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Can a professional football club combat social exclusion? An investigative study assessing the ability of Watford Professional Football Club through its Families, Youth and Community Department to promote social inclusion

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Can a professional football club combat social exclusion? An investigative study assessing the ability of Watford Professional Football Club through its Families, Youth and Community Department to promote social inclusion

To be a positive force in the community, which we'll serve in every way we can

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Abbreviations

BSB	British Sky Broadcasting
CORA	Community, Opportunity, Reponsibility, Accountability
DCMS	Department for Culture Media and Sport
DfES	Department for Education and Skills
ESRC	Economic and Social Research Council
FC	Football Club
FITC	Football in the Community
FYC	Families Youth and Community
LSP	Local Strategic Partnership
MIPC	Manchester Institute of Popular Culture
MP	Member of Parliament
MUD	Moral Underclass Discourse
NDC	New Deal for Communities
PAT 10	Policy Action Team 10

PFC   Professional Football Club
PfS   Playing for Success
SAZ   Sport Action Zone
SEEDA   South East of England Development Agency
SEU   Social Exclusion Unit
SID   Social Integrationist Discourse
SRB   Single Regeneration budget
WPFC   Watford Professional Football Club
YMCA   Young Men's Christian Association

For Mum, Dad, Sister and family of Jimmy Davis

Keep smiling

<u>Acknowledgements</u>

views of Watford Council's Leisure Services Department would not have been expressed. In addition, I would like to express my thanks to Gareth Jones, the Single Regeneration Budget Development Officer, for finding time out of his hectic summer schedule to discuss the projects he manages in partnership with Watford Council and Watford Professional Football Club.

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<u>Abstract</u>

Professional football has long been saturated with debates centred on hooliganism in the 1980s and stocks and shares in the 1990s without ever really considering in depth how its clubs can work for the good of the local community. This despite professional football's rising popularity as we enter the millennium and many of its clubs managing, in some cases, sophisticated community programmes that deliver football related projects that tackle social issues. However, as New Labour's urban policy, shaped by its inclusive agenda, aims to promote social inclusion through partnership work with major components of civil society it is time to understand, and reflect on, a professional football club's ability to act as a tool to promote social inclusion. As an investigative and promotional piece of research, the aim of the study was to assess the ability of Watford Professional Football Club through it's 'Families, Youth and Community' Department – a department that manages football related sporting, social and educational projects in and around the Watford area – to act as a tool to promote social inclusion. Particular attention was paid to Watford Professional Football Club's 'community philosophy' and own agenda for its 'Families, Youth and Community Department'; the social implications of its community projects; and the partnership work undertaken with local agencies and Watford Council. Interviews were conducted with representatives from the 'Families, Youth and Community Department', Watford Council and Watford Museum. Analysis of the data revealed how Watford Professional Football Club's firm belief in the 'Families, Youth and Community' Department, social responsibility, community awareness and the marketing of the club to the local community alongside it's brand, image, facilities and skills positively influenced its ability to act as a tool to promote social inclusion. In addition, the majority of projects implemented through the 'Families, Youth and Community' Department were, in some way, promoting the social inclusion objectives of the Social Exclusion Unit. However, it also revealed how financial budgets, poor communication with Watford Council and council bureaucracy could restrict the ability of the 'Families, Youth and Community Department' to

promote social inclusion. Thus it is concluded that personalities; partnerships; the social implications of managed projects; finances; and the brand, skill and facilities of Watford Professional Football Club are all significant in the ability of Watford Professional Football Club through its 'Families, Youth and Community' Department to act as a tool to promote social inclusion.

1. Introduction

Within Europe social exclusion has superseded the notion of poverty in the analysis of social inequality, and is now the latest language used to link structural inequalities inherent in the capitalist economic systems with practical policy measures designed to ameliorate them (Edwards, 2002; Hill, 2000; Powell, 1999; and Walker and Walker, 1997).

While the tongue of social exclusion is born of French social policy discourse it has nevertheless infiltrated the thought of British politics. Since 1997 social exclusion has become powerful governmental rhetoric, bearing testimony to New Labour's modernising and inclusive 'Third Way' agenda (Driver and Martell, 1998; and Hill, 2000), as New Labour searches for social justice behind significant evidence of a 'two-nation' Britain, inaugurated through the neo-liberal and neo-conservative principles of the New Right (Hutton, 1995; Pacione, 1997; and Oatley, 1998). For this, read:

> "…Over the last generation this has become a more divided country [which] has left us with a situation that no civilised society should tolerate…"
>
> Source: Social Exclusion Unit, 1998, p. 7

As a consequence, social exclusion is now seen as the 'big issue' in British urban policy and the defining difference between New Labour and the New Right, while Benn (2000) notes how 'social exclusion' can be interpreted as a new urban policy paradigm. Such perspectives reflect a shift from viewing urban policy, and consequently urban regeneration, in largely physical and economic terms, as was common under the New Right, to one that places more emphasis on social inclusion through a combination of social and economic approaches that promote human capacity building (Coalter *et al*, 2000).

Broadly speaking, the promotion of social inclusion within urban policy follows a social integrationalist discourse (SID) that reflects the main principles of the 'Third Way' (Le Grand, 1998; and Levitas, 1998). SID views unemployment,

worklessness and poor skills as the main cause and meaning of social exclusion (Levitas, 1996, 1998; Lister, 2000). Thus, building human capital through education and training in addition to innovative projects that improve health and combat crime are all targets of the Social Exclusion Unit (SEU). As Gordon Brown emphasised in 1996:

> "…For far too long we have used the tax and benefit system…the road to [inclusion] starts not with tax rates, but with jobs [and] education…"
>
> Source: Brown, 1996, in Powell, 1999, p. 18

The emphasis on the implementation of social inclusion within urban policy implies a strengthening of local authorities, and a holistic approach to urban policy looking to 'joined-up' thinking and a renewed emphasis on multiagency partnerships and networks (Hill, 2000). Significantly, the broad components of civil society are readily encouraged to play a role in multiagency partnerships that deliver the social inclusion policy objectives of New Labour as the party attempts to recreate the bonds of community and civic society.

Sport, as a notable component of civil society in the context of this research, has emerged as a salient tool with which to promote social inclusion. The Department for Culture Media and Sport's (DCMS) Policy Action Team 10 (PAT 10) report published for the SEU in 1999 notes how sport, sports bodies and their schemes can contribute positively to neighbourhood renewal through multiagency partnerships and 'joined-up' thinking that promote the SEU's five social inclusion objectives. House of Commons debates have also outlined the positive nature of sport and its bodies to act as a tool to promote social inclusion, while Sport England (1999, 2003a) states how the salience of sport and sports bodies can contribute to social inclusion. In addition, Coalter (2001) notes the positive role that sport and sports bodies in particular can play in addressing personal, social, economic and environmental issues within their local communities.

Professional football clubs (PFC's) as major sports bodies and component of civil society may then have a special role to play in promoting social inclusion as the current attraction, appeal and salience of PFC's provides scope for

enormous multiagency partnership development on social and cultural fronts (Business in the Community, 2003; and Perkins, 2000).

Professional football has long been saturated with debates centred on hooliganism in the 1980s and stocks and shares in the 1990s without ever really considering in depth how its clubs can work for the good of the local community. Indeed, there is a dearth of academic research examining PFC's in this context while to date this is the first study to consider a PFC as a tool to promote social inclusion within an urban policy context. So, as PFC's enter the millennium as major sports bodies and component of civil society under the auspices of New Labour its time to understand, and reflect on, their ability to act as a tool to promote social inclusion.

The research is an investigative and promotional study then undertaken through a case study of one PFC from one town. The paper focuses on Watford Professional Football Club (WPFC) a medium sized PFC (Watson, 2000) playing English First Division football (one Division below the Premier League) that has a tradition for engaging itself in 'community work'. Indeed, the 4th part of WPFC's mission statement reads:

> "…To be a positive force for progress in the community which we'll serve in every way we can…"
>
> Source: Watford Football Club, 2003b, p. 1

The main aim of the paper is to assess the ability of WPFC through its 'Families Youth and Community' (FYC) Department – a department that manages football related sporting, social and educational projects in and around the Watford area – to act as a tool to promote social inclusion. To fulfil the aim of the research, a range of objectives are addressed that include investigating the social implications of it's 'community projects'; WPFC's 'community philosophy' and own agenda for the FYC; and the partnership work undertaken particularly with the local authority. The study draws on an 'interview guided' interview technique (Patton, 1990) with representatives from the FYC Department, the Sports Development team at Watford Council, a local SRB project and Watford Museum. E-mail correspondence Roger

Reade, the Chief Administrator of the national 'Football in the Community' (FITC) scheme, is also drawn upon as are WPFC matchday programmes.

In the *2nd chapter* the prominent literature into which the research falls is discussed and reviewed in turn. The significant themes addressed in the literature review centre on the discourse of social exclusion; New Labour and social exclusion; and PFC's and social inclusion. The *3rd chapter* states the main aim and objectives of the paper while the *4th chapter* details the methods and procedures employed in the research, the rationale behind the choice of methodology used and the methodological limitations that presented themselves in order to achieve the research aim and objectives. *Chapter 5* considers the background to the case study. The *6th chapter* discusses the results of the research. *Chapter 7* provides a set of conclusions before the *Chapter 8* outlines the limitations to the project. *Chapter's 9 and 10* present the appendices and bibliography, respectively.

2. Literature Review

2.1 Social exclusion discourse

2.1.1 Social exclusion: the origin and development

The concept of social exclusion is thought to have originated in the social policy of French socialist governments around the time of the 1970s (Atkinson, 2000; Castells, 2000; and Collins and Kay, 2003). It was originally used to refer to those people who had slipped through the French Bismarkian social security system (Burchardt, 2002; and Paugam, 1995). In 1974 Rene Lenoir, Secretary of State for Social Action to the Chirac government, published "Les Exclus: Un Francais Sur Dix", and "Contract D'insertion", documents concerned with the breakdown of structural, cultural and moral ties in France (Silver, 1994). The documents initially restricted 'les exclus' to the disabled, lone parents, and the uninsured unemployed, especially young adults (Percy-Smith, 2000; and Room, 1993, 1995). However, growing social and economic problems in major French cities during the late 1970s and early 1980s induced profound implications on the definition of social exclusion (Atkinson, 2000). Burchardt (2002) considers how disaffected youth and isolated individuals, such as the elderly, those in bad health and who lacked employment skills became part of 'les exclus', while global economic restructuring was established as an overriding cause of social exclusion (Atkinson, 2000).

The discourse of social exclusion has since been elevated onto the European agenda (Atkinson, 2000; and Byrne, 1999). Abrahamson (1996) notes how "the social policy sections of the Directorate-General for Employment, Industrial Relations and Social Affairs (DG V) in the European Commission were dominated by French officials who therefore inserted the notion into the social policy discourse of the Commission" (Abrahamson, 1996, in Atkinson, 2000, p. 1039). During its first activist phase between 1985-1992, social exclusion was emphasised as "a key concept, justification and mobilising

force in the Commissions developing social and urban policy discourse"
(Abrahamson, 1996, in Atkinson, 2000, p. 1039).

More recently social exclusion has consolidated its position as a key concept
and mainstay of European Union social and urban policy as a holistic term is
sought to explain the multidimensional nature of social and economic
inequalities in the new globalised society. It has taken over from poverty as
the conventional language used to describe social and urban problems
although 'poverty' is still a factor of social exclusion, and is written into the
Maarstricht Treaty as an objective of the European Structural Funds working
to build social and economic equality across Europe (Byrne, 1999; and Room,
1995). It is from Europe that social exclusion has found its way into national
urban and social policy agenda's, including New Labour's.

2.1.2 Social exclusion: poverty and social exclusion

Parkinson (1998) reveals the multidimensional nature of social exclusion
below and the significant difference between what constitutes poverty and the
multifaceted social exclusion:

> "…Poverty is usually defined in terms of low income and material want; social
> exclusion conveys more…it emphasises the ways that people are locked out of the
> social, economic and political mainstream. They include: unemployment and
> insecure employment; homelessness; inadequate housing and high levels of debt
> and arrears; low educational attainment; lack of mobility; limited access to essential
> services; poor health and lack of citizenship rights…"
>
> Source: Parkinson, 1998, p. 1

Parkinson (1998) stresses the dynamic nature of social exclusion while
suggesting that social exclusion is a much wider concept than poverty. In
addition, Walker and Walker (1997) note:

> "…Poverty as a lack of material resources, especially income, necessary to
> participate in British society and social exclusion as being shut out, fully or partially,
> from any of the social, economic, political and cultural systems which determine the
> social integration of a person in society…"
>
> Source: Walker and Walker, 1997, p. 8

Similarly, Oppenheim (1998) considers how a lack of money lies at the heart of poverty, while social exclusion is a broader concept; it is multidimensional, dynamic and captures the story line of people's lives. Finally, in a study assessing the character of social exclusion, Percy Smith (2000) illustrates the multifaceted nature of social exclusion in the quote, below:

> "…Disadvantage in relation to…social, economic or political activity pertaining to individuals, households, spatial areas or population groups; the social economic and institutional processes through which disadvantage comes about; and the outcomes or consequences for individuals, groups and communities…"
>
> Percy-Smith, 2000, p. 3

It is important to distinguish social exclusion from the simpler notion of poverty for two reasons. The first is historical in that the two concepts differ in intellectual and cultural heritages, with poverty being rooted in the liberal tradition of Anglo-Saxon societies and social exclusion reflecting the social democratic legacies of continental Europe (Atkinson, 2000; and Room, 1995). The second reason, however, is that whereas poverty is 'distributional', social exclusion is 'relational', see Figure 1, below (Byrne, 1999; Oppenheim, 1997; and Walker and Walker, 1997). It is a process, or set of processes rather than a static condition, outside the control of an individual (Madanipour, 1998). As a consequence, Room (1993, 1995) notes the need for 'joined-up' thinking to 'joined-up' problems because of its relational, dynamic and multidimensional nature.

Figure 1. Social exclusion in context and as a relational concept

Source: Percy-Smith, 2000, p. 7

2.1.3 Social exclusion: three discourses to an inclusive society

In recent years, the term 'social exclusion' has gained widespread political currency (Burchardt *et al*, 1999; Commins, 1993; Forrest and Kearns, 1999; and Parkinson, 1998). However, the multidimensional and relational nature of social exclusion lends itself to wide interpretations pertaining to it's fundamental cause and meaning (Silver, 1994). The problem for Atkinson (2000) is that "there are as many theories about social exclusion as there are writers on the subject" (Atkinson, 2000, p. 1039). Similarly, Pierson (2002) notes how:

> "…The concept of social exclusion allow[s] very different understandings of society and social problems to exist side by side [and] that these different [understandings] frequently relate to different political points of view…"
>
> Source: Pierson, 2002, p. 5

In an extensive study investigating the contours of social exclusion, Levitas (1996, 1998) conceptualised the debate surrounding the different understandings of social exclusion. Levitas (1996, 1998) noted how the type of political philosophy engaged would often shape the understanding of social exclusion and consequently any explanation given to solve it (see Figure 2, below). Thus different political philosophies would often mean the implementation of policy measures with a distinct practical and theoretical emphasis with which to achieve social inclusion. The three discourses that Levitas (1996, 1998) theorised were:

> "…Redistibutional Discourse (RED): the emphases are on poverty and lack of full citizenship rights as the main causes of social exclusion; Moral Underclass Discourse (MUD): the main concern is with the morality and behaviour of the excluded themselves; Social Integrationist Discourse (SID): the emphasis is on the significance of paid work and employment…"
>
> Source: Levitas, 1998, p. 7

Atkinson (2000), Levitas (1996; 1998), and Room (1995) note the seed for this debate around the different understandings of social exclusion as the contemporary fusing of Anglo-Saxon liberal concepts of poverty with European conservative overtones of moral integration and social order.

Figure 2. Social inclusion discourse across the political spectrum
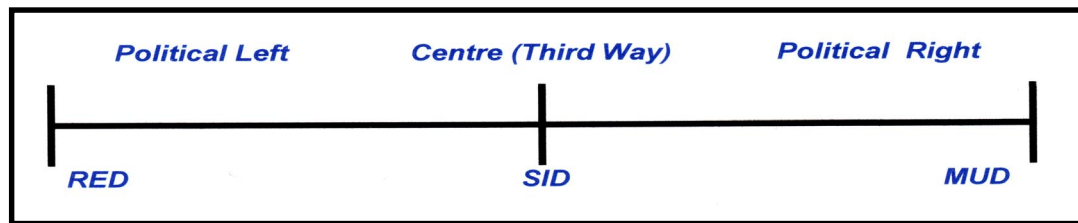
Collins and Kay (2003) consider how the RED discourse links the meaning of social exclusion to low income and a lack of resources in addition to the way in which certain groups are denied full citizenship rights. Discrimination or segregation on the basis of ethnicity or disability is an example of rights being denied. Levitas (1998) notes how the RED's solution to exclusion implies "a radical reduction of inequalities through the redistribution of resources and [rights]" (Levitas, 1998, p. 14).

Reflecting on a particular set of complex interrelated causes, the Commission of the European Communities notes its definition of social exclusion below:

> "…Social exclusion refers to the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society. Poverty is one of the most obvious factors, but social exclusion also refers to inadequate rights in housing, education, health and access to services. It affects individuals and groups…who are in some way subject to discrimination or segregation; and it emphasises the weaknesses in the social infrastructure and the risk of allowing a two-tier society to become established by default. …"
>
> Source: Commission of the European Communities, 1993, p. 1

The Commission of the European Communities definition of social exclusion, noted above, has it's prime influence in the RED discourse in the sense that it advocates a denial of citizenship rights as the prime meaning of social exclusion and that this should be tackled through a redistribution of rights. This lends itself to the politics of the left (see Figure 2, above). Thus, as Berghman (1995) argues, social exclusion can primarily be conceived "in terms of the denial – or non-realisation – of citizenship rights", within the democratic process (Berghman, 1995, p. 19). Dahrendorf (1995) supports Berghman (1995) by expressing the positive links between social and civil exclusion. Dahrendorf (1995) notes that the best concept to describe a society based on social cohesion is inclusion, which it equates with citizenship

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rights. However, as Commins (1993) considers, social exclusion is more than just the denial of citizenship rights. It is the absence of societal institutions in which those rights are embedded, such as the family and labour market institutions that promote interpersonal integration. Atkinson (2000) agrees with Commins (1993) that an attempt to combat social exclusion through citizenship rights is rather simplistic and not without its difficulties.

However, properties of SID are also evident within the Commission of the European Communities definition, as employment and associated income are considered as likely sources of inclusion too, but to a lesser extent (Levitas, 1998; Lister, 2000; and Strobel, 1996). This as Atkinson (1999a) and Comite des Sages (1996) argue is the result of the theorisation of social exclusion by the Observatory on National Policies to Combat Social Exclusion in the early 1990s that reconciled French and Anglo-Saxon traditions of poverty through the concept of citizenship rights. In addition, Levitas (1998) accepts that the three discourses can often work together depending on the policy or problem and notes how they are not necessarily exclusive of one another.

According to Levitas (1998), MUD presents the underclass or socially excluded as culturally distinct from the mainstream. Elaborated on by the New Right of the 1980s and early 1990s (see Figure 2, above), MUD blames the socially excluded for their situation and moral failings rather than the inequalities inherent in institutions themselves and tackling it involves a repudiation of welfare benefits and the 'dependency culture' (Benn, 2000). Murray (1990, 1994) considers the underclass as several generations of people normally from ethnic minorities, living in ghettos and in receipt of welfare, cut off from the mainstream of society, and representing a threat to it. MUD is fraught with critics but has drawn attention to the ways that geographic concentration may play a part in mechanisms of social exclusion.

