Clubs

8.23 Both amateur and professional sports clubs have an important role to play in providing sporting opportunities and in supporting the development of talented young performers. Club development is a key factor in the success of many of our sporting competitors.

8.24 We need to ensure that talented young people are able to gain access to the right coach, the right level of competition, the right facility and the right support services at every step along the way. As the demands of world class sport have grown sports have gone in search of talent at an earlier and earlier age. Research shows that specialisation too early can lead to “burn out” and young people dropping away from sport. It is important that young people are given a broad and balanced diet of different sports while being encouraged and supported to develop their particular talent.

The Role of Amateur Clubs

8.25 There is a need for more systematic and structured development of sports clubs across the country.

We will work with governing bodies and local authorities to develop a comprehensive system of hub and satellite clubs.

The hub clubs will link with satellite clubs in their local community to provide differentiated levels of competition and coaching to suit people of all abilities and experience, and ensure that there are arrangements for participants to progress and fulfil their potential.

8.26 In order that we can effectively link schools and clubs we need to ensure that high quality junior sections exist in sports clubs.

8.27 Clubs will need help if they are to strengthen their role in sports development. We believe that it is important to create an incentive for clubs to enhance and improve their activities, and the inclusive approach they take to junior community members.

We have asked Sport England to work with the national governing bodies to devise an accreditation scheme leading to a quality mark for junior clubs.

8.28 The majority of amateur sports clubs are highly dependent on volunteers. We must continue to invest in the training, support and recognition of volunteers at every level of the sporting structure.

We will explore the scope for creating a wide range of training opportunities for all volunteer coaches, leaders, officials and administrators at local level.

8.29 The Millennium Volunteers Scheme is a new, UK wide initiative aimed at 16 to 24 year olds who want to volunteer their time for the benefit of others. Millennium Volunteers Scheme projects enable young people to gain personally as well as benefit their communities and the hope is that they will develop and retain an interest in volunteering. The aim is for young people to perform a variety of useful tasks within the community which will contribute to their personal development and to make a demonstrable impact in their community. The Millennium Volunteers Scheme is already providing opportunities for young people to get involved in sporting activities and more opportunities will follow.

We will work with key organisations to develop more opportunities for leadership and volunteering in sport for young people.

The Role of Professional Sports Clubs

8.30 Professional sports clubs can play a key role in the development of sport. There are many existing examples in rugby league, rugby union, cricket and football which demonstrate their valuable contribution. Professional clubs are a significant community resource and elite sportsmen and women can provide great motivation for young people. Many already provide extensive community programmes including out-of-school learning opportunities for young people. Other sport-related businesses, such as clothing and equipment manufacturers, offer support to school and community initiatives.

8.31 Our new programme Playing for Success is part of our drive to expand study support and out of school hours provision utilising professional soccer clubs as focal points for young people. The centres offer programmes focused on improved literacy, numeracy and IT skills mainly for young people who are disaffected or likely to become so. Forty clubs are committed to opening centres and 29 are already open. This programme provides an excellent example of the way that local education authorities, schools and major sports clubs can work together - with DfEE support - to provide new and motivating opportunities for young people to learn in a different environment.

Sporting Excellence

9 Talent Development

9.1 Sporting success depends upon having a structure in place that supports talented young performers every step of the way. Coaching, competition, facilities and support services need to be available at the appropriate level throughout the system not just at the elite end of sport. Creating a linked, progressive system of talent development is vital if we are to provide an opportunity for the very best to emerge.

9.2 Identifying individuals with talent is a complex business and each sport has distinctly different physical characteristics and capacities that need to be clearly identified. But achieving success at the highest level is also about desire, determination and mental toughness and these are less easy to measure and identify. Successful sporting nations have created a clearly signposted pathway for talented young people and provided data to help identify those with the greatest potential to succeed.

9.3 Supporting individuals with talent will require continued investment in coach education. Coaches play a central role in the development of sport at every level. Much good work has been done in coaching education in the UK but we wish to see greater use of new technology to improve accessibility of coach education and a concerted effort to improve the quality and quantity of coaches in all sports.

We will work with all the key agencies to undertake a review of coaching and coach education by the end of the year.

