Local Delivery Pilots

LGA Culture, Tourism and Sport Conference

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Workshop content:

1. Context and what we are aiming for
2. Withernsea
3. Greater Manchester
4. Evaluation and learning
5. Discussion
Context: the inactivity challenge:

<table>
<thead>
<tr>
<th>INACTIVE</th>
<th>FAIRLY ACTIVE</th>
<th>ACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN 30 MINUTES A WEEK</td>
<td>30-149 MINUTES A WEEK</td>
<td>150+ MINUTES A WEEK</td>
</tr>
</tbody>
</table>

- **25.6%** of people (11.5M) do less than 30 minutes a week.
- **13.8%** (6.2M) are fairly active but don’t reach 150 minutes a week.
- **60.6%** (27.1M) do 150 minutes or more a week.
Context: averages mask stubborn inequalities:

### INACTIVE (LESS THAN 30 MINUTES A WEEK)
- NS-SEC 1-2: 17%
- NS-SEC 3: 24%
- NS-SEC 4: 25%
- NS-SEC 5: 27%
- NS-SEC 6-7: 32%
- NS-SEC 8: 37%

### ACTIVE (150+ MINUTES A WEEK)
- NS-SEC 1-2: 70%
- NS-SEC 3: 60%
- NS-SEC 4: 61%
- NS-SEC 5: 59%
- NS-SEC 6-7: 54%
- NS-SEC 8: 49%

**NS SEC 1-2**: Managerial and professional occupations (e.g. chief executive, doctor)
**NS SEC 3**: Intermediate occupations (e.g. auxiliary nurse, secretary)
**NS SEC 4**: Self-employed and small employers
**NS SEC 5**: Lower supervisory and technical occupations (e.g. plumber, gardener, train driver)
**NS SEC 6-7**: Semi-routine and routine occupations (e.g. shop assistant, bus driver, waitress)
**NS SEC 8**: Long term unemployed or never worked
Context: the role of the pilots

- By 2021 we need to prove change is possible at population level
- We need to learn how to influence it
- It’s ground breaking so there are no blueprints
- We have chosen to do it by geography not demographic group
- The ‘geography’ is the places we are looking to work with
Change needs interventions in ‘layers’ of the system

- **Policy**
  - E.g. Local strategies, budgets, laws, rules, regulations, codes

- **Physical environment**
  - E.g. Built, natural, transport links

- **Organisations and Institutions**
  - E.g. Schools, GPs and health care, businesses, faith organisations, charities, clubs

- **Social environment**
  - E.g. Individual relationships, families, support groups, social networks and norms

- **Individual**
  - E.g. Individual capability, motivation, attitudes, beliefs, knowledge and behaviours

Source: Social-Ecological Model
Looking for greater alignment of major influences
Challenges locally

- Eating or somewhere to live is more important than being active
- Understanding of people’s “lived experience”
- Demand pressure on services and less money
- Capacity and capability – people to think and people to do
- Reaching everyone or targeting some places and people?
- People often know what they would like to do – they don’t need to be told, but need help to make it happen
- Time and space to see and prove impact
Evaluation and learning

- **National Evaluation Partner procured:**
  - develop a measurement and evaluation for the programme of pilots
  - collaborate with each pilot on their own local evaluation
  - provide overview and connections
  - extract impact and process learning reports regularly

- ‘**Community of Learning**’ in development:
  - crucial that we share what we’re learning
  - high levels of interest
  - consulting with interested parties
  - scoping the community of learning