SID on the other hand effectively "narrows social exclusion to participation in paid work" (Levitas, 1998, p. 26). Benn (2000), Marshall (1950) Pierson (2002) and Plant (1998) note how social interaction, cohesion, and inclusion are achieved through paid work. Resources, power and rights are rarely

redistributed, as an individual needs to earn citizenship rights through the labour market. Levitas (1998) considers how SID plays the most significant role in New Labour's urban policy and practice under its 'Third Way' agenda (see Figure 2, above). New Labour's SEU definition is below:

> "…Social Exclusion is a shorthand term for what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown…"
>
> Source: The Social Exclusion Unit at: http://www.socialexclusionunit.gov.uk/
> [Accessed, 26 June 2003]

Percy-Smith (2000) notes how the SEU definition makes no reference to citizenship rights. Unemployment however, has a significant connotation for New Labour (Giddens, 1999), with the labour market, as a societal institution, the prime root to inclusion and consequently the attainment of citizenship rights (Marshall, 1950). As a consequence human capacity building is important in order for an individual to attain a job and thus social inclusion. In addition, Coalter *et al* (2000) explains that the Scottish Office's report entitled 'Social Inclusion: Opening the Door to a Better Scotland' (1999) adopts a broadly similar definition while Roche and Annesley (1998) conclude that unemployment and low-income lie at the root of social exclusion, (Coalter *et al*, 2000).

For Levitas (1998), however, a technical problem arises as SID treats as abnormal the social divisions that are endemic to capitalist society, since the aim of policy is reintegration, primarily, to the labour market. As a result, Levitas (1998) argues, unpaid work is devalued and inequalities between paid workers are obscured (Benn, 2000; and Percy-Smith, 2000). In addition, Levitas (1998) also considers how social exclusion discourse is slowly taking on a pseudo-Durkheimian conservatism and one since 1993 subordinated to a neo-liberal economic discourse that emphasises the market, efficiency and competitiveness. Significantly, Levitas (1998) maintains that the European Commissions definition of social exclusion has evolved considerably since 1993 and now relies on the SID discourse, as SID becomes the foremost mode of inclusion within Europe to date, in place of RED.

2.2 New Labour and social exclusion

2.2.1 New Labour and social exclusion: the advent of the 'Third Way'

> "…Everyone in the nation has benefited from increased prosperity…"
>
> Source: Margeret Thatcher MP, in Oppenheim, 1997, in
> Walker and Walker, 1997, p. 22

While a few truly benefited from the New Right policies between 1979-1997, not everyone benefited from increased prosperity. A fair majority of the British population suffered greatly from the neo-liberal and neo-conservative reforms undertaken during this period. Social disintegration, job insecurity, ghettoisation (Murray, 1990) and a 'boom-bust' economy (Hutton, 1995) were significant symptoms of Prime Minister Thatcher's and latterly, in a more diluted form, Prime Minister Major's neo-liberal and neo-conservative New Right philosophy (Hutton, 1995; Oatley, 1998; and Pacione, 1997).

It was not that the political changes implemented by the New Right between 1979-1997 were poorly timed ill advised for they were inevitable according to regulation theory (Harvey, 1989; and Savage and Warde, 1993). And it wasn't that unemployment inequality and poverty had failed to exist prior to 1979 (Walker and Walker, 1997). It was, however, the extreme nature of the New Right's implementation of neo-liberal and neo-conservative policy, which resulted in the fastest growing levels of poverty and economic inequality in Europe (c. 1979-1995) that caused the greatest controversy (Hutton, 1995; and Pacione, 1997).

Nevertheless, the Conservatives defended these inequalities as a 'natural and inevitable force of capitalism' and a source of economic growth even as social divisions increased with the real incomes of the poorest sinking year on year (Hutton, 1995; Lawless, 1989; and Oppenheim, 1997). Thus the strategy of inequality achieved some legitimacy, at least in the eyes of its proponents, because it was expected to add to the common good (Walker and Walker, 1997). In addition, urban policy was regulated within the same ideals accentuating, in some cases, the inequalities evident especially within

depressed urban areas (Atkinson and Moon, 1994; and Robinson and Shaw, 1994). The failures of New Right urban policy are reviewed briefly in section 2.2.3, p. 19. Thus 18 years of Conservative New Right policy regulated to reflect the process of global economic restructuring (Fordism to post-Fordism (Harvey, 1988, 1989)) had only succeeded in creating a 'two-nation' Britain, saturated with poverty, inequality and a real emergence of social injustice (Harvey, 1989; Massey, 1988; Oatley, 1998; and the Social Exclusion Unit, 1998).

On their election in 1997, New Labour argued that a reformed government agenda and particularly a reformed urban policy was needed to rebuild equality as social inclusion and recreate the bonds of civic society in ways to enable individuals to cope with the impacts of 'new' globalised capitalism (Driver and Martell, 1998; Giddens, 1999; and Powell, 1999). The new set of principles became known as New Labour's modernising or inclusive agenda driven by a 'Third Way' philosophy (Bryant, 1999; Giddens, 1999; and Newman and de Zoysa, 2000).

2.2.2 New Labour and social exclusion: the nature of the 'Third Way'

The 'Third Way' treads a path between free market capitalism and classical social democracy: that is between unbridled individualism and laissez-faire on the one hand and old style government intervention on the other, see Figure 3, below (Bryant, 1999; Giddens, 1999; Hill, 2000; and Temple, 2000).

Figure 3. The location of the 'Third Way' on the political spectrum
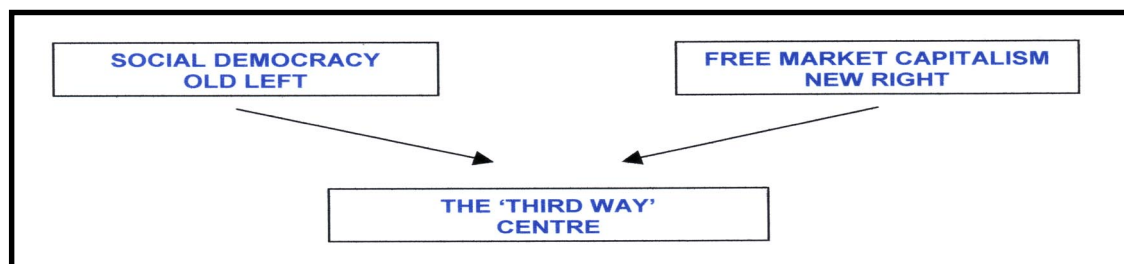
However, Prime Minister Blair notes that it's in no way an attempt to split the difference between right and left. It stands for a modernised social

democracy founded on the values that have guided progressive politics for more than a century – democracy, liberty, social justice, mutual obligation and internationalism (Temple, 2000). It is the unification of liberalism and social democracy whose "divorce this century did much to weaken progressive politics across the West" (Blair, 1998, p. 1).

Figure 4. The dimensions of different political approaches

Dimension	Old Left	Third Way	New Right
Approach	Leveller	Investor	Deregulator
Outcome	Equality	Inclusion	Inequality
Citizenship	Rights	Both rights and responsibilities	Responsibilities
Mixed economy of welfare	State	Public/private; civil society	Private
Mode	Command and control	Cooperation/ partnership	Competition
Expenditure	High	Pragmatic	Low
Benefits	High	Low?	Low
Accountability	Central State/ upwards	Both?	Market/downwards
Politics	Left	Left of centre?/ post-ideological	Right

Source: Powell, 1999, p. 14

Prime Minister Blair considers the 'Third Way' as 'what works' permanent revisionism, not just a political programme but an alternative philosophy for the 21st Century (Hill, 2000; Newman and de Zoysa, 2000; and Wetherly, 2001). In his mission to promote and reconcile the four values that are essential for a just society – equal worth, opportunity for all, responsibility and community (Giddens, 1999; and Le Grand, 1998), Prime Minister Blair admits to a great deal of pragmatism (see Figure 4, above). Harris (1998) considers that this is "one of the most startling propositions advanced by any British politician [as Prime Minister Blair] reserves the right to change his policies as circumstances change" (Harris, 1998), allowing the right to change principles as a matter of regulation (Temple, 2000).

Nevertheless, critics such as J.K Galbraith dismiss the 'Third Way' as a purely political concept. In this criticism, the 'Third Way' is not a philosophy but a pragmatic response of centrist governments to the demands of their middle-England key voters (Hill, 2000). Maude (1998) calls the 'Third Way' a 'principle free zone' behind a shiny façade in which New Labour and its

ideological imprecision attempts to 'have its cake and eat' (Temple, 2000). Tonkin (1998) considers how "pragmatism cannot justify itself [as] New Labour seeks an overarching theory to explain it not having an overarching theory" (Tonkin, 1998, in Temple, 2000, p. 310). Finally, the pragmatic nature of the 'Third Way' allows for different interpretations of its leading influence. Giddens (1999) and Wetherly (2001) note how the 'Third Way' is closely matched to a social democracy while Benn (2000) and Hall (1998) argue that the 'Third Way' is more atoned to the New Right with its emphasis on individuality, and the promotion of work as the path to fulfilment and freedom.

The central issues of the 'Third Way' can be approached using Le Grand's (1998) analysis of the key elements of the 'Third Way'. The elements highlight the inclusive goal of New Labour's agenda and are what Le Grand (1998) calls CORA, below:

- Community;
- Opportunity;
- Responsibility;
- Accountability.

New Labour emphasises the building of a strong, equal (inclusive), cohesive responsible, and active community, centred on consultation and participation, co-operation between agencies and active citizenship (Hall and Nevin, 1999; Hill, 2000; Le Grand, 1998; and Mawson and Hill, 2000). Atkinson (2003) notes how community has become a major theme of urban policy as socially excluded communities have been catapulted to the top of the urban policy agenda under New Labour, as main participants. In this context Hill (2000) notes the rebuilding of civic bonds and community equality through close work with the socially excluded (Hill, 2000). Hill (2000) also suggests that working with communities reflects a belief in the promotion of the good life and the spirit of co-operation in response to the competitive individualism of the New Right.

The second feature of CORA is opportunity (Giddens, 1999, 2002; and Powell, 1999), which is an important facet of the 'Third Way' in combination with personal responsibility, the third element of CORA (Hill, 2000). Giddens (1999) and Powell (1999) note how personal responsibility can be redefined

as "no rights without responsibilities". This reflects New Labour's view of citizens as having obligations, particularly within the labour market: those who can work must do so or face loss of benefits, with people taking more responsibility for their own lives (Giddens, 1999, 2002; Newman and de Zoysa, 2000; and Temple, 2000). The promotion of social justice is rarely through the redistribution of rights and resources unless an individual is clearly unable to work (Benn, 2000; Giddens, 1999, 2002; Levitas, 1998; and Powell, 1999).

However, for people to illustrate responsibility a redistribution of opportunities is key. In theory an individual demonstrating responsibility is reliant on New Labour supplying the opportunities with which to obtain employment. When once Tebbit called for people to get their bike, Gordon Brown will buy you a bike and a map too. For New Labour then, the primary root to active citizenship, equality, and thus inclusion is through employment (Giddens, 1999; Levitas, 1998; and Marshall, 1950). And consequently, the primary root to employment is through the access of opportunity to education, training, skills and improved health, for example. Opportunities that improve self-esteem, confidence and motivation must also be considered as factors that can build an individuals capacity to work (Giddens, 1999, 2002; Long *et al*, 2002; and Powell, 1999).

The fourth CORA theme is accountability. This illuminates the thinking of the consultation paper, 'Modern Local Government: in touch with the people' published in 1998 (Mawson and Hall, 2000). The theme of the enabling local authority is continued from the New Right (Hall and Nevin, 1999; and Temple, 2000). However, Giddens (1999, 2002) notes how councils in partnership with local bodies must become even more open, transparent and responsible to the pluralistic communities they serve. New Labour see the partnerships created by local authorities as crucial to the commitments of supplying opportunities in their bid for a just and inclusive society (Hill, 2000; and Mawson and Hall, 2000).

The 'Third Way' also seeks to revive civic culture, and looks for a synergy between public and private sectors, utilising the dynamism of markets but with the public interest in mind (Giddens, 2002). Prime Minister Blair notes that:

> "…With the right policies, market mechanisms are critical to meeting social objectives, entrepreneurial zeal can promote social justice, and new technology represents an opportunity, not a threat…"
>
> Source: Blair, 1998, p. 4

Thus, New Labour sees its 'Third Way' inclusive agenda as significant in establishing economic growth and as the root to delivering economic competitiveness as well as social justice (Alexiadou, 2002; and Lister, 2000).

2.2.3 New Labour and social exclusion: the advent of social exclusion in urban policy

New Labour's 'Third Way' philosophy has delivered significant implications for urban policy (Oatley, 1998). The need to reconcile the four values that are essential for a just society and thus the inclusive goal of the governments agenda have significantly infiltrated urban policy to an extent where exclusion has become the new theme of urban policy in the form and importance New Labour has given to it (Giddens, 1999). The 2000 Urban White Paper noted how:

> "…Our guiding principle is that people must come first. Our policies, programmes and structures of governance are based on engaging the local people in partnerships for change with strong local leadership…"
>
> Source: Urban White Paper, 2000, p. 5

Consequently, the language of social exclusion has found common usage within urban policy while the significant social and economic inequalities evident within Britain at this time have shaped social exclusion into the 'big issue' in New Labour's urban policy (Alexiadou, 2002; Driver and Martell, 1998; and Hill, 2000). This has drawn some commentators to note the arrival of a social exclusion paradigm (Benn, 2000), as New Labour aims to build a just society through a revitalised urban policy.

Although social exclusion has been part of the European Union Social Policy discourse since 1988 and perhaps for that reason ignored by the New Right and accepted by New Labour it was not until the election of New Labour that it became a dominant feature of British urban policy (Hill, 2000; and Walker and Walker, 1997). Its impact was immediate. In 1997 new guidance for the Single Regeneration Budget (SRB) read how the SRB would become "an important instrument in the government's drive to tackle to social exclusion" (Department of the Environment Transport and the Regions, 1998, p. 3). The SRB funding bodies were to finance projects that would tackle the SEU's objectives in a strategic manner while regeneration partnerships were advised to compliment the governments manifesto commitments with regards to addressing social exclusion. Similarly, the New Deal for Communities, Sure Start, and the education, employment, health, and sport action zones were established to tackle social exclusion in the most deprived areas. Local authorities were also urged to develop Local Strategic Partnerships (LSP) and produce strategies such as the Cultural Strategy and Community Plan that would fashion procedures to solve the 'joined-up' problems of social exclusion. In addition, New Labour set up the cross-departmental SEU in 1998 with the goal of identifying the circumstances that detached people from society, (Benn, 2000; Percy-Smith, 2000; and Taylor, 2000). The SEU defined social exclusion as:

> "…What can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown…"
>
> Source: The Social Exclusion Unit at: http://www.socialexclusionunit.gov.uk/
> [Accessed, 26 June 2003]

The SEU's objective was to "create a holistic, strategic and integrated approach to urban problems at national, regional and local levels" (Social Exclusion Unit, 1998). It also noted that successful urban policy would need leadership and 'joined-up' thinking in response to the relational nature of social exclusion while a focus on building human capacity was paramount. Urban policy was about improving the lives of people in deprivation or rather those who were socially excluded for the benefit of themselves but also the nation.

Five official government objectives for achieving social inclusion were derived from the SEU:

1. Improved educational achievement;
2. Increased employment prospects;
3. Improved health;
4. Reduced crime;
5. Improved physical environment.

Source: Centre for Economic and Social Inclusion at: http://www.ccsd.ca/subsites/inclusion/bp/cf2.htm, [Accessed, 29 June 2003]

In 1997, Prime Minister Blair claimed that social exclusion was what distinguished New Labour's urban policy from the physical and economic urban policy of the uncaring new Right (Benn, 2000; and Hill, 2000). The outcome of urban policy under the New Right was judged at best only a partial success (Hill, 2000). The New Right urban policy was regulated through its neo-liberal and neo-conservative agenda that implied a market approach, while broadly following the recommendations detailed in the 1977 Urban White Paper. However, the official appraisals of New Right urban policy such as the Audit Commission's infamous 'patchwork quilt', pointed to a lack of a coherent strategy, the ad hoc and short-term nature of projects and a concentration on physical and economic renewal that failed to attack social issues in any real depth (Atkinson and Moon, 1994; and Imrie and Thomas, 1993, 1999). In addition, the reliance on the 'trickle-down' effect became a façade behind which deprivation still existed and in some cases exacerbated (Brindley, 1996; Colenutt and Cutten, 1994; Lawless, 1989; Oatley, 1998; Pacione, 1997; Robson, 1994; and Thornley, 1993). If urban policy was meant to address problems of deprivation, quality of life and deprivation issues, then this was a failure of New Right urban policy.

The need to make this sharp distinction was put most forcibly by the SEU report, 'Bringing Britain Together: a national strategy for neighbourhood renewal' in September 1998 that stated, "over the last generation, this has become a more divided country" (Social Exclusion Unit, 1998, p. 9). New Labour had inherited a nation with plentiful neighbourhoods scarred by unemployment, educational failure and crime (see Text Box 1, on the next page). Communities were breaking down, public services were failing and

people were losing hope. The gap between the rich and poor had grown to such an extent that this, said the Prime Minister, "has left us with a situation that no civilised society should tolerate" (Social Exclusion Unit, 1998, p. 7).

Text Box 1. The gap between the poor neighbourhoods and the rest

- In the 10% most deprived wards in 1998, 44% of people relied on means tested benefits, compared with a national average of 22%;
- In the 10% most deprived wards in 1998, over 60% of children lived in households that relied on means tested benefits;
- In 1998-99, the employment rate in Tower Hamlets was 55%, compared with 74% nationally;
- The domestic burglary rate in North Manchester in 1999-2000 was 24.8: 1000 population – compared with 8.7% nationally. Violence against the person was 37.8: 1000 population, compared with 11.4 nationally;
- In 1998, only 11 of the 488 schools with more than 35% of pupils on free school meals attained the national average level of GCSE passes;
- During 1999, 26% more people dies from coronary heart disease in the 20% most deprived Health Authorities than in the country as a whole;
- 43% of all housing in the 10% most deprived wards is not in a decent state, compared with 29% elsewhere;
- 19% of all homes in the 10% most deprived wards are in areas suffering from high levels of vacancy, disrepair, dereliction or vandalism, compared with 5% of homes elsewhere.

Source: The Social Exclusion Unit: http://www.socialexclusionunit.gov.uk/ [Accessed, 26 June 2002]

In this context, urban policy would need to find innovative ways to attack the problems noted above. It would need to work closer to the problem with local socially excluded groups given an important role as both actors in and beneficiaries of the urban policy (Atkinson, 1999b, 2003; and Colenutt, 1999). It would also need to work on social and economic projects rather than those of a physical and economic nature that would help the people and places most in need.

There was, however, an underlying hope in 1997 that New Labour would use urban policy to combat the causes of social exclusion, as envisioned by the RED discourse (Benn, 2000; and Levitas, 1996, 1998). However, in line with their 'Third Way' agenda, New Labour's urban policy drew upon major elements of SID (Levitas, 1996, 1998) although RED and MUD appeared in patches (Collins and Kay, 2003; Giddens, 1999, 2002; Levitas, 1996, 1998; Lister, 1998). Indeed, as Giddens (1999) considers the "investment in human

capital wherever possible, rather than the direct provision of economic maintenance" (Giddens, 1999, p. 117) became the critical feature of urban policy in line with New Labour's 'Third Way' agenda that aimed to promote equality through social inclusion. Broadly speaking, the redistribution of rights and resources was rejected as the investment in human capital could not only promote social inclusion but deliver economic competitiveness too (Lister, 2000).

The SEU objectives, noted on page 14, all illustrate the impact of SID on the meaning of social exclusion and consequently the processes to combat it. New Labour covets programmes that serve to promote social inclusion through the fulfilment of the SEU objectives above in the ultimate aim of employment (Giddens, 1999, 2002; Levitas, 1998; Powell, 1999; and Temple, 2000). Providing individuals with an opportunity to improve their skill levels, education and health is key, as is the idea of combining employment and training, two significant SEU objectives, as a way to fight crime and delinquent behaviour, another SEU objective. The implication of this logic is that measures to be taken to reduce the selected indicators of exclusion will necessarily serve to promote inclusion although Long *et al* (2002) suggest that this is too simple a procedure.