9.4 Talented disabled sportsmen and women require the same clearly defined pathways of opportunities and support. We wish to retain our existing position as one of the top nations in sport for disabled people and recognise that talent development structures and systems are critical to that ambition

We will ask all governing bodies to create a national talent development plan for their sport identifying pathways from the grassroots to the international stage.

9.5 As the demands of competitive sport continue to grow it is important to recognise that young people in talent development systems require lifestyle guidance and support to ensure that they do not sacrifice their education or career development for their sporting dreams. The UKSI network centres, as well as sport specific football academies and Specialist Sports Colleges will provide lifestyle management training and support for talented young performers.

Excellence

9.6 Success at international level requires careful planning and thorough preparation for the performer, the coach and the sport. The changes required to achieve a new level of excellence will take time. They require a significant change in culture in many sports and they will only be achieved through consistent, sustained funding and support.

9.7 The national governing body squad systems and the Specialist Sports Colleges excellence programmes are creating a sporting environment in which talent will flourish and progress. UKSI and World Class plans of the national governing bodies of sport will help our best sportsmen and women to compete on equal terms with our sporting competitors on the world stage.

9.8 The development of the UKSI network and support services will have a significant impact on the development of excellence. With the early introduction of services and the continuous development of facilities at the network sites over the next two years the institute will progressively contribute to the development of talent and top performance.

We will ensure that the UKSI is fully operational by the Summer of 2002.

9.9 This will ensure that each individual elite performer will be able to have access to top quality sports science, sports medicine, coaching and athlete education and career programmes.

9.10 Alongside the operation of the UKSI network, the World Class support programmes are crucial to the fulfilment of the potential by our best athletes. World Class programmes will never of course be able to cover every sport and every international competitor, but we believe that improvements in the operation of the programmes are needed.

9.11 We will be asking the Sports Councils to move to a more open appraisal of the individual performance plans. All the various sports - and the athletes, coaches, and performance directors - must be fully aware of what is required of them and that the ground rules will not be changed without due consultation. The Sports Councils will develop strategies so that development funds and lottery funds work in synergy in order to ensure no duplication. Their aim will be to eliminate red tape and create a transparent and effective support system to national governing bodies.

9.12 The focus will be much more closely on target setting by national governing bodies and performance directors and on the achievement of targets by individual performers and teams. The success or failure in achieving milestone targets in performance plans will be an important factor in deciding future levels of funding.

9.13 We will require the national governing bodies to have equitable and transparent selection and recruitment criteria, that they trawl as wide a participant base as possible and that they ensure that their World Class programmes are centred upon the needs of the individual sports person.

9.14 Coaching is central to the development of excellence. The coach has to be able to co-ordinate and manage other coaches, sports scientists and sports medicine support personnel, deal with the media and provide constant mentoring and support for their performers. In search of the best possible coaches some sports have recruited and employed coaches from abroad. While it is right to draw on the best expertise from overseas, it is vitally important that we support 'home grown' coaches. We need to see a greater investment in the identification and training of coaches from within this country who have the potential to work at this level. We must ensure that top class sportsmen and women with aptitude and desire to coach are encouraged and enabled to acquire the necessary skills.

The Sports Councils, the National Coaching Foundation and the governing bodies will work together to develop a fast track system for top class performers to become coaches.

9.15 There are a number of agencies who provide support and services for elite performers in England. The UKSI and the governing bodies need to simplify the system to make it more easily accessible to the performers and their coaches. All partners need to work together to eliminate the perception of bureaucracy and inconsistencies within the systems.

The UKSI in partnership with the Sports Councils will co-ordinate the delivery of all these services to elite athletes

Modernisation

10 A Partnership with Sport

10.1 We recognise that a closer partnership with the governing bodies of sport is crucial if we are to deliver our ambitious plans for English sport. We believe that governing bodies must be responsible for setting the strategic vision for their sport and that resources should be put behind these strategies to give them every chance of success.

10.2 Governing bodies must also take responsibility for demonstrating a high standard of management, and clear, realistic plans for widening participation and developing talent. In return those bodies will be able to secure more control over the distribution of funding to their sport.

We will therefore offer partnerships to the governing bodies of sport, giving them greater devolved power over the deployment of funds, in return for a number of commitments. These would include:

- professional and elite sportsmen and women being involved in school and community programmes;
- at least 5% and preferably 10% of TV income to be invested in grassroots facilities and activities;
- increased emphasis to be given to proactive strategies to tackle any under representation of particular groups within the sport;
- modernisation of administration structures and practices.