Beyond the five main indicators of the SEU commentators such as Long *et al* (2002) have established sub-categories and/or alternative indicators that act as significant processes towards the promotion of social inclusion. These are programmes or processes that develop social capital, interpersonal skills, confidence, self-esteem, motivation and self-organisational capacity that can significantly improve human capital in the ultimate aim of promoting social inclusion (Atkinson, 2003; Coalter *et al*, 2000; and Hill, 2000). For example, a programme that develops an individual's confidence and self-esteem could significantly help their ability to find employment or improve their educational performance (Hill, 2000). In addition, projects are not just aimed at adults but children and young people too. Young people are considered the future of the nation and to install democratic values, motivation, self-esteem and skills into

people of a young age is positive for their inclusion in society and consequently the future economic health of the nation (Hill, 2000).

However, there are critics of the focus on social exclusion. Burden (2000) has suggested that focussing on social exclusion demotes redistribution policies designed to promote equality while Levitas (1996) questions why everyone should be accommodated into the dominant vision of the integrationist agenda. Levitas (1998) also argues that the emphasis on integration devalues unpaid work and tends to obscure inequalities between those who are in paid employment. In addition, the nature and extent of social exclusion can vary considerably, embracing as it does those who participate less than some presumed norm, low income groups, the long term unemployed, rough sleepers and persistent offenders. Feelings about social inclusion might therefore be expected to vary just as considerably among those who are taken to be excluded (Long *et al*, 2002) while the type of project could vary likewise. Similarly, the logic of solving social exclusion through the attainment of an SEU objective might then be flawed for some people if their social exclusion is more critical than for others.

2.2.4 New Labour and social exclusion: the urban policy implementation process

While partnership working became a central tenet of New Right urban policy during the 1990s, Taylor (2000) notes how multiagency partnerships and the enabling authority have received a significant boost under New Labour, with its new language of social inclusion, 'joined-up' thinking and holistic urban policy, see Text Box 2, below.

Text Box 2. Two key principles of urban policy implementation

- Develop local partnerships and build the capacity of local authorities to take part in regeneration initiatives – Whitehall doesn't know best;
- A more collaborative approach between centre, regional and local levels and across sectors, whilst recognising competition for scarce resources.

Source: Hill, 2000, p. 174

In the context of social exclusion, New Labour is working for a holistic approach to urban policy, an approach that can tackle the relational nature of social exclusion by using partnerships between public, private, voluntary and community sectors that work across functional boundaries, delivering a range of policy objectives in a 'joined-up' way (Hill, 2000; Room, 1995; and Taylor, 2000). In New Labour's view, the way forward for urban policy lies in co-operative working and a collaborative approach between centre, regional and local levels.

Urban governance is used to describe this multiagency working, negotiated agendas and consensus seeking that increasingly characterises urban policy (Bailey *et al*, 1995; Hill, 2000; Peck and Tickle, 1994; and Temple, 2000) and reflects the changing nature between the state, the market and civil society (Geddes, 1997). Urban governance becomes the arena of bargaining and negotiation, with the local authority providing leadership and incorporating local stakeholders into the decision-making and service delivery process – 'steering not rowing' (Bailey *et al*, 1995; Geddes, 1997; Hill, 2000; and Taylor, 2000). In this sense the local authority is no longer the all-purpose local authority, providing all services in its area (Giddens, 1999; Hambleton *et al*, 1995; Mawson and Hall, 2000; Pacione, 1997; and Taylor, 2000). It is now the enabling authority that gives strategic direction to services provided from a mixed use of sources (Giddens, 1999; and Hall and Nevin, 1999). New Labour believes that the local authority should use whatever channels of provision are appropriate, for example, the 'best value' approach (Hill, 2000; and Taylor, 2000). 'Networking' and an outward-looking proactive stance are key elements too (Bache, 2000). Although critics have argued that the enabling authority has led to a fragmentation and a lack of co-ordination in the delivery of services it is nevertheless firmly established as a tool to deliver urban policy (Hill, 2000).

The renewed emphasis on multiagency partnership within the social exclusion paradigm of urban policy reflects New Labour's call for 'joined-up' solutions to the joined-up problems of social exclusion (Room, 1995; and Taylor, 2000). Policy success is judged on the wellbeing of the local community and so local

authorities need first to draw up comprehensive strategies with which to tackle social exclusion and then provide the political acumen to engage with other actors in complex networks of bargaining and negotiation to deliver 'joined-up' solutions (Mawson and Hall, 2000). Multiagency projects that deliver holistic solutions to social exclusion such as jointly tackling the issues of employment, training and housing are key to New Labour's new approach to urban policy implementation. The SEU is an in-house government example of such working, looking to find 'joined-up' solutions across sectors to the intransigent issues of crime, joblessness, low educational achievement and poor health (Taylor, 2000). In addition, LSP's are significant examples of overarching strategies that look to local partnership working for local 'joined-up' solutions to social exclusion in particular. LSP's are drawn from local authorities, all service providers (e.g. schools, police, health and social services), local businesses, community groups and the voluntary sector. They are seen as a key mechanism in delivering the aims of the 2000 Urban White Paper, developing a community plan to counter social exclusion, and agreeing priorities for action while co-ordinating local partnership work.

However, partnerships differ in their scope, objectives and membership, meaning there is no single transferable model of partnership while multiagency partnerships are notorious for being hard to manage.

Text Box 3. The key to successful partnerships

- Genuine joint working; creation of additional benefits – synergy – to those achieved by working alone;
- Commitment of key interests; joint vision of what can be achieved;
- Having a clear agenda, defined objectives, and appropriate level of working between officials/representatives of the various groups;
- Having known systems of accountability; transparent working relationships; interacting with citizen/consumer groups.

Source: Hill, 2000, p. 181

The two key elements of successful partnership working are the heavenly values of genuine joint working, and the production of some social or non-commercial value-added, see Text Box 3, above (Bailey *et al*, 1995; Grayson, 1993; and Hill, 2000). Wanting to work collaboratively has to recognise that

success depends on making the links structured and the objectives clear while Bailey *et al* (1995) consider how partnerships should be greater than the sums of its parts, resulting in synergy. Local authorities have considerable experience of partnership working in urban policy. The scope of collaborative arrangements is wide, including formal and informal mechanisms and different levels of decision-making from the sub regional to individual projects (Hambleton *et al*, 1996). This experience must be drawn upon.

However, partnership working is not easy, given that the different partners have separate systems and procedures, financial regimes and professional cultures and power tends to be unevenly distributed between stakeholders (Bailey *et al*, 1995; and Hill, 2000). It is hard for genuine joint working to occur if, for example, private agencies find the bureaucracy of local authority hard to manage, or that the commitment to partnership is significantly laidened with self-interest or that the aims and objectives of each partner differ significantly (Bailey *et al*, 1995). Similarly, community groups might not be afforded full participation leading to an unbalanced partnership and calls of tokenism (Atkinson, 1999b; and Colenutt, 1999). Significantly, networks can also effect partnerships. Networks are personal relationships between individuals, albeit in the context of organisations, based on reciprocity and trust (Bache, 2000). Depending on the nature of the network, partnerships can be either effective or ineffective. In addition, if partnership working directly with the Local Authority proves to be a problem then partnerships without the Local Authority can be created, which may be useful for private and voluntary groups to work without the bureaucracy of the Local Authority. However, there are many problems with this including the duplication of projects leading to service delivery inefficiency and a lack of synergy, a more ad hoc urban policy implementation process and ultimately a reduction in 'joined-up' thinking.

Nevertheless, evidence supports the growing number of multiagency partnerships within urban policy in a bid to deliver 'joined-up' solutions to the relational nature of social exclusion (Taylor, 2000; and Temple, 2000) by fulfilling the social inclusion objectives of the SEU. While civil society, as an

important check on state power, and with a wide range of differentiated local bodies, is having more responsibility for decision-making and service delivery under New Labour (Stoker 1996).

2.2.5 New Labour and social exclusion: sport and social inclusion

> "…Sport has the power to unite people in a way that little else can. Sport can recreate hope where there was once only despair. It breaks down racial barriers. It laughs in the face of all kinds of discrimination. Sport speaks to people in a language they can understand…"
>
> Source: Nelson Mandela at: http://www.culture.gov.uk/PDF/sport_gov_plan25-30.pdf
> [Accessed, 28 April 2003]

One of the New Labour touchstones is for civil society to become heavily involved in the multiagency partnership processes of urban policy, specifically within the social inclusion agenda (Long *et al*, 2002). Sport as a notable component of civil society is seen as a fashionable and salient tool to promote social inclusion. It is often at the heart of local, regional and national inter-agency initiatives, promoting the social, economic and environmental wellbeing of individuals and communities.

Coalter *et al* (2000) notes how the salience of playing sport may mean that it has indirect effects on the cognitive and emotional development of individuals. For example, Evans and Roberts (1987) suggest that peer acceptance is central to development and that such acceptance is most likely if the individual is good at something valued by other individuals. This is most likely the case in children and young people. Therefore as Lipsky (1981) suggests being interested in or knowledgeable about sport can facilitate social acceptance and thus social inclusion.

However, it is not just the playing of sport that can provide these benefits. It is the power of association too. For example, implementing an educational programme within the refines of a professional football or rugby club has the potential to motivate and inspire individuals to learn by way of their topophilic association with that particular place (Coalter *et al*, 2000).

The PAT 10 report to the government's SEU from the DCMS on arts and sport opened with a series of assertions and exhortations. These included:

1. Arts and **sport** are inclusive and can contribute to neighbourhood renewal;

2. Arts and **sport bodies** should acknowledge that social inclusion is part of their business;

3. Arts and **sport** are not just an add-on to regeneration work.

The PAT 10 report continued by stating that "they are fundamental to community involvement and ownership of any regeneration initiative when they offer means of positive engagement in tune with local interests" (Department for Culture, Media and Sport, 1999, p. 6). In his forward Chris Smith (then Secretary of state for the DCMS) considered how:

> "…Art and sport[s] [initiatives] can not only make a valuable contribution to delivering key outcomes of lower long-term unemployment, less crime, better health and better qualifications, but can also help to develop the individual pride…and capacity for responsibility …"
>
> Source: Department for Culture Media and Sport, 1999, p. 2

Similar statements have followed from other politicians, particularly in Commons debate on the role of sport in social exclusion. For example Kate Hoey has noted the positive role of sport as a tool for social exclusion and the importance of joined up thinking across government departments and outside agencies in a PAT 10 audit (Social Exclusion Unit, 2001).

The government agency Sport England that replaced the Sports Council also considers how the salience of sport and sporting agencies can play a crucial part in social inclusion, through the ability of delivering the SEU social inclusion objectives (1999, 2003a, 2003b). They too note how the association of sport is as important as the playing of sport in combating social exclusion, and that sporting bodies of all sizes and particularly those of a professional nature must be encouraged to put their brand, image, facilities, skills and location to a good cause. In addition, Coalter (2001) notes how sports bodies can make a substantial contribution to the social, cultural, educational, health and economic life of communities through the use of their skills, branding and

facilities. Similarly, Sport England (1999) stresses the positive impact of early interventions on learning and reduction of truancy through the salience of sport.

Of course such propositions of using sport in regeneration strategies are not new. They lay behind much of the spending on sport through City Challenge and SRB in the early 1990s and were previously evident in the context of the Minister of Sport's Review Group (Department of the Environment, 1989) and many of the Sports Council's directives in the 1970s and 1980s. However sport in general was always seen as an add-on, while the significance of sport and its bodies today as a major part of civil society has heightened its appeal as a tool to promote social inclusion under New Labour's inclusive agenda.

Nevertheless, commentators still debate the benefits of sport in relation to social inclusion. They argue that there is insufficient 'hard' evidence to support the notion that sport can promote social inclusion in the ways cited above (Long *et al*, 2001, 2002). In addition, sport is not the panacea to all social inclusion solutions for sport means different things to different people while there are also different sports with which to work with. For example, age, race and gender can influence the effectiveness of sport as a tool to promote social inclusion while some people might just 'hate' sport in general (Kay, 2003). Similarly, funding for sporting initiatives is still relatively low and the larger schemes such as Sport Action Zones (SAZ's) rely on national lottery funding which itself relies on individuals purchasing national lottery tickets. In addition sport cannot be relied upon to provide an overarching way out of social exclusion (Long *et al*, 2001, 2002; and Walker, 2003). For a report on potential funding cuts to SAZ's as a result of reduced national lottery revenue, see Walker (2003), in Appendix 9.1. It is also unclear whether sporting bodies, particularly those of a professional nature believe it's their job to act as a tool to promote social inclusion or whether the language of social inclusion has infiltrated their own rhetoric. In addition, factors within partnership work may also reduce the effectiveness of sports bodies to act as a tool to promote social inclusion.

2.3 Professional football clubs and social inclusion

PFC's as a major component of sport and civil society may have a special role to play in New Labour's socially inclusive urban policy agenda as the current attraction, appeal and salience of PFC's provides scope for enormous multiagency partnership development on social and cultural fronts (Business in the Community, 2003; and Perkins, 2000).

Due to the investigative and promotional nature of this study there is no previous academic work to review in specific relation to PFC's and their ability to promote New Labour's social inclusion agenda. In addition, there is a dearth of academic material on relating themes that may set the footballing context although this is changing.

It is, however, the aim of this part of the literature review to set what footballing context there is pertaining to a PFC's ability to promote social inclusion. Drawing together the major writings of commentators such as Bale (2000), King (1998), Mellor, (2001), Perkins (2000), Walvin (1986, 2000, 2001), and Watson (2000), while considering government documents such as the Football Task Force report, 'Investing in the Community' (1999) a context will be set. The themes that are discussed and accounted for here are those that *could* have a significant impact on a PFC's ability to promote social inclusion.

The third section of the literature review then will begin by noting the current state of play of academic literature relating to professional football and its football clubs (Perkins, 2000). A discussion centred on the footballing context will follow examining factors that could fashion a PFC's ability to promote social inclusion. This will include a brief explanation of the evolution of professional football and the implications of this on stadium renewal; New Labour's impact on professional football and its clubs; partnership arrangements between PFC's and the local authority; and the role of the national 'Football in the Community' initiative.

2.3.1 Professional football clubs and social inclusion: the paradigms of academic research

Academic research relating to professional football and its clubs has shifted through two paradigms and is on the verge of entering a new one. It was the troubled 1980s when research relating to professional football became significant as hooliganism and racism represented major social problems within the professional game. Sociologists, political and social historians, anthropologists and others during this time all sought theories to explain this infamous problem. The University of Leicester was prominent with academics such as Eric Dunning, Patrick Murphy and John Williams, producing significant research examining the causes and consequences of hooliganism and racism within professional football. Sociological theories relating to social bonding and masculine identity were published as were geopolitical theories relating to economic restructuring, political transition and geographic location.

However, a revolution within professional football during the 1990s brought with it a new paradigm of research. As signs of hooliganism and racism became more isolated it was the growing popularity of, and flow of capital into, professional football that became significant. Liverpool University's Football Research Centre and the Centre of Football Governance at Birkbeck College have both undertaken research pertaining to a new paradigm of the business of football. Academics such as Adam Brown, David Conn, Sean Hamil, Jonathan Michie, Christine Oughton and Steven Warby have spent much of their football research studying the implications of the FA Premier League, television income, public floatation's and take-over's on professional football and its clubs. Equally, the growth in popularity of professional football during the 1990s witnessed a birth of academic literature relating to fandom and popular culture. The Manchester Institute of Popular Culture (MIPC) is one of a handful of academic institutions studying this with writers such as Adam Brown and Steve Redmond.

More recently however, research has turned to the new problems of professional football, shifting towards a new paradigm. As we enter the new

millennium professional football is showing signs of extreme financial inequalities. We have seen a huge inflation in the cost of supporting football, with many on low incomes now unable to afford to go to matches. New Labour has questioned the justice of this and called for a new regulation of professional football. As a reconciliation of clubs and fans is sought through agencies such as Supporter's Direct academic research is now questioning how supporters and clubs can work together for a mutual benefit. In addition, the regulation of professional football and its clubs together with New Labour's inclusive agenda considers them in partnership with government or the local authority, using the brand, image, location, skills and facilities of the PFC in a show of social responsibility towards its neighbours.

However, the contemporary nature of this development means academic literature is relatively sparse. Michie's (1999) pamphlet for the co-operative party entitled 'New Mutualism: a golden goal?' looks at the way community self help, mutual support and social responsibility can work between professional football and its supporters, core ideals of the New Labour Party. In addition, Hamil, Michie, Oughton and Warby from the Football Governance Centre have been major contributors to this genre of research having written and edited a collection of essays on the changing face of the football business and the reconciliation of fans and clubs. Similarly, Brown (2000) and Greenfield and Osborn (2000, 2001) have also studied the regulation and law of contemporary professional football, including the role of the now defunct Football Task Force.

Perkins (2000) and Watson (2000) have, in separate studies, discussed how PFC's can use their brand, image, facilities and skills to work in partnership (Business in the Community, 2003). In addition, the now defunct Football Task Force published a report entitled 'Investing in the Community' (1999) stating how professional football and its clubs should work more effectively with their local community particularly in the promotion of social inclusion. Bradbury (2001) has also written a piece on football clubs and the inclusion of ethnic minority fans. Independent evaluations have also been written assessing the effectiveness of private-public financed projects that use

football in regeneration. Crabbe's (1998) evaluation of the Tower Hamlets Drug Challenge Fund is one example while commentators such as Coalter *et al* (2000) have commented upon evaluations on the Department for Education and Skills (DfES) 'Playing for Success' (PfS) initiative that runs at PFC's.

In deeper context to this paper, researchers at the Centre of Football Governance have discussed research pertaining to the FITC initiative that runs within PFC's as a tool to combat social exclusion although the author is unaware of anything having been published to date. Meanwhile, Adam Brown *et al* at the MIPC have recently completed an ESRC funded study entitled 'Sport, the City and Governance: Football its fans and social exclusion'. This one-year research project reviewed the relationship of Manchester City and Manchester United respectively with local authority strategies to promote urban renewal and was the first ever study concentrating on the social, cultural and economic role of professional football in the city. The synopsis didn't expand on how this would involve social inclusion but a PFC's ability to work in partnership with the local authority was a significant. Nevertheless, at the time of writing it was still to be published. In addition, Adam Brown *et al* at the MIPC have commenced a three year study, funded by the football foundation entitled, 'Football and its Communities', looking at factors such as a PFC's role within its local community and partnership work with the local authority. This aims to be completed in 2005.

Clearly, academic research relating to professional football clubs and New Labour's socially inclusive agenda is starting to take shape but is still insufficient in detail. However, the issues outlined above must soon become a central facet of research within the academic fields of urban regeneration and the business of professional football.

2.3.2 Professional football clubs and social inclusion: the evolution of professional football and its clubs

British professional football has evolved dramatically since the significant problems of hooliganism, racism and manifestly unsafe stadiums in the 1970s

and 1980s that saw a disjunction with wider society (Dunning *et al*, 1982, 1988; Walvin, 1986, 2000, 2001; and Williams, 1986b, 1992). At this time British professional football was known not as the national game but as the national problem (Walvin, 2001), exemplifying major social problems that were symptomatic to the processes of social exclusion within the urban context.

The 1990s witnessed a revolution within the professional game (Hamil, *et al*, 1999, 2000; and King, 1998). The watershed was the Hillsborough disaster in 1989 and the Taylor Report that followed (Bale, 2000; King, 1998; and Taylor, 1990). The report published in 1990 made radical proposals that would completely alter the physical face of British football driving it into a new era (Bale, 2000; and Taylor, 1990). The major implications of the report was for all major professional football stadiums to be all-seater by the 1994-1995 season, with stadium improvements essential throughout professional football's hierarchy (King, 1998; Taylor, 1990; and Walvin, 2001).

In addition, the 1990s saw a media revolution within professional football (Hamil et al, 1999, 2000). BSB bought the rights to 'top flight' professional football in 1992 resulting in a restructured league format, the marketing of the game to a new breed of middle-class supporter and the opening up of professional football to neo-liberal principles that centred heavily on the 'trickle-down' effect (King, 1998). It would once again become fashionable to be associated with a PFC. These changes have placed professional football and its clubs large and small at the heart of contemporary popular culture and have arguably made football the most popular and salient sport in Britain to date (Brown, 1998). Professional football and its clubs are now a major component of civil society, exuding the brand, image and in most cases facilities that were considered incomprehensible even a decade ago. In addition, professional football is now inescapable whichever way you turn.

The restructuring of professional football stadiums during this time has been significant (Bale, 2000; and Perkins, 2000). Many PFC's, particularly the larger ones are now in the position to offer the sort of facilities unimaginable

even a decade ago. Even some of the smaller clubs have relocated to purpose built stadia or renovated parts of their old stadium. The majority of the new and redeveloped grounds now provide state of the art spectating facilities and the amenities to match (Perkins, 2000). Clubs are now heir's to facilities such as banqueting suites, restaurants, games rooms, crèche's, offices, meeting rooms, educational facilities and have a radically different emphasis for their stadium site with many now open for six or seven nights a week for business, social and significantly community events (Perkins, 2000). In addition the majority of stadiums are still situated in their original urban location or have relocated only a short distance away from their original site, many in the heart of and bordering some of the most deprived districts in Britain. For example, seven of Britain's 25 most deprived wards can be found within a five mile radius of the Sunderland's Stadium of Light with 37% of local families living on the poverty line and a fifth of the local population lacking basic skills (Hetherington, 2003, see Appendix 9.5).

2.3.3 Professional football clubs and social inclusion: the regulation of professional football and its clubs

New Labour can hardly ignore professional football and since coming to office in 1997 has made it clear that it wants to work with professional football and its clubs for two interconnected reasons. First is for sentimental reasons in that New Labour can claim to have a natural affinity as the 'peoples' party with professional football as the 'peoples game' (Brown, 1999).

The second reason is for regulation purposes as New Labour sees professional football and its clubs as riddled with inequality. Professional football's commercial development has brought great benefits but has also created unease in some quarters about the direction the game is taking (Football Task Force, 1999; and Perryman, 1997). In many cases, the 'peoples game' up and down the leagues has been guilty of neglecting its core roots even though many clubs are still located in their original urban location.

Its been easy for New Labour to pick up the populist concerns about the development of football, for it has fitted nicely with its modernising 'Third Way' agenda (Brown, 1999, 2000). Reconciling the interests of fans and the community with those of the major agencies of professional football and the clubs themselves while allowing them an increased role in the governance of their clubs is typical of the 'Third Way' (Brown and Walsh, 2001).

In the context of this paper, PFC's as major sports bodies and a significant part of civil society would also need to become socially responsible not only in regulating ticket and merchandise prices that alienate the less well-off from the sport they love. But in using their branding, image, location, skills and popular appeal as a tool to promote New Labour's socially inclusive agenda in the way of promoting social inclusion (Business in the Community, 2003). The Football Task Force report, 'Investing in the Community', considers how PFC's can "support projects that maximise football's potential to raise educational standards, tackle youth crime and promote social inclusion" (Football Task Force, 1999, p. 3).

New Labour has since built significant partnerships with the Football Association and the Premier League working on projects to deliver social inclusion as New Labour rhetoric infiltrates professional football. The Football Association has published a five-year strategy that sets out the need for more research on the role football can play in New Labour's socially inclusive agenda in respect to social inclusion. It has also welcomed the publication of 'Everybody Wins', which sets out a coherent argument for a more a co-ordinated approach from government to supporting the development of sport (Football Association, 2003). In addition, it has established the FA Learning programme that offers education courses in football related projects. Despite the economic grievances some fans might have with it, the Premier League also plays a positive role in the personal development of thousands of young people through The Prince's Trust Football Programme. Founded in 1997, this programme helps develop young people between the ages of 16-25 who are unemployed or those on the New Deal to develop skills, confidence and motivation to find work, while gaining nationally recognised qualifications

(Premier League, 2003). The Premier League also works in partnership with a number of other agencies developing community projects.

Sport England (2003a, 2003b) and the Football Foundation (2003) also note how football can act as a positive tool with which to promote social inclusion. The Football Foundation, launched in July 2000 as a brand new partnership between the FA Premier League, the Football Association, DCMS, the New Opportunities Fund and Sport England to replace the Football Trust notes how it aims to:

> "…Promote community and education initiatives which will seek to boost footballs role as a positive force in society, to improve social inclusion and to raise educational standards…"
>
> Source: Football Foundation at:
> http://www.footballfoundation.org.uk/htmlsite/cep.asp?group=OurRole
> [Accessed, 25 April 2003]

The Football Foundation is a notable funding stream for PFC's to tap into. In terms of PFC's New Labour has initiated the 'Playing for Success' scheme, a new multiagency partnership between the DfES, football clubs, local business and the local authorities. In areas such as education and training for local students, young players and staff, positive local authority partnerships are growing with football clubs as sites for classrooms, or study centres reinvigorating the aspects of the civic functions of stadium spaces (Business in the Community, 2003; and Perkins, 2000). In addition, the language of social inclusion has infiltrated the national 'Football in the Community' (FITC) scheme, an agency that works with PFC's bridging the gap between the community and the club through the delivery of football related sporting projects. Indeed, the nature, FITC is *very* New Labour.

However, it is unclear whether the language of social inclusion has infiltrated PFC's in the same way it has the Football Association, Premier League and Football foundation while the importance of a social agenda to PFC's is similarly questionable for any number of reasons. Nevertheless, for New Labour, PFC's with their brand, image, skills and in most cases top class facilities can be seen as a potential platform for implementing its socially

inclusive agenda in the promotion of the SEU's social inclusion objectives through urban policy.

2.3.4 Professional football clubs and social inclusion: local authority partnerships

There is a general recognition that the club brand, location and skills, allied to the wider expertise of the local authority can bring social benefits (Business in the Community, 2003). However, in a major study, Perkins (2000) considers the barriers to partnership working between professional football clubs and local authorities.

Perkins (2000) suggests that personalities play a major role in the ability of a PFC to work in partnership with the local authority and vice versa. There are individuals whose very presence in local networks can cause insurmountable problems. This, Perkins (2000) continues, could be made worse the smaller the club is, as individuals become more powerful.

Similarly, Perkins (2000) notes how the clash of occupational and working cultures between a PFC and the local authority can create tension that serves only to worsen relationships (Perkins, 2000). Local authorities can view football clubs business orientated and profit driven stance as being at odds with the wish of the authority to deliver to the local community while some clubs criticise local authorities for being too bureaucratic and even unbusiness-like. Also, football clubs can become insular and detached organisations with regard to working collaboratively with the local authority, until perhaps they need co-operation or local support (Perkins, 2000). This is more likely to happen when a club has been relegated or is in a poor financial position. However, the paradox is, as football clubs become more 'business-like' they are better organised to work with outside bodies.

According to Perkins (2000) finance also plays a role in a PFC ability to work in partnership. It seems that the majority of smaller clubs rarely get involved in partnerships because they don't have the money or range of facilities

necessary. And, if they do the projects are only of an ad hoc or short-term nature. Here, the desperate and single focus on survival can lead to the ignoring of the relationship between the club and the local partner agencies. And this despite evidence to suggest that smaller clubs make more effective partners than the bigger clubs (Perkins, 2000). However, there can be cases when finances increase by way of success on the pitch and raise the development aspirations of the club resulting in conflict over planning control with the local authority and at times the local community (Bale 2000; and Perkins, 2000).

There is also an issue of motives and the role of clubs in the community. Perkins (2000) notes how some local authorities are suspicious of the motivations of their local clubs in this area and wary that partnerships struck might open up the local authority itself to criticisms about service delivery and policy. Can clubs be trusted to maintain a reliable and authentic community focus, given all the other pressures they face? Some clubs, as modern businesses do seem to be concerned about issues to do with community but this can be from a commercial and marketing position, rather than a sincere notion of social justice. However, good relations reported between the football clubs and the local authority is often with the FITC scheme, alone.

2.3.5 Professional football clubs and social inclusion: The national 'Football in the Community' scheme

Watson (2000) considers how the FITC scheme has been a feature of the vast majority of PFC's since the early 1990s. Reade (2000) notes how the FITC initiative aims to build bridges between the PFC and its local community by offering activities for people of all creed, colour and ability. To date FITC works at over 90 PFC's in England and Wales and unites the approaches of the Football Association, the FA Premier League, the Football League and the Professional Footballers Association (Reade, 2000).

The FITC scheme as we know it was first established in 1986 as a response to the problems of hooliganism and continued the trend set by Labour's FITC

initiative in 1978 (Mellor, 2001; and Williams *et al*, 1986a). It was Denis Howell, then Labour Minister of Sport who argued that PFC's "could give a lead to young people and encourage them to make more positive use of their time" (Reade, 2001, p. 1). However, the aims of the initial scheme were concerned with capital projects while the modern scheme reversed this trend and concentrated on human capacity issues, (see Text Box 4 below).

Text Box 4. Official aims of the national FITC scheme

- To provide employment and training for unemployed people
- To promote closer links between professional football clubs and the community
- To involve minority and ethnic groups in social and recreational activities
- To attempt to prevent acts of hooliganism and vandalism
- To maximise the use of facilities at the football club

Source: Reade, 2000, p. 1

FITC works in one of two ways. At approximately six of the bigger clubs the scheme is wholly integrated into the clubs operation and the community officers are actually employed by the club. An example of this is Arsenal Football Club that operates 'Arsenal in the Community' and Leeds Football Club, which runs a programme, called 'Community United'. At the other clubs, the FITC scheme operates as a separate entity in partnership with the PFC, keeping its own agenda but also being influenced by the aims and objectives of the PFC's own 'community' agenda, so to speak (Reade, 2000).

How a PFC influences the FITC agenda really depends on the PFC's 'community' philosophy and the extent to which the scheme is encouraged by the club. And for this reason the FITC scheme can be the only 'community' initiative at some PFC's as 'community' initiatives take a back foot, while for others the FITC initiative might work in partnership with a host of other schemes, projects and initiatives at the PFC. For more information on the structure and funding of the national FITC scheme, see Appendix 9.2. In general however, the FITC works for the benefit of the club and the local community as an outreach tool delivering football related social and sporting projects.

In one of the only studies on the FITC scheme to date, Watson (2000) notes how the recent growth of FITC has been extraordinary while many are regarded as mature and sophisticated organisations. What's interesting about FITC is its ability to tackle serious sporting and social issues using brand, image, location, skills and facilities of the PFC (Business in the Community, 2003). For example, a community project at Arsenal involving education and training has caught the regeneration headlines recently while a possible partnership between FITC at Southampton Football Club and the local New Deal for Communities is also in the news (Schopen, 2003). For reports on these schemes, see Appendices 9.3 and 9.4.

Perkins (2000) notes how much of FITC's best work has been on projects that use football to include ethnic minorities in the local community. Notable schemes like the Charlton Athletic Race Equality Partnership; the Sheffield United Football Unites Racism Divides project and the Leicester City Foxes Against Racism are all good examples of effective local partnership with private and public bodies in this area. In addition, clubs like West Ham and Sunderland have excellent records of working with their local community through their FITC schemes on issues that reflect the problems of the local area. For more information on Sunderland's FITC scheme see Appendix 9.5. It is of no coincidence that the clubs mentioned above are all clubs that are located in areas of extreme deprivation and see their role as highly significant for a number of reasons, not least their role as a socially responsible business.

Significantly, the recent influence of New Labour has now seen social inclusion discourse infiltrate the rhetoric of the national FITC scheme. Reade (2000) talks of FITC being a tool to promote social inclusion while the FITC objectives (Text Box 4, above) allude to such although interestingly enough the aims have not changed since the advent of New Labour and their 'inclusive' agenda. And what is significant is the fact that these aims were agreed in the mid-1980s when New Right individualism was arguably at its peak in Britain. In this sense FITC as a sporting body is *very* New Labour for its objectives are community based and look to human capacity building.

However, the extent to which social inclusion has infiltrated the rhetoric of the average FITC scheme and PFC or how valuable the FITC scheme is to a PFC is another matter. This may be reflected in the clubs own philosophy for the scheme or the geography and demographics of the local area as is the case for those clubs mentioned above.

Indeed, as alluded to above the role of FITC can differ between clubs (Watson, 2000). Some clubs consider the social importance of the FITC scheme as highly significant. Those clubs are generally socially responsible and have positive personalities within the club who work well in partnership with outside agencies, such as local authorities, local schools and, for example, the Princes Trust or local YMCA. These PFC's also see the potential marketing and economic benefits to the club of working closely with the local community.

However, other PFC's are more cynical in their use of their FITC scheme, using it instead for football development and talent spotting, which distracts from the central aims of the national scheme (Watson, 2000). In this sense, clubs see themselves as providers of entertainment through football and football only, and are more worried about finding potential playing talent through their community scheme than the social implications that might occur. On the other hand it could be the local authority that sees little benefit in using the FITC scheme to promote social inclusion because the local authorities agenda is not football based or the personalities within the authority might not like football or work well with the FITC scheme. In addition, cynics of using sport and its bodies as a tool to promote social inclusion may also note the lack of any clear evidence to suggest that sporting projects can promote social inclusion. Nevertheless, in any of these cases the potential of a FITC scheme to act as a tool to promote social issues and thus social inclusion can be hindered immensely (Watson, 2000).

There are also other problems that may occur, such as the type of facilities a PFC has to implement schemes and the financial assistance it can warrant to a scheme. The problem of facilitating community schemes is most apparent

in the lower leagues. However, financial restrictions can occur throughout the domestic and can play a role in the extra importance the FITC can play within the club. Even though a FITC scheme at a PFC is generally self-funded, it does require some kind of financial backing from the PFC it works with, particularly in capital costs such as office space. However, it would be assumed that if the PFC in question respected it's social responsibility within its community in delivering football related sporting, social and educational projects then it would find ways to support the FITC initiative if money was tight of facilities were scarce. As a consequence of the many problems highlighted directly above the FITC may remain the 'best kept secret at the football club', which is not ideal considering the power and potential it has as part of a major sporting body such as PFC to promote social inclusion.

3. Aims and Objectives

PFC's as major sporting bodies and component of civil society may have a special role to play in the promotion of social inclusion as the current attraction, appeal and salience of PFC's provides scope for enormous multiagency partnership development on social and cultural fronts (Business in the Community, 2003; and Perkins, 2000).

3.1 Research aim

As PFC's enter the millennium as major sports bodies and component of civil society under the auspices of New Labour its time to understand, and reflect on, their ability to act as a tool to promote social inclusion.

The research is an investigative and promotional study then undertaken through a case study of one PFC from one town. The paper focuses on WPFC a medium sized PFC (Watson, 2000) playing English First Division football that has a tradition for engaging itself in 'community work'. Indeed, the 4th part of WPFC's mission statement reads:

> "…To be a positive force for progress in the community which we'll serve in every way we can…"
>
> Source: Watford Football Club, 2003b, p. 1

The main aim of the paper is to assess the ability of WPFC through its 'Families Youth and Community' (FYC) Department – a department that manages football related sporting, social and educational projects in and around the Watford area – to act as a tool to promote social inclusion. To fulfil the aim of the research, a range of objectives are addressed that include investigating the clubs 'community philosophy' and own agenda for the FYC; the social implications of it's 'community projects'; and the partnership work undertaken particularly with the local authority.

3.2 Research objectives

The detailed research objectives are considered within the following two sub-sections:

3.2.1   The 'Families, Youth and Community' (FYC) Department.

- How important is the FYC Department considered at WPFC?

- What types of projects are implemented under the FYC Department and do they promote the social inclusion objectives of the SEU?

- For what reason does WPFC presently operate the FYC Department?

3.2.2   Watford Council

- Does the council work with the FYC Department or any independent schemes within the department to promote social inclusion?

4. Methodology

The methodology section details the methods and procedures employed in the research, as well as the rationale behind the choice of methodology used.

4.1 Rationale

The aim of the research is to assess the ability of WPFC through its FYC Department, to act as a tool to promote social inclusion. The research adopts a case study approach in a real-life setting leading to an intensive piece of research that is qualitative in nature. However, the study does not adopt a hypothesis testing method, as the investigative, promotional and social nature of the study lends itself more to the process of induction. In this sense, rather than a theory being built and then falsified through deduction the research aims to bring together a body of evidence with which to induce a general theory or conclusion.

4.2 Pilot research

As the research is effectively an investigative and promotional project a pilot study was undertaken to determine the viability of the research. This involved a meeting with the FYC and Study Support Centre Managers in February 2003, e-mail correspondence with representatives from Watford Council, and the posting for information pertaining to WPFC's role in the community on the message board of 'Blind, Stupid and Desperate', an unofficial WPFC supporters website. The pilot research included an examination of the organisational structure of the FYC Department and established the extent of partnership relations with Watford Council. This was significant, as the FYC's organisational structure was not as straightforward as originally considered. In addition, the pilot study included an analysis of the FYC and Marketing pages of WPFC's matchday programmes, c. 1985-2003. This was important for gaining further understanding of the evolution WPFC's FYC Department as well as its context.

The pilot study also considered the individuals of most significance to the study and the availability of those individuals for interview. This was particularly significant for the representative from Watford Council, as the pilot research identified representatives from the Leisure Services Department as those that worked most closely with WPFC's FYC Department. In addition, the pilot research accounted for the SRB Development Officer who was attached to Watford Council's Leisure Services Department and who was working in partnership with the FYC Department on projects assigned to the SRB designated area of West Watford. All individuals contacted at this time were positive about participating in the research while some noted it as an opportunity to evaluate their own working role and that of their team's within the local context. The pilot research also shaped the idea of interviewing the Heritage Officer at Watford Museum who was currently working in partnership on educational projects with the Study Support Centre Manager at the WPFC Learning Centre.

Furthermore, the data generation techniques were self-evaluated in the sense that questionnaires were discounted for interviews as interviews would better serve the properties of the study while the author's interview technique was sharpened and improved in order to use the interview guided technique.

4.3 The case study approach

Case studies involve studying a phenomenon within its real life setting. Rather than studying a phenomenon in general, a specific example within time and space is chosen for study. This allows a particular issue to be studied in depth and from a series of perspectives. There are different types of case study approach. For those see Text Box 5, on the next page. Case studies are generally qualitative in nature, using observation and interviewing as methods of data generation. However, case studies can also be quantitative or use a combination of both. Often some of the data will be secondary in nature, consisting of summary statistics relating to the phenomenon or historical accounts relating to the phenomenon.

Text Box 5. Types of case study

- **Individual case study**. Detailed account of one person;
- **Set of individual case studies**. Several inter-related accounts of particular individuals;
- **Community studies**. Studies of one or more local communities (area defined);
- **Social groups studies**. Studies of people belonging to a particular social group (occupation, activity defined);
- **Organisational and institutional studies**. Studies of people within particular working units;
- **Studies of events, roles and relationships**. Focuses upon specific events or encounters.

Source: Robson, 1993, p. 147

A case study approach is applied in this paper, focusing on WPFC's FYC Department and its ability to promote social inclusion. WPFC is chosen as the case study for this paper as it has a long-standing tradition for 'community work'. The case study investigates factors relating to organisations, events, roles and relationships within the locality pertaining primarily to the FYC department, Watford Council and social inclusion.

4.4 Interviewing

As a thorough examination of opinions and feelings from a small sample was important for this case study an interview method was drawn upon. The interview is probably the most commonly used qualitative technique. It allows for the production of a rich and varied data set through a thorough examination of experience, feelings and opinions. It differs from the questionnaire in the nature of the questions asked and the type of information gained. Indeed, the closed nature of the questionnaire can filter out meaningful information.