10.3 The key characteristics we will be seeking, in offering partnerships to different sports, will be:

- national significance
- importance in schools
- high quality youth sport programmes
- high quality coaching education system
- talent development framework
- good chances of success at international level
- high standards of corporate governance

10.4 In return, Sport England will consider ways in which lottery funding might be allocated towards the delivery of strategic plans. Once they have plans in place governing bodies will be given control of the distribution of the funding within their sport. There will also be a commitment to helping targets to be met through the use of new powers of solicitation.

The Role of Professional Sport

10.5 Professional sport is a global industry worth £12 billion of consumer spending in this country alone every year. 420,000 people are employed in sport.

We will continue to work with national and international bodies to try to attract more major events to the UK. We remain committed to supporting a viable bid for the Olympic games.

10.6 The most popular professional sports are bringing in substantial and increasing resources through the sale of broadcasting rights, ticketing, merchandising and sponsorship.

We look to all major sports bodies in receipt of broadcasting rights to set aside 5% - with a longer term aim of 10% - of their broadcasting revenues for re-investment in grassroots development. This will include investment in schools and local authority facilities, club development and coaching development.

10.7 The Government, together with the Football Association and FA Premier League, has established a Football Foundation which will channel at least 5% of professional football's television revenues into grassroots development.

10.8 The Foundation will be operational in Spring 2000 and will co-ordinate all streams of funding - from the sport, Government and other sources - into grassroots football. This will enable a coherent strategy for the development of football benefiting children's participation, the Sunday morning player and the women's game. The new Foundation's priorities will be improving the provision and maintenance of pitches and facilities and coaching at the local level. The Government hopes that this will prove a model for the other professional sports to follow.

Implementation

11 From Policy to Practice

11.1 Sport and physical education have an impact on many different aspects of life. In the past there has been a failure to make links between the different parts of government whose policies and activities have an impact on sport. We will put this right. For the first time, we will ensure cross-departmental working at both national and local levels. We wish to ensure that all areas of government utilise the power of sport to effect change in society.

The Secretary of State and the Minister for Sport will convene a cross-departmental forum to monitor progress on policies which affect sport.

11.2 Many agencies provide funding, support services and programmes for sport. However, delivery at community level is largely driven by three key networks - education, local authorities and national governing bodies of sport.

We will be establishing three implementation groups drawing on the expertise of leading figures from each of these areas of activity to help ensure we make rapid progress on the work programmes set out in this strategy.

11.3 The implementation groups will be asked to report progress before the end of the year. The three groups will each take a specific focus:

Sport in Education

In the education sector local education authorities, schools, further education colleges and higher education institutions all have a significant role to play in the development of physical education and school sport. The lead areas for this group will be:

- high quality physical education and school sport;
- education sports facilities;
- initial and in-service training for teachers;
- school to community links.

This implementation group on physical education and school sport will be a joint DfEE/DCMS group.

Sport in the Community

Local authorities are key providers of sport and recreation and play a central role in the delivery of sport in the community. The lead areas for this group will be:

- school to community links;
- facilities within local authorities;
- sports development;
- club development.

Sporting Excellence

The national governing bodies of sport and their clubs have much to contribute to the development of sport at both local and national level. The lead areas for this group will be:

- club development;
- talent development;
- excellence including UKSI network and World Class programmes.

Conclusion

12 Conclusion

12.1 Our aim is very simple: to ensure that every member of our society is offered opportunity and encouragement to play, lead and manage sport. This means opening up new possibilities - and improving existing ones - at all stages of life, in school, in local authority facilities, in clubs, in representative squads and in international competitions.

12.2 We have always believed that the drive to encourage wide participation in sport and the drive to achieve excellence at the highest levels are necessarily part of the same package. Without a broad base of participation we will not draw out the most talented stars of the future. At the same time, of course, that broad base of participation provides enjoyment, health, ambition, and fun for millions of people. And it is the star performers of today who stimulate interest and provide examples to get everyone involved in sport.

12.3 We have set out our vision of what can be achieved, and some practical steps to take us in that direction. The key is the provision of the right pathways, from the teaching of basic skills to national and international competition. Government cannot and should not dictate. But Government can and should ensure that the opportunities are there for those who wish to seize them. That is what we shall be striving to do.