Dey (1993) characterises the difference such that questionnaires concern numbers, facts and generally large samples while interviews concern meanings, belief and broadly speaking smaller samples. Thus the questionnaire is fundamentally flawed in the context of this paper, as it is meaningless or pointless to try and measure opinion, experiences and attitudes in a closed quantifiable manner.

The interview comes in many forms ranging from highly structured to completely unstructured. The interview technique drawn upon in this piece of research was the 'interview guided' approach (Patten, 1990). An 'interview guide' approach is less structured and standardised than that taken in a structured open-ended interview. As a result the interviewer has much greater freedom to explore specific avenues of inquiry and logical gaps between the data can be anticipated and closed. The interview also takes on a more conversational feel, while ensuring that all the topics of interest are explored.

Topics and issues to be covered are specified in advance in an outline form but the interviewer can vary the wording of the questions and the sequence within which the questions are tackled. In the context of this paper the interviewee was sent a copy of topics to be discussed at interview together with a copy of the paper's introduction a few days before the formal interview. This, it was hoped, enabled the interviewee to gain an understanding of the nature of the project and feel comfortable in what would be asked of them. In addition, it would be beneficial to the interviewer for the interviewee to have a basic understanding of the research and the types of questions that will be asked for a more focussed interview.

There are, however, problems with using the interview guide technique. As this technique is in more free form there is the possibility that specific topics may be inadvertently omitted. Furthermore, because of the flexibility in sequencing and wording, the questions posed to interviewees vary thus reducing the comparability of results. Interview guide approaches therefore require the interviewer to have the ability to keep the conversation based around specific topics, within a more informal interview style, and not to let the conversation take off on wild tangents.

4.5 Interview medium

The interview medium was face-to-face meetings. This sort of interview has distinct advantages in that it is more personal in nature and more easy to

gauge the interviewees reaction to a specific topic through their body language and facial expression. All of the interviews were tape-recorded with the permission of the interviewee, ranging from 11 minutes to one hour depending on the interviewee and were transcribed but not coded (for the transcriptions of the interviews see Appendices 9.6-9.13). A full account of the techniques used to analyse the interviews is in section 4.8, below. The interviews were conducted in the surroundings that interviewees felt most comfortable in. In all cases this meant the interviewees office, desk or meeting room, at work.

4.6 Interviewees

The interviewees were representatives from WPFC's FYC Department and Watford Council and all had significant roles in relation to the study. Those interviewed at WPFC worked on projects that could be seen to have a 'community' emphasis. The interviewees were the FYC Manager; the Assistant FITC Officer; and the Study Support Centre Manager at the Learning Centre and her teaching staff. Those interviewed on the council side included the Sports Development Officer from the Sports Development team within Leisure Services, the SRB Development Officer who worked with the FITC team within the FYC Department delivering social projects, and the Heritage Officer at Watford Museum. The interviewees were chosen for their crucial roles within the case study context. In general the interviewees were enthusiastic and helpful, and welcomed the chance to evaluate their own work and strategies.

4.7 Interview limitations

A significant limitation encountered at the interview stage concerned the representatives from the Leisure Services team at Watford Council. The original pilot research had identified the Leisure Services Manager as a likely candidate for interview from the Leisure Services team who had shown a positive interest about participating in the research. However, when the

interviews were organised later in the year, the established contact refused to participate. The reason given for this was a recent breakdown in partnership relations between Leisure Services and WPFC's FYC Department that had occurred since the initial pilot research. It seemed that the Leisure Services Manager was unhappy with the commitment and agenda of the FYC Department in partnership arrangements but did not want to be probed on the implications of this fallout. The Leisure Services Manager reserved the right to decline an interview. It was left to the Sports Development Officer from the Sports Development team that works within Leisure Services to step in at the last minute. Although this wasn't ideal an informal discussion with the Sports Development Officer opened up a complex set of partnership issues that were causing friction between Leisure Services and WPFC' FYC team. However, the Sports Development Officer did not want these sensitive issues recorded or discussed in the research project. Nevertheless, an interview was completed.

The other significant limitation that occurred in the interview process was with the Assistant FITC Officer and the SRB Development Officer. Because of their busy 'summer' schedules managing and implementing projects 'on the ground', the interviewees could not afford the large amount of time for interview and discussion that the other interviewees with a more strategic employment position could spare. This was frustrating as the author would have liked more time to survey the Assistant FITC Officer and SRB Development Officer for they both had critical roles in the study and were both knowledgeable and experienced in their roles as were the other interviewees. As a consequence the interviews were rushed and lacked any real critical depth.

However, it must be noted that they were both extremely keen to participate in the research to the extent where the Assistant FITC Officer asked for a finished copy of the research for his team's own evaluation and best practice procedures. Similarly, the SRB Development Officer was interested in the research, as an invitation to a 'football and social inclusion' conference in

London for later this year had only arrived in the post earlier that week and so the subject was 'on the mind'.

4.8 Analysing and interpreting the interviews

The process of analysing and interpreting the interview data produced can be approached in a number of ways. Patton (1990) uses an 'interpretative approach', which emphasises the role of patterns, categories and basic descriptive units. Strauss and Corbin (1990) use a 'grounded theory' approach, which emphasises different strategies of coding data, while Miles and Huberman (1992) use a quasi-statistical approach that seeks to minimise interpretative analysis and introduce an objective, prescriptive approach to analysis. As Silverman (1993) notes, these approaches are often utilised in analysing different sorts of data. However, the analysis and interpretation of the data in this study broadly follows Dey's (1993) prescription of the 'universal approach' to qualitative data analysis. While Dey (1993) argues that the various approaches to qualitative data analysis above all seek to make sense of the data produced through categorisation and connection, the 'universal approach' seeks to combine different aspects of the models above in order to gain a greater understanding of the data. Dey (1993) also notes how the universal approach can be applied to study all types of qualitative data.

Dey (1993) describes his prescriptive approach to qualitative data using an omelette analogy. He suggests that just as you cannot make an omelette without breaking and then beating the eggs, you cannot undertake data analysis without breaking down the data into little bits and then 'beating' those bits back together. Dey (1993) suggests that the core of the qualitative analysis consists of the description of data, the classification of data and seeing how concepts interconnect. There is then the corroboration of data into a final conclusion. Figure 5, on the next page, illustrates Dey's (1993) prescriptive approach.

Figure 5. Description, classification and connection
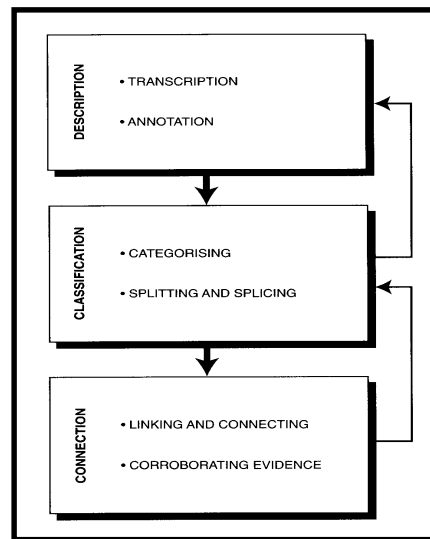
Source: Kitchen and Tate, 2000, p. 235

In the context of this paper, the first stage of the data analysis involved transcribing the interviews into coherent transcripts. This was done as soon after the data generation as possible. The transcription method used involved transcribing the data into one script as opposed to collating interviewee responses to each question separately. The first strategy was used as once the data was transcribed as a full text it was relatively easy to divide the transcript up into individual question responses. In addition, the 'interview guided' technique was more suited to this strategy of interview transcription.

There are two main ways with which to transcribe the data using coding. First is to transcribe the data using a minimum of coding. An alternative is to use a more rigorous approach to coding. This is useful for the analysis of speech patterns. However, for this paper no coding methods were utilised in the transcription as the author was uninterested in speech patterns while it saved unnecessary data preparation and valuable time as the experience from the pilot study proved that the transcription of data was extremely time consuming. For example, a one-hour interview typically took between 10-15 hours to fully transcribe and annotate without coding. However, effective transcribing consists more than just accurately writing down an interview or observation.

Annotation is also a crucial part of the transcription process. This involves the process of noting down your own ideas and memos relating to the transcription and begins the process of description. Annotation then, opens the data up and starts the process of analysis. The annotation of the data for this paper commenced immediately after the transcription process while thoughts and ideas were still fresh in the author's mind and within the context of the data. The annotation was used to help focus the analysis and make comparisons between the main themes running through each of the interviews. Below, in Figure 6, is a list of strategies that helped the author in the process of annotation.

Figure 6. Strategies to aid annotation

- **The interrogative quintet**: Who? What? When? Where? Why? These are exploratory questions that can be easily applied to your transcriptions to open lines of enquiry. Another useful question is 'so what?'.
- **The substantive checklist**: Do the data correspond to any of the substantive issues which the research concerns? (e.g., a checklist developed from our reading of the literature for our example study might be: spatial confusion; situational confusion; coping strategies; learning strategies).
- **Transposing data**: This concerns asking 'what if' questions. For example, by substituting in members of a different social group would the answers still apply? These questions allow you to explore and identify the uniqueness or generalities of the data, and to situate the data within a context.
- **Making comparisons**: Transposition is a form of comparison. You can also make more formal comparisons to other data sets you might have transcribed (e.g., does this happen elsewhere?).
- **Free association**: This is the jotting down of all the other things that you might associate with a particular section of the data: in a sense, a brainstorming session.
- **Shifting focus**: We can think of the data at different levels (e.g., at a universal level or specific points). Shifting focus concerns looking at the data at these different levels and trying to 'see' the relationship between the 'small' and 'large' pictures.
- **Shifting sequence**: By reading the transcription in a different order, varying the sequence of entries, you may spot things you may have missed when read linearly.

Source: Dey, 1993, in Kitchin and Tate, 2000, p. 239

Following Dey's (1993) prescription, the annotation process enabled the author to categorised and then connect the data. Once all of the interviews had been completed with full transcription and annotation they underwent a process of classification. The interview data was broken down and responses of a similar nature that answered particular objectives of the research were grouped together, like-with-like. The groupings were known as the master categories. This enabled the author to view all the interview responses in relation to a specific research objective and pick out the themes running through specific sets of data. The categorised data from all of the interviews was then going to be reorganised further in a process of splitting but time

constraints meant that this process had to be skipped. This it could be argued led to a shortcoming in the analysis of the qualitative data.

Up to this point the pieces of data had been sorted and consequently connected into similarities. This allowed for an in-depth understanding of the properties of the interview data and the common themes running between and within the master categories. There was, however, one last piece of analysis that was performed on the categorised data as the final processes of linking and connecting data was implemented. Data within and between particular categories was reanalysed to identify and understand the nature of relationships between them. This was originally done through reanalysing the master categories as many of the categories had links and connections within them already. However, the transcripts were also read through again to identify new links and connections.

Finally, the data was corroborated in order to provide conclusions. However, the problem of this is such that the qualitative data is interpretative and therefore can be misinterpreted. This is one of the main criticisms of qualitative data in such that it is subjective in nature, relying on the ability of the researcher to make judgements. To overcome the problems of integrity, objectivity and validity, alternative conclusions were thought of, following Dey's (1993) prescription. When the different conclusions were made it was the case of checking which was more likely or valid. In addition, the data was also compared to the literature surveyed in the literature review. Finally, the context of the data generation was questioned. Has the context unduly influenced the results? Were the respondents a reliable source? And could there be any biases in the results.

4.9 Other Methods

In addition to interviews, informal e-mail correspondence took place with respondents from the initial information request on the Blind Stupid and Desperate website. This involved respondents sharing their own view of

WPFC's community philosophy and how important it was to that individual. Only one respondent to the information request was chased for interview and that happened to be the Heritage Officer from the Watford Museum who had already been mentioned by the Study support Centre Manager at the Learning Centre as an individual who would be useful in interviewing. Despite only one person being contacted from the information request it was nevertheless an interesting exercise to gauge the thoughts and feelings of WPFC 'fans' about the club's community work.

In addition to e-mail correspondence with fans the author attended a seminar at the Football Governance Centre at Birkbeck College in February 2003. The seminar discussed the role of the national FITC scheme at PFC's and was encouraging partnership work with Supporters Trust's. The seminar was a useful way to gather information on the national FITC initiative and network with other FITC representatives from different PFC's and also Roger Reade, the Chief Administrator of the scheme, who was giving the seminar. The seminar was important to ask questions relating to the FITC scheme while establishing the aims and objectives of the national initiative. E-mail correspondence took place with Roger Reade in the weeks after the seminar concerning further details of the national FITC initiative; his views on the role FITC could play in promoting and his thoughts on WPFC's FITC initiative.

Finally, WPFC matchday programmes were considered as a valuable source of information pertaining to WPFC's role in the community. The matchday programmes offered sufficient contextual information c. 1985-2003 in regard to the evolution of WPFC's community work. In addition, newspaper and magazine articles that had some relevance to the research were analysed and used in some cases as examples of PFC's work in the community.

5. Case Study Background

The research is undertaken using a case study of one PFC from one town. The paper focuses on the Families, Youth and Community (FYC) Department at WPFC; a department that manages football related sporting, social and educational programmes within and around the Watford area. In addition, WPFC is the only PFC in Watford and Hertfordshire. The main aim of the paper is to assess the ability of WPFC through its FYC Department to act as a tool to promote social inclusion. This section of the paper sets the background to the case study.

5.1 Watford Professional Football Club

5.1.1 Watford Professional Football Club: a brief history of WPFC

WPFC was formed in 1898 as an amalgamation of two local teams, West Herts and Watford St Mary's (Phillips, 1991) playing in the Southern League. In 1920 the Football League was formed and agreed to incorporate the Southern League as Division Three. It was at this point that WPFC entered into the national football league. The club continued to exist albeit with limited success on the pitch before the arrival of Elton John as chairman and Graham Taylor as manager in 1977. Keen to build a club, not just a team, Taylor spoke of a "community spirit [with] fans committing themselves to the cause" (Phillips, 1991, p. 193). The aim was to reconcile the club and the fans while matching social responsibility and marketing awareness with a winning team. WPFC soon became known as the 'family club', pioneering the interaction of club and community at a time when professional football was disconnecting itself from society (Walvin, 2001; and Williams *et al*, 1988). WPFC's efforts in the community predated the Labour party's original FITC scheme in 1977, and the modern FITC initiative (Williams *et al*, 1986a, 1988). Indeed, on his return to the manager's role at WPFC in 1997 Graham Taylor, in discussion with the WPFC's community officers, considered how it would not be "overstating the case to say that without WPFC's efforts in the 1980s there would be no national 'Football in the Community' scheme" as we know it today (Wheeler *et al*, 1997, p. 1). In addition, Williams *et al* (1988) noted in a study of WPFC's

community relations how the club was "generally lauded for…a progressive approach to club-fan relations" during the late 1970s and 1980s (Williams *et al*, 1988, p. 17). The club-fan relationship illustrated in the report was considered as good practice although it was questioned whether it could be reflected in the practice of other PFC's, particularly those of a larger and more urban nature (Williams *et al*, 1988).

Equally innovative during this period was the process of project implementation as WPFC used partnerships with outside bodies, particularly that of the local authority and schools to good effect (Williams *et al*, 1988). The lack of facilities at the WPFC's Vicarage Road Stadium meant that to fulfil their community ambitions WPFC would have to take the club to the community (see Photos 1 and 2 of Vicarage Road Stadium on page 60). Thus schools, colleges and the local authority were often asked to help facilitate coaching sessions, player talks and meetings. In addition, WPFC's relationship with Watford Council at this time was seen as good practice.

> "…We think of ideas, say, should we run a crèche? It's our problem, in the sense that we might be losing some fans with small children. But I might go to the social services and say: "Do you have any crèche facilities that we can, perhaps, publicise and lend our name to?" It can benefit both of us in that sense…"
>
> Source: Coan, 1988, in Williams *et al*, 1988, p. 18

PFC's were relatively insular organisations during this time and given the social problems that were evident in professional football during the 1970s and 1980s central and local government was often seen to wipe its hands of PFC's. So at a time when professional football was disconnecting itself from wider society the work undertaken between WPFC, its community and the local authority was viewed as good practice (Williams *et al*, 1988). In addition, Coan (1988) who was then Marketing Manager at WPFC noted how:

> "…The Amenities and Recreation Department are more than happy to get involved with us. We couldn't even think about some of our schemes without outside help…"
>
> Source: Coan, 1988, in Williams *et al*, 1988, p. 18

The community projects implemented at this time were, however, concerned more with the marketing of the club and the attraction of new fans than the

delivery of a social agenda as such. School and hospital visits were as much to do with attaching the club to the community, respecting the neighbours and attracting younger fans and families to the club (Williams *et al*, 1988). In addition, coaching programmes were more significant in their ability to attract youngsters to the ground while a useful tool with which to search for new playing talent within the local area, rather than having the specific aim of improving self-confidence, team building or motivation (Williams *et al*, 1998). However, since the community schemes were implemented through Ed Coan and his 'marketing' team the objectives made sense (for information on the conception of the national FITC scheme, see Appendix 9.2). For WPFC it was a case of sharing responsibility, resources and skills with the local authority and others for mutual benefits that would hopefully see a rise in match attendances. The social implications were significant but not necessarily an essential outcome of WPFC's community work (Williams *et al*, 1988). For the local authority however, the social implications of WPFC's community work were particularly significant for the social wellbeing of the local community as well as 'place marketing' (Williams *et al*, 1988).

'Place marketing' was also seen as significant at this time. A relatively new phenomenon given weight to by the New Right, place marketing was increasingly important in the new post-Fordist 'competitive' era where a town or city needed to promote itself in order to stay competitive and attract inward investment (Harvey, 1989). Building 'Watford Town's' image around that of WFPC was an extremely significant marketing tool for Watford Council during the late 1970s and 1980s made easier by the relatively good relations between the local authority and WPFC at this time (Williams *et al*, 1988). Using WPFC meant assimilating the club's family, community and fair play image with how the town wanted to represent itself in order not only to attract inward investment but also individuals and families who would want to work and play in the 'friendly' town or use it as a place to live for the commute to London. In an era then of New Right individualism and football hooliganism WPFC's 'community' approach was unique having continued, since its inception in 1977, to grow from strength to strength throughout the 1980s building a spirit of co-operation and community good life (Hill, 2000). In this

sense, it was very 'New Labour'. As a marketing tool, it continued to attract men, women, young people and families to matches who were staying away from the larger clubs in the London area where hooliganism at football matches was common place. In addition, WPFC's partnership with the local authority was innovative and helped to build a positive image for the town during this time particularly at a time when local authorities were being forced by the New Right to become more enabling and entrepreneurial. Similarly, the outreach work that WPFC managed including sporting activities and motivational talks in schools, colleges and hospitals were seen to improve the social wellbeing of the local area by the local authority, even if it was only by a small amount (Williams *et al*, 1988).

WPFC also gained success on the pitch as Taylor and John led WPFC from the fourth to the first division, a FA Cup final appearance and European Competition between 1977-1987. However, consistent with the 'Watford way', Elton John noted in 1986 how:

> "…In our progress from the Fourth Division to the First we have not developed a 'them and us' situation. We are not snobby at Watford. We are pleased we have maintained our family image and that we are very approachable. The community is important to us…both our involvement in it and the fact that we must be seen to be telling people what is happening and what our plans are…"

Source: John, 1986, in Williams *et al*, 1988, p. 5

Taylor left WPFC for Aston Villa in 1987 and with it caused a major fracturing within the club. For the next decade WPFC spiralled into oblivion both on and off the pitch. It reached rock bottom in 1996 when the club found itself in the second division (old third division) and losing grip on its famous 'family' and 'community' reputation. Indeed, it was during this time that WPFC was seen to live on its past image. The foremost reason for this was the instability at the club during this time as five managers came and went between 1987-1996 and the club endured a change in ownership during the early 1990s as Elton John sold out to a new owner Jack Petchy who in all fairness had no belief in the community philosophy of the club. Ed Coan (present WPFC Marketing Director) later noted in a matchday programme how WPFC had lost it's 'sense of purpose' and passion for community work during this time

(Watford Football Club, 2000c, p. 23). And it was during the 1990s that WPFC needed to cement itself most firmly to its local community as the inequalities in professional football continued to grow as it was opened up to neo-liberal forces.

Ironically, it was during this spell in the oblivion that WPFC's Vicarage Road Stadium enjoyed a huge facelift as the implication of the 1990 Taylor Report. Between 1991-1995 two sides of Vicarage Road Stadium were redeveloped with brand new stands; the Sir Stanley Rous Stand witnessed major changes and the East Stand enjoyed further minor work. Before the redevelopment the stadium had very few facilities apart from the pitch, the changing rooms, the Directors Lounge and a scattering of hospitality boxes in the Sir Stanley Rous Stand. It was for this reason that much of WPFC's earlier community work was outreach work. Photos 1 and 2 below, illustrate Vicarage Road Stadium pre Taylor Report, 1990.

Photos 1 and 2. Vicarage Road Stadium, pre Taylor Report 1990

Source: Norminton, et al, 1995, p. 84

The redevelopment of the ground, however, left WPFC with a 21,000 all-seater stadium capacity and a host of attractive modern facilities that were capable of attracting families and young people to a game. It had also given WPFC a mass of potential to facilitate 'inreach' community projects together with outreach work. In a sense then WPFC had the opportunity to bring the community to the club as well as taking the club to the community. In terms of new facilities, the new stands built behind the goals incorporated office, retail, restaurant/bar and 'classroom' space. In addition the refurbished Sir Stanley Rous Stand (in the top right of Photos 2 and 4) became home to a healthy

selection of hospitality suites, a new Club Lounge, restaurant and bar that could now host a variety of large events and also extra office space.   In addition, the East Stand (at the top right of Photo 3) had minor work given to it. WPFC could be proud of the facilities they owned. Photos 3 and 4 below, illustrate Vicarage Road Stadium post Taylor Report, 1990.

Photos 3 and 4. Vicarage Road Stadium, post Taylor Report, 1990

Source: Norminton, et al, 1995, p. 85

Taylor and John returned to the club in 1996 as General Manager and Chairman respectively, steering WPFC into the Premier League in 1999 and then consolidation in Division One, post 2000. They also began on the task of revitalising the community philosophy.   Phrases like 'social responsibility'; 'community awareness' and 'the reconciliation of fans and the club' began to infiltrate WPFC again, particularly within the FITC scheme that had been in operation at WPFC since 1993.

Today, WPFC are challenging for promotion to the Premier League. Graham Taylor has since resigned and moved on to Aston Villa (again) while Elton John, has stepped down as chairman for the second time.   However plenty of the backroom staff have stayed including Ed Coan, while the Chairman, Graham Simpson and Chief Executive Tim Shaw seem keen to build on the foundations made by the good work of Graham Taylor and Elton John.

5.1.2 Watford professional football club: the Families, Youth and Community Department

The 'Families, Youth and Community' Department is the official 'community' department of WPFC drawing together individual schemes and independent

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bodies, each with their own agenda, but who's aims are influenced by WPFC and the FYC Manager. The FYC Department was created in 1999 as a result of WPFC's need for a strategic body to co-ordinate, influence and implement the growing number of community projects and partnerships that were in operation. Since the return of Graham Taylor in 1996 the emphasis on community work and social responsibility became significant to all at WPFC and it was no longer just the FITC Officers who worked on programmes within the community. In addition, the emphasis on community work became evermore apparent, as the new FYC Manager sought ways to use Vicarage Road Stadium on non-matchdays by bringing 'the community to the club'.

The FYC Department itself is funded by a number of sources including a yearly club budget and a main 'community' sponsor, which is now the football club sponsor, *Total* who, at the time of writing, sponsored the FYC Department to a tune of £100,000 per annum. WPFC currently employs 3 full time staff within the FYC Department to manage and administer the projects and programmes. The location of the FYC Department in the organisational structure of WPFC is illustrated in Figure 7, below.

Figure 7. FYC department in WPFC's organisational structure
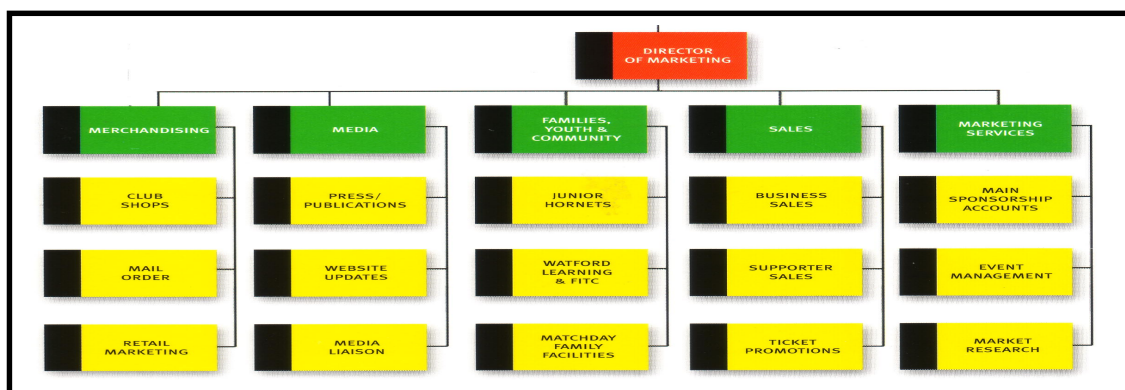
Source: Watford Football Club Annual Report, 2002

The FYC Department sits under the Director of Marketing alongside Merchandising, Media, Sales and Marketing Services. This continues the trend of past community initiatives. A more in-depth illustration of the organisational structure of the FYC Department can be found in Figure 8, below as noted by the FYC Manager during the pilot study.

Figure 8. Organisational structure of the FYC Department
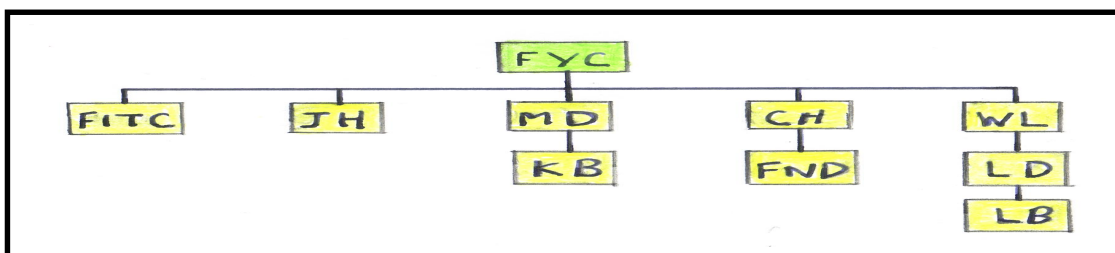
FITC:	Football in the Community	
JH:	Junior Hornets	
MD:	Matchday	
KB:	Kickback	
CH:	Charity	

FND:	Foundation
WL:	Watford Learning
LD:	Learn Direct
LB:	Learning Bus

The FYC Manager who is directly employed by WPFC oversees and co-ordinates the operation of the FYC Department. The FYC Manager also ensures that no duplication of projects is occurring and that all projects and initiatives are working to the tune of WPFC. As Figure 8 illustrates, the FYC Department is structured around 5 themes.

Following Figure 8 from left to right, the first activity is the independent FITC initiative. The FITC Officer and the Assistant FITC Officer manage the FITC initiative within WPFC's FYC Department.

Figure 9. FITC emblem

Source: Football in the Community, 2001, p. 2

Part of the national FITC scheme, as discussed in the literature review and illustrated in Appendix 9.2, it is a self-funding project (so everything has to cover costs) that works in partnership with WPFC. The FITC team is generally reliant on course bookings, playing sessions, commercial backing and funding streams. WPFC don't hand over a yearly budget but the club is

very supportive through the payment of capital costs. The scheme follows its own national aims and objectives (see Text Box 4, p. 39) but is also heavily influenced by the agenda of WPFC and the FYC Manager, particularly in the promotion of WPFC. The FITC emblem in Figure 9, above, illustrates the influence of WPFC and the FYC Department on the FITC scheme, if only graphically. The FITC Officers together with three 'backroom' staff deliver a wide range of social and sporting programmes such as coaching and healthy living sessions, with a number of different local and national partners including the local SRB Development Officer for West Watford, an area in Watford that receives SRB funding. Indeed, the FITC team's partnership with the SRB Development Officer is primarily down to a need for funding and help in implementing projects. Before the FYC Department was conceived the FITC was the 'community department' as all community activities were delivered through the FITC Officers. However, since WPFC has diversified into other fields of community work the FITC has become 'part of the team'.

Moving on, the Junior Hornets membership programme is the official supporters club for fans up to the age of 16 offering coaching, fun days out and computer sessions.

Figure 10. Junior Hornets emblem

Source: Watford Football Club, 2000e, p. 30

It is one of the original community programmes that remains from the 1980s and owned by WPFC. The Junior Hornets is managed by the Junior Hornets Co-ordinator, who is employed by WPFC, and operates under the budget of the FYC Department and a sponsor in the shape of Tangent Insurance who donate £15,000 per annum. In addition, the 'Kickback' administrator, the third individual employed by the WPFC in the FYC Department, manages the matchday facilities including the matchday crèche and 'kickback' initiative (a

ticketing initiative that earns local schools money for buying tickets). Furthermore, the FYC Manager and his small team manage the charity and foundation activities that WPFC undertakes, with in kind help from other departments. More recently this work has been partnership with agencies such as the Princes Trust and the local Watford YMCA. For a press release detailing WPFC's work with the Princes Trust and YMCA, see Appendix 9.15.

'Watford Learning' is the 'learning' arm of the FYC Department. At the time of writing 'Watford Learning' consisted of two 'Learning Centres' and a 'Learning Bus'.

Figure 11. Watford Learning emblem

Source: Watford Football Club, 2003e, p. 29

The first 'Learning Centre' was conceived through the help of a donation of old computers from the Learning and Skills Council in late 1998 and offered computer courses for local people in partnership with West Herts College. What is interesting about the conception of the first Learning Centre is that it was the prospective FYC Manager who began negotiations with the Learning and Skills Council and not the other way around. The second 'Learning Centre' was established in 2000 when successful in a bid to attain funding to participate in a DfES nationally supported initiative, Playing for Success (PfS). A partnership between WPFC, DfES and Herts County Council, PfS uses the modern facilities, popularity and brand of WPFC for training and educational purposes. Hertfordshire County Council supply a budget for its teachers while WPFC pay the capital and revenue costs of the centre. At the time of writing the Learning Centre is managed by a Study Support Centre Manager and

Playing for Success Co-ordinator, one administrative assistant, one full-time teacher and an ICT Manager who doubles as a teacher. Volunteers are also welcome to help as classroom assistants. For a press release of WPFC's PfS scheme see Appendix 9.16. Finally, the Watford Learning Bus is a mobile outreach learning facility launched in 2002 that works in partnership with Connexions, a government initiative to provide 13-19 year olds extended educational and life skill services and Hertfordshire Careers Service, one of the FYC's closest partners.

6. Results and Discussion

The research is an investigative and promotional study undertaken through a case study of one PFC from one town. It utilises a case study of WPFC's FYC Department that works on football related sporting, social and educational projects in and around the Watford area. The main aim of the research then is to assess the ability of WPFC through its FYC Department to act as a tool to promote social inclusion. Particular attention was paid to WPFC's 'community philosophy' and its own agenda for the FYC Department; the social implications of its community projects; and the partnership work undertaken with local agencies and Watford Council. This chapter details the results of the research following the order of the research objectives established in Chapter 3.

6.1 Respondents coding prescription

This paper uses Dyke's (1995) standardised coding prescription of interview transcripts to illustrate findings. Through this coding system all data can be placed in context and the respondents anonymity can remain within the discussion. A summary table to accompany these codes reveals the individuals job title in context to the data generation, while a more detailed summary of the respondents and the place and context of the data generation can be found in the appendices 9.6-9.13.

Text Box 6. Interview Respondent Coding

RESPONDENT A.	FYC Manager
RESPONDENT B.	Assistant FITC Officer
RESPONDENT C.	Learning Centre Manager and PfS Co-ordinator
RESPONDENT D.	Learning Centre Teacher
RESPONDENT E.	Learning Centre ICT Manager
RESPONDENT F.	SRB Development Officer
RESPONDENT G.	Sports Development Officer
RESPONDENT H.	Heritage Officer

6.2 The 'Families, Youth and Community' Department

6.2.1 How important is the FYC Department considered to be at WPFC?

The FYC Department is highly significant in the operation of WPFC. This has certainly been the case since Graham Taylor and Elton John returned to the club in 1996 and the emphasis on community work has continued since they departed the club in 2001. Since August 2000, WPFC has had a formal mission statement. The four parts of the Mission Statement are noted below:

1. To produce a successful first team which competes in the top flight of the domestic game;
2. To recruit and develop home-grown, local talent for the club's first team, via an outstanding Football Academy;
3. To provide attractively-priced spectator facilities, so the entire family can support WPFC in safety and comfort; and
4. To be a positive force for progress in the community, which we'll serve in every way, we can.

Source: Watford Football Club, 2003b, p. 1

That a PFC actually has a Mission Statement is innovative in itself. However, the significant point that must be taken from the Mission Statement is detailed in part four of WPFC's Mission Statement, above. It is a mission of WPFC that they serve the local community in every which way they can. This in itself states the importance of the FYC Department and the multitude of projects it manages to WPFC. True, the Mission Statement was conceived at a time when Graham Taylor, the architect of WPFC's revitalised community philosophy, was Manager of WPFC and, according to **Respondent A**, "instrumental in the thinking behind it…and one of the biggest supporters of [community work]". With Graham Taylor having left WPFC in 2001 it would have been easy for WPFC to do what it did 14 years previous and lose its community emphasis. However, the evidence from the research suggests that this could not be further from the truth. Since 2001, the FYC Department has grown in significance and is continuing to grow with new projects, schemes and partners.

Respondent B was mindful of the influence of Graham Taylor and his staff at this time, having worked at WPFC since 1996 and being party to the Taylor's philosophy. The general theme accounted for by **Respondent B** is the change in philosophy that occurred at WPFC when Graham Taylor returned to the club, and how it has infiltrated the thinking of all the staff, Directors down, to this day:

> "…I have been here for seven years and there were certain points in time when the club…has lived off its family image whereas I think Graham Taylor coming back installed it and…the first team and the whole backroom staff are very much supporters of the community stuff…"

In addition, **Respondent A** noted the importance of the FYC Department to WPFC as "huge" and called it "a major asset to the football club". **Respondent A** continued by noting that:

> "…In most football clubs you could say there are two pillars: the players and the playing staff and then you have the football administration side of things…but some clubs have built a third pillar which the club stands on which is the community side of things…"

Furthermore, **Respondent A** stated that "the current chairman is 100% behind it" and that the Chairman "is probably our biggest supporter…supporting everything we are doing and having ideas and impact", without which the FYC Department would be half as effective as it is now. In addition, **Respondent A** noted that "we are quite lucky in a way because we have directors who have been brought up in the culture so they understand and we do quite a lot of work with our own directors with regard the department". Moreover, **Respondent C** noted how "Watford is a family and community club and prides itself on that reputation", while **Respondent B** stated that the FYC Department was "vital" to WPFC's philosophy. In addition, **Respondent E** agreed that personalities within WPFC are "definitely keen, oh definitely" on promoting the community side of the football club.

Finally, the importance of the FYC Department to WPFC was recognised by the curators of the Football Task Force Report, 'Investing in the Community'. **Respondent A** stated rather enthusiastically that the curators "were influenced by us" as a department, particularly in the case of the role of players in community work. **Respondent A** elaborated, "our players, as long

as I have been here have had something in their contract that says that they have to participate in a minimum of so many community hours a month". So at a time when professional football and its clubs were being regulated to the tune of New Labour's inclusive agenda, WPFC and its FYC Department, along with Charlton Athletic and a handful of other PFC's played an influential role in the formulation of the report. However, **Respondent A** countered any arrogance of a previous tone by noting "that you don't want to be too 'blarzey' about it because this Football Task Force Report in a round a bout way did the football world a favour". The FYC Department learnt a lot from the other case studies in the report, particularly from Charlton Athletic.

Broadly speaking then, the personalities interviewed consider the FYC Department as hugely important to WPFC. This is founded on the belief that personalities at the top of the WPFC including the Chairman are 100% behind the community philosophy of WPFC. Indeed, the ability of WPFC to act as a tool to promote social inclusion through the FYC Department can only be strengthened by the positive nature in which those in the higher positions of WPFC hold the FYC Department and the club's community philosophy. In addition, **Respondent A** considers as a personal ambition for the FYC Department, "to one day turn WPFC into a school" while concluding that "if we had a chairman or board of directors who did not believe in it then we wouldn't do it", in reference to the FYC Department. Indeed, positive personalities such as **Respondent A** working within the WPFC can only be of benefit to WPFC's ability to promote social inclusion. Incidentally, the reasons why the FYC Department is important to WPFC are discussed in section 6.2.4.

6.2.2 What type of projects are implemented and do they promote the social inclusion objectives of the SEU?

There are many community projects implemented through the FYC Department that could be said to deliver the objectives of the SEU and hence promote social inclusion. A recap of the SEU objectives can be found on the next page. As detailed in the previous chapter, the FYC Department is divided into 5 sections: the FITC; Junior Hornets; Charity and Foundation;

Matchday; and Watford Learning. The different activities operated provide a selection of outreach and inreach work addressing sporting, social and educational issues. The projects discussed here are those implemented through Watford Learning, the FITC and the charity section of the FYC Department that includes partnership work with the Princes Trust and Watford YMCA.

The Five official government objectives for achieving social inclusion were derived from the SEU and noted below. The logic being that a project may promote social inclusion if it fulfils one or more of the objectives, below.

1. Improved educational achievement;
2. Increased employment prospects;
3. Improved health;
4. Reduced crime;
5. Improved physical environment

Source: Centre for Economic and Social Inclusion at:
http://www.ccsd.ca/subsites/inclusion/bp/cf2.htm, [Accessed, 29 June 2003]

Waford Learning is the most modern and recently conceived initiative and this is where the discussion will begin. Watford Learning is the FYC Department's educational arm. Watford Learning comprises of two Learning Centres. The first Learning Centre was conceived in 1998 with the help of the Learning and Skills Council, Learn Direct and West Herts College. The Learning Centre was seen by WPFC as an avenue to improve links with the local community, a chance to become more socially responsible and community aware and a perfect solution to the ambition to use the stadium facilities on non-matchdays. What was interesting, however, was that the FYC Manager actually began the negotiations on behalf of a proactive WPFC. **Respondent A** notes that "we have gone out and approached agencies who have been very surprised that a football club has contacted them to be involved". However, without the goodwill gesture of the Learning and Skills Council who donated a handful of computers to WPFC, the first Learning Centre would never have been conceived.

For the Learning and Skills Council whose services in partnership with WPFC are aimed mainly at adult learning through language and IT course, working in

partnership with WPFC was and still is a way to encourage adults back into learning in order to improve educational achievement, enhance human capacity and drive people into employment. This is precisely how New Labour aims to build a strong, equal society and cohesive society and is particularly relevant in the use of WPFC, a proponent of civil society, to help promote educational attainment and thus social inclusion. For New Labour, education is key. In an interview for WPFC's Annual Report, a representative from the Learning and Skills Council noted the FYC Department as "a vital player in the education and training team to help us achieve our objectives. Re-entering education and training for many people can be quite frightening, but doing so through a football club is quite different" (Watford Football Club Annual Report, 2002, p. 12), for a PFC has the power to motivate and inspire people to learn through a topophilic relationship that some individuals have with the club.

In addition, West Herts College teamed up with WPFC and the FYC Department at this time to deliver adult IT courses to the general public and businesses under the government's 'LearnDirect' initiative, using the power of sport and PFC's as a motivational tool. It was felt that the informal surroundings as compared to a normal college or school could make learning easier for those who had previously found it difficult or who needed to be motivated. West Herts College provided the teaching staff to run the learning centre while WPFC facilitated it. For those who attended the schemes managed at WPFC's learning Centre, it was a case of building their capacity to learn, improve skills and promote their careers. Employment was viewed as the ultimate gain to those who attended the courses, whether it was at a business in the locality or actually at WPFC itself.

After the initial success of the schemes mentioned above a second Learning Centre was established at WPFC in September 2000 as part of the national government educational scheme, Playing for Success. Although the two Learning Centre's run in tandem offering adult and child educational programmes, PfS is the primary initiative at Watford Learning running in partnership with Hertfordshire County Council and the DfES.

The PfS initiative is aimed at enhancing numeracy, literacy and ICT levels among 10-14 year olds using the salience of football and a PFC as the curriculum theme to encourage the children's motivation to learn and achieve. In this case, the facilities that WPFC attained as a result of the stadium redevelopment in the mid-1990s are put to effective use while the brand and image of WPFC are used to help inspire and motivate disadvantaged pupils from the local area and also across the county. In addition, the Learning Centre's are fully equipped with state of the art IT and visual aid equipment, all branded in the WPFC logo and painted in the WPFC colours.

Photo 5. The state of the art classroom IT facilities

The learning surroundings are made as relaxed and informal as possible, while the class sizes are kept to a maximum of eight and are 2 hours long. However, the learning edge is still applied.

Photo 6. The informal surroundings of the Learning Centre

PfS involves Watford Learning providing a ten-week programme of extra classes for underachieving pupils from local primary and secondary schools within the local area. **Respondent C** notes that the children selected:

 "…Must be working at national curriculum level 3 in either or both maths or English; they must be underachieving not because they have a specific learning difficulty but because of a lack of motivation, they are disaffected or social problems at home…"

The PfS programmes are held after school or on Saturday mornings and a study centre bus collects the pupils. The bus is an added incentive of the scheme as even something as simple as travelling in a WPFC branded bus can help the students to feel proud and motivated.

Photo 7. The 'Study Bus'

The challenge for the staff at Watford Learning is to promote social inclusion. This is their primary aim and is officially considered in their mission statement below:

"To work in partnership with schools, WPFC Academy and adults to give confidence and support to people in their motivation to become successful learners. We endeavour to provide fun and enjoyable learning experiences, which aim to develop: literacy; numeracy; ICT; social; and key skills through a team approach. The intention being that these people will transfer their learning and skills back into the classroom, home and workplace, centrally raising their achievement and enhancing their ability…"

The PfS shares this agenda with other educational projects that are run through Watford Learning. In the context PfS, **Respondent C** notes that social inclusion is about "including young people who present challenging behaviour and are de-motivated in school…so its about keeping children switched onto learning" through the topophilic relationship that individuals have with a PFC. In addition, **Respondent D** considers the main aim of PfS "is for kids to enjoy learning…[and] to have fun and obviously go back and show that" in school. Furthermore, **Respondent D** notes how "you can normally see the difference" in the children who attend the course from start to finish particularly in their motivation, self-esteem and confidence, as well as

learning capacity. This is extremely positive for their future progression in the workplace, particularly as the students chosen to participate in PfS are those who find learning a struggle and who could find themselves disinterested in education before too long.

Respondent C notes how Hertfordshire County Council "recognise the power of sport in education and the brand/power of the WPFC branding". Indeed, the power of WPFC's brand, image and badge and its place in local civil society is extremely significant to the success of the scheme and therefore the ability of WPFC through its FYC Department to promote social inclusion. Similarly, **Respondent D** notes the value of a sports body such as WPFC in an education project such as the PfS: "learning through sport…this is what PfS is all about…and the kids are always wild about it: 'oh this is a football ground'". In addition, **Respondent A** notes how WPFC "adds the sexy hook of football" to learning. **Respondent E** considers how "[the children] enjoy the way it is all done and it's a different environment, they are obviously coming to a football club and learning". Similarly, **Respondent E** considers how "teachers are fond of it", pertaining to the teachers who send their under motivated students to the scheme "because it works". For a more in-depth look at the national PfS initiative see Appendix 9.14. An evaluation of the PfS scheme at WPFC was being undertaken at the time of writing.

Watford Learning also provides other learning projects with a host of schools and colleges in the area that range from ICT lessons to GCSE and A-Level revision sessions, outside of the remit of PfS. In addition, Watford Museum works in partnership with Watford Learning using the 'history of football' as a learning tool. **Respondent H** notes how "the loans boxes are really popular, explain a lot about the history of football and fit in well with what the Learning Centre is trying to do". Watford Learning have also been working in partnership with the local West Watford SRB Development Officer on projects related to the promotion of social inclusion. This has seen a joint programme of revision and healthy living sessions using the brand and facilities of WPFC, the skills of the SRB Development Officer and those of the representatives from Watford Learning. Speaking from an SRB perspective, **Respondent F**

notes how "we are working together…trying to promote a healthy lifestyle through…sport and fitness…[and] through the Learning Centre is the education and academic side", in the ultimate aim of improving people's lives.

The partnership relations between WPFC and Hertfordshire County Council reflect positively on the ability of WPFC through its FYC Department to act as a tool to promote social inclusion. **Respondent C** stresses how Hertfordshire County Council is pro-active when it comes to innovative projects such as the PfS scheme:

> "…[Hertfordshire County Council] recognise that this is an innovative project and Hertfordshire is very much into innovation…Hertfordshire has recently been voted by the national body that inspects authorities as an excellent authority. It is one of three in the country and education…is one of the reasons it was made excellent…"

Indeed, without the innovation of an authority such as this the potential of a PFC to be used in schemes such as PfS would be relatively limited. In addition, **Respondent C** notes how Hertfordshire County Council:

> "…are interested in using as many different ways as possible to raise achievement in their children and their schools and they recognise the power of sport in education and the brand/power of the WPFC branding…[in addition] it is the only PFC in the county…"

Partnership working can be hugely difficult particularly between a private and a public body who come from different agendas. Partnerships between a PFC, government and the Local Education Authority do not always work well at every PFC. However, it seems that the Watford Learning staff are very happy with the relationship they have with WPFC, due mainly to the importance that members of WPFC give to the Watford Learning. **Respondent C** considers how:

> "…We are lucky here because Watford are so committed to a community ethos that they see this and have described it as the jewel in their crown, a cornerstone of their community programme…"

> "…In actual fact last night we had the new Chairman Graham Simpson [who] came and spent 2 hrs here, talking to parents, working with children, working with me and the staff to get a better understanding of what we do here. When he took up his post he named the Watford Academy and Watford Learning as examples of excellent departments in the club so they seem very proud of what we are doing and is very, very supportive and I couldn't ask for more…"

In addition, **Respondent E** states the close working relationship the team at Watford Learning has with the FYC Manager, and how Watford Learning is made to feel welcome by the members of WPFC,

> "…The new Chairman [Graham Simpson]…is very fond of anybody's idea. They invite us to every function to do with the club so we are always there – all the meetings we go to so they are always bringing us together and never leave us out…"

While **Respondent A** noted the importance of Watford Learning's agenda "as a way to raise the curriculum standards of the pupils". Those individuals employed by WPFC understand the agenda of Hertfordshire County Council. In addition, **Respondent C** considered how Watford Learning helps WPFC achieve its aim of opening the stadium up everyday of the week to the community. **Respondent C** stated that:

> "…Tim Shaw our chief executive made it very clear when he took up his post that he didn't want the football club to lay idle when there wasn't a match on, which was a large proportion of the month. An education programme means we are open 6 days a week so we can actually help him to achieve that goal…"

A positive partnership relationship between the FYC Department and WPFC can only be beneficial to the ability of WPFC to act as a tool to promote social inclusion. Because WPFC understand its social responsibilities as much as Hertfordshire County Council, partnership work is smooth. In addition, the close nature of the partnership in the sense that WPFC employees of the FYC Department and those of Hertfordshire County work together on a daily basis means that they can build up a strong relationship.

What is evident from the work implemented through Watford Learning is its potential ability to build human capacity and promote the objectives of the SEU, particularly in relation to improved educational standards. However, it must be noted that not everyone will benefit from the going to a football club to improve motivation and self-esteem. Race, gender and different interests can effect the ability of the FYC Department to promote social inclusion. Indeed, some people are not keen on sport or football and so it will not motivate them or help them to go to a PFC for extra work. In addition, schools might differ in their appreciation of a PFC in helping its children become better learners and it could be down to something as simple as a teacher disliking

football his or herself. However, for others it is seen as highly significant tool to help promote social inclusion. For this reason as **Respondent E** noted how "we have had some schools and children coming in three times". One final point to note is the skills that the FYC Department can offer through Waford Learning. Those managing the teaching are professional teachers, doing a professional job. They know about teaching. It is not a representative from WPFC 'pretending' to be a teacher in any sense.

The FITC team is just as significant to the FYC Department as Watford Learning.   As **Respondent A** noted, "Watford Learning is our inreach programme, while our outreach programme is the FITC initiative". The FITC team works in partnership with WPFC implementing football related sporting and social programmes. They operate under the national scheme's agenda but one of their objectives is to promote WPFC in the local area. **Respondent B** noted some of the projects that are implemented through FITC, below:

> "…To be honest it is so varied…we do everything from recreational football…we do girls football…special needs football that is working with special needs schools...adult centres...a lot of work with adult learning difficulties…and we also do coaching course that is trying to encourage more people to become coaches…"

Anything that uses football and that also promotes the club is considered. It is through football that schemes such as those highlighted above are implemented. The rhetoric of social inclusion is firmly installed within WPFC's FITC team.   This is hardly surprising considering how the rhetoric has infiltrated the national FITC scheme objectives. **Respondent B** notes how:

> "…football can work as a tool to promote social inclusion in many areas. It is not just about kicking a football about. We are talking about breaking down barriers and raising self esteem for people and employment opportunities and I think that not everybody loves football but for those people who do professional football can help…"

FITC work in partnership with a number of different local agencies and partners.   A current partnership in operation is with the local SRB Development Officer in West Watford, facilitating coaching schemes and healthy living programmes for local young people in the area. **Respondent F** noted how the coaching and sports schemes operated within the SRB area in

partnership with FITC "teach [young people] responsibility of teamwork…and to enhance and motivate the young people to give them something to aim for". Working in partnership on SRB projects for example is fundamental to the operation of the FITC as outside funding is crucial to the operation of the scheme and also the marketing of the scheme.

Respondent F considers the effect of the WPFC brand on coaching schemes with disadvantaged young people in the West Watford SRB area who would otherwise not get a chance to play organised football or coaching sessions, below:

> "…It is the brand of the professional football club. Now obviously football at the moment is going through a big popularity thing. It is popular with a lot of children. So it's a professional football club and if I wasn't wearing this WPFC shirt I don't think it would have the same positive effect. I think people look to the badge…"

In addition, **Respondent B** along the same lines as **Respondent F** notes how "it is clear that we are someone from the football club and they are really enthusiastic when it is the football club". Thus the football club brand, in the same way to Watford Learning is crucial in promoting coaching and healthy living schemes for FITC and in the context of this paper, WPFC's ability through it's FYC Department to promote social inclusion. The projects are in themselves promoting social inclusion if the logic of the SEU is followed. The importance of 'coaching' skills within the FITC team and the FYC Department in general for the promotion of social inclusion cannot be underestimated. The FITC are a team of professional coaches who can deliver healthy living courses through sports and fitness coaching. Healthy living is a major social inclusion objective of the SEU. Consequently, the ability of the FYC Department to promote social inclusion is raised and must be tapped. However, there is little hard evidence to suggest that the young people on courses such as these actually benefit at all from healthy living or improved motivation. Nevertheless, it is an avenue that must be investigated further by local authorities and PFC's in general.

According to Watson (2000) some PFC's use their FITC scheme solely to scout for young talent. However, the FITC team at WPFC see their role as

providing a service in a socially responsible manner. **Respondent B** considers that "we can see stars of the future and supporters of the future and try to encourage them away from bigger London clubs", as part of the promotion of WPFC. However, **Respondent B** notes how "our work is still very much grass roots football…that area is massive for us". Social issues are very much the concern of this particular FITC scheme. WPFC see the value of the social issues. The only premise of the FYC Manager is for the FITC to be promoting WPFC in a positive manner.

Other projects that the FYC implement is in partnership with the Princes Trust and the YMCA that provide personal development opportunities for young people through a series of voluntary projects in the local area. Jamie Roberts, the Football Development Officer at the Princes Trust notes in Watford Football Clubs Annual Report that, "we are delighted to have formed a partnership with WPFC. Their support for the volunteers is a great boost for local youngsters who are looking to improve their skills". How the FYC Department gets involved is through offering a couple of weeks of mentoring and work placements and the club holds the ceremony in the new club lounge facilities at the end of the 12 week course. It is very much a hands-on role as the FYC Manager gets personally involved in the development of the young people through offering work placements to young people who in many cases have had a tough life. For a press cutting of the Princes Trust, see Appendix 9.15.

What is clear from the projects managed under the FYC Department is that the partnership arrangements are good and that the projects do promote the aims of the SEU. What is also important about the FYC Department is its concentration on young people. For tacking the problems of social exclusion in people at a young age is only beneficial to the country as a whole in the future.

<u>**6.2.3** For what reason does WPFC presently operate the FYC Department?</u>

"…Taking the club to the community, bringing the community to the club…"
Source: Watford Football Club Annual Report, 2002, p. 12

Personalities at WPFC are extremely keen to see the club work in partnership with the local community. This is illustrated in the fourth part of WPFC's mission statement and in the importance that personalities within WPFC give to the FYC Department. In a SEEDA conference in 2001, Ed Coan, WPFC's Marketing Director talked of WPFC acting as a 'public service' tool for Watford (Harward, 2001). In addition, Coan noted in matchday programme the significant connotations of the WPFC crest, where only 'Watford', and not 'football club' or 'FC', appears on the badge (Watford Football Club, 2000c). The crest is illustrated in Figure 12, below.

Figure 12. WPFC crest that represents 'Watford'

Source: Watford Football Club Annual Report, 2002

Accordingly, WPFC is about representing and working with the town while carrying the towns' name with pride and respect. In Coan's (2000c) words, "we are more than just a football team". **Respondent A** noted "that the one beauty of Watford is that it is not like a lot of clubs. Sheffield can't do it; Bristol can't do it…in that [we] are one club representing one town". Moreover, in terms of acting as a public service tool for the benefit of Watford residents, **Respondent A** stated that "we are very socially responsible" and that we take our responsibility in tackling social issues "very seriously", hence the importance of the FYC Department within WPFC as previously stated. In addition, **Respondent F** considers how WPFC always "give something back" to the local community. Furthermore, **Respondent A** in response to whether the FYC Department was a tool to promote social inclusion stated that "social

inclusion and exclusion, whatever you want to call it, is one of the key areas"
for WPFC and particularly the FYC Department. Thus, the ability of WPFC
through its FYC Department to promote social inclusion is immediately
heightened through the acknowledgement of **Respondent A** that social
inclusion is prominent in the thoughts of the FYC Department.

However, cementing the club in the community and getting people, especially
those of a younger nature interested in the club is fundamental to WPFC as a
marketing tool. Thus the importance of the FYC Department is down to two
things: acting in a socially responsible manner within the community in order
to attract new fans to the club. Therefore, the FYC Department has a double
role in drawing people to the club to spend money and put 'bums on seats',
while acting as the socially responsible arm of WPFC in order to promote
WPFC as a public service tool for Watford. This is clever of the personalities
at WPFC because the club simultaneously views the local community as a
source of revenue but are also aware of their social responsibility and the two
play off each other for mutual benefit. Wanting to use Vicarage Road Stadium
seven days a week is part of this plan of bringing people to the club for
'community' projects and then persuading them to come to games. This is
very different to the WPFC's community philosophy in the 1970s and 1980s,
when community work was delivered by the Marketing Manager in the sole
hope of attracting supporters to the club, with little emphasis on the social
implications of the projects. Personalities at the club also see the social side
of the projects as thoroughly important to the local area. However, what is
significant and what hasn't changed since the 1980s is that the FYC
Department is still under the influence of the Marketing Director as according
to the organisational structure of the club, see Figure 8, p. 63.

However, there are some limits to the nature and amount of social
responsibility that a private business can undertake. **Respondent A**
considered how "there is criteria" to programmes that operate within the FYC
Department. The projects and schemes must be of benefit to WPFC in some
way, "but is doesn't have to be financial worth". It can be "appearing in local
TV…or a newspaper cutting in the first 5 or 6 pages of the newspaper". But

then there is a commercial line to tow: "is it going to make us money?" and "what are the potential future gains down the line"? **Respondent A** notes this as "what I look for in a project". This can be potentially damaging to WPFC's ability through its FYC Department to promote social inclusion if the FYC Manager or those higher up disregard projects on the basis that it won't fulfil their marketing aims or make enough profit. However, that is the nature of a private business. And considering that WPFC were in administration only last year, the 'purse strings' are still relatively tight. But broadly speaking, as a private profit making business they are not a charity to all causes although you do get a feeling that if the club could afford not to worry about budgets and profit then they would implement more community work rather than anything else. However, instead of reflecting on the possibility of lost opportunities to promote social inclusion because a scheme doesn't match the criteria of the club, think of the many projects that have been implemented through the FYC Department that are seen to market the club to young people yet also have a great social effect on young people who may well be disadvantaged in some way.

The theme running though this is that WPFC is a private business with a social heart. **Respondent B** notes that "there are some businesses where revenue and income is important and is all they are about. I think the club is very keen to generate that feeling of both responsibilities". They see their social responsibilities as important but those social responsibilities tie in to a quite deliberate marketing strategy that targets young people "to…come to games" as according to **Respondent A**. As **Respondent A** continues, "there is no getting away from it…our market is school kids…its children from the age of 0-24". An example of this deliberate marketing strategy can be found in Watford Learning as **Respondent E** notes how "we give them free tickets to matches", as a reward for coming on PfS. In addition we "give free tickets to parents as well to come and watch the matches…it is a good experience…and good for the club as well".

6.3 Watford Council

6.3.1 Does the council work with the FYC Department or any independent schemes within the department to promote social inclusion?

Presently, New Labour is emphasising the role multiagency partnerships and 'joined up' thinking in its bid to tackle the relational nature of social exclusion through urban policy. In this case, the ability of a Local Authority as an all-enabling authority and a private agency to work together in synergy to deliver for the wellbeing of the local area is highly significant. Indeed, with a Local Authority's knowledge of the local area and the national government agenda together with agencies that can provide a service to promote social inclusion, partnerships can work for mutual benefit in synergy, tackling important social issues, such as social exclusion. Therefore, the ability of WPFC through its FYC Department to act as a tool to promote social inclusion is potentially effected by the partnership relations with the Watford Council. As the 'interview limitations' section in the methodology outlined, members of the Leisure Services Department of Watford Council refused to provide an interview because of the problems of partnership relations. This was both ignorant and inconvenient and left the author extremely frustrated. Because of a lack of knowledge in this area of the study only a limited story can be told.

According to **Respondent G**, Watford Council and the FYC Department "do cross certain things that we are running…not so much with the Learning Centre…but we have not had much through them of late". The only project that seems to be in operation at the moment is an SRB programme, that implements football related projects in West Watford, and area of Watford that is eligible for SRB funding, and that has received funding since 1998. The project is managed and delivered through the SRB Development Officer who works on the ground with members of the FITC team and Watford Learning. The projects that are implemented are discussed and created through a working party of Watford Council Leisure Services and members of the FYC Department and FITC team. **Respondent F** notes how the projects normally offer "curriculum time coaching where I would go in and offer coaching in

years 4, 5 and 6 and the aim is to promote a healthy lifetyle…with a knock on effect for children getting fitter and builds self confidence and self esteem and that has a knock on effect for their academic work". In addition **Respondent G** considers how "a community sports leaders award at one of the local schools in the SRB designated area" is being implemented through the SRB partnership. This looks to train unemployed people into professional sport coaches. A small point to note about this particular SRB partnership is that it was conceived at a time when New Labour was heavily concerned with social inclusion and also in the regulation of football, with the advent of the Football Task Force.

In line with New Labour's emphasis on the enabling authority and using parts of civil society to promote social inclusion, **Respondent G** noted in relation to Watford Council and WPFC "that we are both…big pivotal centres of the community and we should all be singing and dancing together, providing a fantastic service". This suggests that Watford Council's Leisure Service's Department is keen to work with WPFC on projects that can use the skills, brand and facilities of WPFC for the wellbeing of the local area, particularly in the process of social inclusion. Indeed, WPFC are part of the Watford Cultural Strategy, the newly drafted Watford Community Plan, the Learning Partnership and the Leisure Strategy, although there is no role for the club in the Local Strategic partnership which is perplexing considering the influence the club has within the local community and the acknowledgement of such by **Respondent G**, above. In addition, the Local Strategic Partnership was one of New Labour's touchstones for combating social exclusion. If WPFC are not part of it then the ability of WPFC through its FYC Department to act as a tool to promote social inclusion is restricted. Whether this is due to poor partnership relations with Watford Council is open to debate because the LSP was only established earlier this year. However it does seem shortsighted of Watford Council to leave such an influential local organisation out of the LSP on something as petit as partnership problems, which can, it is hoped find solutions. Or is it some other problem. Similarly, the extent to which WPFC is fulfilling its role in both strategies is debatable due to partnership problems.

There have been a number of partnership problems that have occurred of late, particularly in relation to the SRB programme, the current partnership work that is being implemented. **Respondent G** notes how there is tension around "the SRB funding that has gone a little wayward" because of "misinformation and a lack of communication". Similarly, **Respondent F** notes how there have been stumbling blocks between Watford Council and the FYC Department as "nothing ever goes smoothly because of the different agendas from every partner". **Respondent G** offers a deeper reason for the tension by noting how the motives of the two organisations differ as "[the club] is out to make money and the council are out to provide a service rather than make money so there's conflict and tension". Although this was as deep an explanation as was given it seems clear to **Respondent G** that the different organisational agendas were causing the tension. However, when tasked on relationships between the Watford Council and the FYC Department, **Respondent A** was non too complimentary for a different reason:

> "…My biggest problem with the council which has become a bit of a personal crusade is that the council will…never invest. So my argument to the council every time is I can tell you what the football club brings, the college can tell you what they bring but what are the council bringing to the table…"

For **Respondent A**, funding is important. If the council cannot help to fund the project then what is the point of working together because the FYC Department already has contacts with schools and colleges that works well. In addition, WPFC does not have an unlimited pit full of money to bring to the table. What they do have is the brand, skills and facilities. Furthermore, the actual fact that this question has been asked is worrying both for the council and the club in future partnership relations, particularly in the context of promoting social inclusion. For if the FYC Department cannot see the benefit of working with the Local Authority, then partnership work will be hard to deliver. On the other hand, if the council doesn't suggest positive answers to this question then there are further problems. Furthermore, **Respondent A** notes how "we can do it ourselves and can cut [the council] out of it and we will facilitate our own meetings and projects…It's the decision-making. If you need a decision it is too much. It is lost in the bureaucracy". However, the problem with this is that it can duplicate projects when partnership work

produces synergy. This would be a drastic measure to be taken and not particularly positive for future partnership work and the FYC Department's ability to promote social inclusion with the Watford Council. A steady medium has to be found. In the problems of bureaucracy, **Respondent A** notes:

> "We have done SRB in West Watford…my honest opinion about SRB is that the money has been nice but the bureaucracy has been a nightmare. We have spent more time filling out forms than delivering and whether we met the SRB targets I am never quite sure".

For a private company, the bureaucracy is time consuming and off-putting for partnership relations with the Local Authority. This is another major reason why project work with Watford Council is viewed rather cynically. However, **Respondent A** notes that it is nothing personal with the staff at the Leisure Services Department of the council, for "in a personal way we have some good links with Watford Council". It is just the organisation of the council in general. Similarly, **Respondent G** considers how personalities are not really the problem as "given to guidance and those people we are dealing with have their agenda's from their people above" and that normally involved money. For this reason it was interesting to note that the FYC Department had good working relationships with other local council's, such as Decorum and St Albans who are, according to **Respondent A**, "very proactive". Thus the ability of WPFC through its FYC Department to promote social inclusion can be hindered by the bureaucracy, poor communication and organisational relations with Watford Council.

7. Conclusion

As PFC's enter the millennium as major sports bodies and component of civil society under the auspices of New Labour its time to understand, and reflect on, their ability to act as a tool to promote social inclusion. The research was an investigative and promotional study undertaken through a case study of one PFC from one town. The paper focussed on WPFC, a medium sized PFC playing English First Division football that has a tradition for engaging itself in 'community work'. The aim of the paper then was to assess the ability of WPFC through its FYC Department – a department that manages football related sporting, social and educational projects in and around the Watford area – to act as a tool to promote social inclusion. The study drew on interviews with representatives from the FYC Department and Local Authority.

What is clear from the results of the interviews is that there are many factors that influenced WPFC's ability through its FYC Department to promote social inclusion. The positive influences are the fact that personalities within the club believe in the importance of the FYC Department. Personalities working within WPFC are very keen to become 'community aware' and see themselves as a 'socially responsible' business. In this sense, the FYC Department manages a whole range of projects that deliver football related sporting, social and educational using the club brand and image. Indeed, the ability of a WPFC to deliver these programmes, with success, is influenced by the ability of their brand to attract individuals onto the schemes and also the positive partnership relations the club has with those who work with the FYC Department. In addition, the skills of the staff are such that WPFC can deliver programmes that promote social inclusion. Thus, the majority of the projects delivered by the FYC Department such as those of an educational and sporting nature do in fact promote the social inclusion objectives of the SEU for both adults and young people although the programmes edge towards the participation of young people. In addition, it is interesting and significant to note that the rhetoric is used within the refines of the FYC Department.

However, in so much as WPFC are socially responsible they are also a private business with an astute marketing sense. The FYC Department is important to WPFC as a marketing tool, reaching out to the local community in order to attract new fans and business to the club. Combining clever marketing with a sincere social sense means that the club can reap the benefits of genuine community work and promotional gains, something more clubs should perhaps look to do. However, WPFC is also a private business and so there is only so much the FYC Department can do in terms of delivering social projects on a tight budget. Broadly speaking, this means that most projects are only implemented if they are sure to bring benefits to the club in terms of new fans or publicity. A sad fact but true for most private businesses. This then can have an adverse impact on the FYC Department's ability to promote social inclusion.

In addition, the ability of the FYC Department to promote social inclusion is hindered somewhat by poor partnership relations between themselves and Watford Council. Although Watford Council seem keen to work in partnership with the FYC Department the different motives of the public/private agendas of the two bodies provoke arguments over funding arrangements, the fear being for WPFC that they fork the cost of the projects without seeing a substantial return. While council bureaucracy is prepared to drive the FYC Department away from working in partnership with Watford Council. This is highly significant as it has major impacts on the ability of the FYC Department to act as a tool to promote social inclusion. There is much potential to join the skills of Watford Council and WPFC, the two biggest organisations in the town, together to promote the wellbeing of the area and deliver social inclusion. However, until then, the FYC Department is more concerned about working *without* the council than working with it being prepared to offer an ad hoc community scheme when it could become more mainstream with the help and guidance of Watford Council. Thus the schemes implemented under the FYC Department may remain the best-kept secret at WPFC. As for other PFC's it seems likely that they will share some of the above in their own ability to promote social inclusion. However, it is time for good practice to be illustrated.

Conclusion

8. Limitations

The are a number of limitations to the project. First was the fact that no previous research had been written on this particular topic. Thus the author was producing the research from scratch without using a template of a similar piece of research in order to compare and contrast findings.

Second was the inevitable time constraint. With such a tight deadline in addition to juggling outside work commitments the author simply ran out of time with which to do the research justice. In addition, designing an original piece of research such as this took more time than the author originally perceived.

Another limitation of the research is the number of individuals interviewed. A wider number of interviewees who were involved with the FYC Department would have been beneficial to give the research a broader and more critical and objective scope for analysis. This meant interviewing representatives of local schools, colleges, YMCA and Princes Trust, all of which worked on social projects with the FYC Department. Interviews with representatives from Local Authorities other than Watford Council such as Decorum and St Albans would have also been beneficial to grasp a reason why the FYC Department worked so well with them and not Watford Council. Indeed, the dynamics of partnership relations with the local authority are important in the FYC Department's ability to promote social inclusion.

A major limitation of the primary data collection involved Watford Council. Having established contacts with the council in the pilot study, those same people then turned around at the interview stage and declined to be interviewed. This was both infuriating and frustrating. The interview with the Sports Development Officer at Watford Council was adequate but lacked any real critical depth and was a real let down of the study. This is considering the importance that this particular interview had for the research.

In addition, the author would have liked to have completed a comparison case study within the research. A case study comparison would have added a dynamic to the research that it presently misses. However, after the initial idea to include a comparison case study it was dropped for being too time-consuming. Furthermore, hindsight suggests that a comparison case study would have over stretched the word count.

9. Appendix

9.1 Sports grants face unsure future

Sports grants face unsure future

COMMUNITY RENEWAL

By Ben Walker

Deprived areas encouraged to bid for Sport Action Zone (SAZ) funding fear they will not receive any cash after a string of delays from project organisers Sport England.

Needy parts of the UK were invited to pitch for funds from the initiative, which uses sport as a tool for community regeneration.

Eighteen new SAZs were due to be rolled out by the end last year. In total, the initiatives receive funding worth £5.5 million.

But declining revenue from the decreasingly popular national lottery has been blamed for a massive delay in awarding SAZ grants. Sport England this week said their future is "uncertain".

The first stage of the bidding process began in summer 2002. Final bids were due the following November, with a decision

Delay: SAZ grants may not be awarded until at least September, if at all

promised by Sport England before Christmas.

That decision was initially put back until April this year, but now bid co-ordinators fear a result may not be announced until at least September, if at all.

"Sport England invited another round of Sport Action Zones," a SAZ project manager from a major

regeneration area told *Regeneration & Renewal*.

"Certain areas were encouraged to put forward their case because they had the issues that needed addressing. It was put back to April, but we are looking at September."

Asked whether she thought the funding was there, she said: "To be honest, I doubt it."

Ian Fytche, strategy director for Sport England, confirmed that declining lottery funds had placed second round funding under threat. "All I can say is 'watch this space'," he said.

A Sport England spokeswoman added that funding to the government's sports agency had been drastically reduced from £280 million in 1998 to £170 million last year after a lacklustre period for the national lottery. "The future is uncertain," she said.

Source: Walker (2003), in Regeneration and Renewal, 23rd May

9.2 The national 'Football in the Community' scheme

THE FOOTBALLERS' FURTHER EDUCATION & VOCATIONAL TRAINING SOCIETY

FOOTBALL IN THE COMMUNITY

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UPDATED JANUARY 2001

THE FOOTBALLERS' FURTHER EDUCATION AND
VOCATIONAL TRAINING SOCIETY (F.F.E. & V.T.S.)

INTRODUCTION

The Footballers' Further Education and Vocational Training Society was formed in 1979 by **The Professional Footballers' Association** and **The Football League** under charitable status (Education) with the objective of promoting and enhancing educational and vocational training for current and ex-professional and trainee players. Since its inception the Society has also taken on board and developed the National Youth Training Programme (and, more recently, the Football Scholarship Scheme) and The Community Programme in Professional Football (or "Football in the Community"). In more recent times, **The Football Association** (1990) and **The F.A. Premier League** (1992) have joined F.F.E. & V.T.S. to place it in a unique position within football by uniting all the administrative bodies of the game.

The Board of Directors of F.F.E. & V.T.S. are made up of senior representatives from The Professional Footballers' Association, The Football League, The Football Association and the F.A. Premier League and operate under an independent Chairman and meet regularly to develop and enhance provision in the three areas of work undertaken by the Society.

The F.F.E. & V.T.S. is responsible for the development of one of the most exciting innovations to be introduced into football in recent years - "Football in the Community" Projects now operate in conjunction with professional Football Clubs throughout England and Wales. Aimed at helping to build closer links between Clubs and their local communities, "Football in the Community" Projects encourage over one million people a year of all ages and abilities to take part in a wide variety of activities.

The first ever Football in the Community initiatives were capital projects set up in 1978 whereby community facilities such as full size or five-a-side synthetic pitches were built at (or near) a small number of professional Football Clubs - however, only a very small number of these facilities still operate today. Minister of Sport at the time of the introduction of these projects was **Denis Howell** whose hope was

> "for Football Clubs to give a lead to young people and encourage them to make more positive use of their time."

PILOT SCHEME

Some of the objectives of the early Football in the Community initiatives were adopted in 1986 when a new pilot programme was set up by F.F.E. & V.T.S. The Community Programme in Professional Football was an experimental initiative funded by The Government's Manpower Services Commission with six North West Clubs:

Bolton Wanderers	Bury
Manchester City	Manchester United
Oldham Athletic	Preston North End

The original aims and objectives established by F.F.E. & V.T.S. were:
1. **To provide employment and training for unemployed people.**
2. **To promote closer links between professional Football Clubs and the community.**
3. **To involve minority and ethnic groups in social and recreational activities.**
4. **To attempt to prevent acts of hooliganism and vandalism.**
5. **To maximise the use of facilities at the Football Club.**

The success of the pilot initiatives during season 1986/87 was such that expansion was soon possible.............

EXPANSION

- In 1987 a further 10 North West Clubs introduced Football in the Community Projects:

Blackburn Rovers	Blackpool
Burnley	Chester City
Crewe Alexandra	Everton
Liverpool	Port Vale
Rochdale	Wigan Athletic

- In 1988, with the support of a new Regional Office in Barnsley, 11 Football Clubs in Yorkshire and Humberside established Projects:

Barnsley	Bradford City
Doncaster Rovers	Grimsby Town
Halifax Town	Huddersfield Town
Leeds United	Rotherham United
Scunthorpe United	Sheffield United
Sheffield Wednesday	

    and 4 Clubs in the North East:

Darlington	Hartlepool United
Newcastle United	Sunderland

- In 1989 West Midlands and East Midlands based Clubs set up Projects, including:

Aston Villa	Birmingham City
Chesterfield	Leicester City
Mansfield Town	Northampton Town
Nottingham Forest	Notts. County
Peterborough United	

    Projects at Hull City, Scarborough and York City were also established

- In 1990, further Projects were introduced meaning that, by the end of the year, over 50 Football Clubs operated Football in the Community Projects (mainly in the North and Midlands). Added to the list of participating Clubs were the following:

Carlisle United	Hereford United
Stockport County	Stoke City
Tranmere Rovers	Walsall
West Bromwich Albion	Wrexham

FOOTBALL TRUST

It was at this time that **The Football Trust** offered substantial funding support which was included as part of the Scheme's new Business Plan (1991 - 1993) and which enabled the national Football in the Community Scheme to provide the opportunity for the remaining professional Football Clubs to set up local Football in the Community Projects and to accelerate the expansion of activities arranged by existing Football in the Community Projects. A new management support framework was also established with the backing of The Professional Footballers' Association, The Football League and **The Football Association (F.A.).**

New aims and objectives were also adopted:

1. To encourage more people (especially children) to play football.
2. To encourage more people (especially children) to watch football.
3. To encourage more people to become interested and support their local Football Club by forging closer links between them.
4. To improve the image of the game.
5. To improve the atmosphere at matches.
6. To improve the behaviour of players and spectators

- During 1991 the existing 50 Football in the Community Projects in the North and Midlands were re-organised and some new Projects were introduced including the following:

AFC Bournemouth	Arsenal
Bristol City	Cambridge United
Coventry City	Fulham
Middlesbrough	Southend United
Swansea City	Swindon Town
Wimbledon	Wolverhampton Wanderers

Whilst it is true to say that F.F.E. & V.T.S. successfully helped to introduce the majority of Football in the Community Projects, it should be noted that some Projects, notably in London and the South East, had been established as independent ventures during the late 1980's or early 1990's. Included amongst these Clubs Projects were the highly successful Community Sports Scheme at Millwall (first set up in 1985) and Football in the Community Projects at Brentford, Brighton & Hove Albion, Crystal Palace, Leyton Orient, Oxford United, Portsmouth, Southampton and West Ham United.

- In 1992 even more Projects were established. At the same time the creation of **The F.A. Premier League**, who also joined the Board of Directors of F.F.E. & V.T.S., led to yet further support for a Scheme which, by now, had reached over 80 Clubs. Included amongst new Projects established in 1992 were:

Bristol Rovers	Cardiff City
Charlton Athletic	Chelsea
Exeter City	Gillingham
Lincoln City	Luton Town
Norwich City	Plymouth Argyle
Queens Park Rangers	Reading
Shrewsbury Town	Torquay United
Tottenham Hotspur	Watford

Non-League Projects at Kettering Town and Kidderminster Harriers were successfully pioneered and, since 1993, brand new Projects have also been established at Colchester United (1993), Barnet (1995), Wycombe Wanderers (1995), Macclesfield Town (1997), Derby County (1998), Ipswich Town and Cheltenham Town (1999).

PIZZA HUT

Having become established on a fully national basis by the end of 1992, The F.F.E. & V.T.S. was delighted to announce details of its first ever national sponsorship deal with **Pizza Hut (UK) Limited** towards the end of 1993. The sponsorship arrangements would bring around £1million to Club Projects during the three year period 1994 - 1996 (a Scheme Business Plan was also raised for this three year period).

Pizza Hut's support was vital in raising national awareness of the important work undertaken by Football in the Community Projects and also in promoting the messages of "fun and participation". A number of promotional campaigns were also successfully launched. In support of the Football in the Community involvement in schools (see "Activities"), the Scheme was delighted to announce in 1995 details of a major new sponsorship initiative aimed at providing much needed sports equipment and training manuals and videos for up to 5,000 schools. Over £1 million worth of resources were passed on to schools throughout England and Wales thanks to sponsorship support generously given by the Scheme's national sponsors (1993 - 1996) **Pizza Hut (UK) Limited**, by football kit and equipment retailers **Umbro** and by the Government's splendid matching programme **"Sportsmatch"**.

In support of the initiatives the then Prime Minister **John Major** said:

"It is only by giving children the opportunity to become involved with sport at an early age that they can be allowed to develop their talents fully and to eventually fulfil their potential."

Minister for Sport at the time **Iain Sproat** said about the venture that it was

"an excellent example of constructive community support from major sponsors for football at the grass roots level and one which the Government wholeheartedly endorses."

WAGON WHEELS

During late 1996 the F.F.E. & V.T.S. Board of Directors adopted a new national Business Plan for the period 1997 - 1999 which introduced new national sponsors - Burton's Gold Medal Biscuits would be promoting their **Wagon Wheels** brand in support of Football in the Community Projects which brought the Wagon Wheels name and football much closer together.

As part of the Scheme's new Business Plan the Scheme's aims and objectives were revised as follows:

- **To encourage more people (especially children) to play football.**
- **To encourage more people (especially children) to watch football.**
- **To promote closer links between professional Football Clubs and the community.**
- **To encourage more people to become interested and support their local Football Club.**
- **To maximise community facilities and their community usage at Football Clubs.**

Also, where appropriate, Club Projects were encouraged to adopt a further aim:

- **To provide temporary and/or gainful employment and training for unemployed people.**

With the support of their PR agents, Harrison Cowley, Wagon Wheels successfully launched details of their sponsorship in January 1997 together with details of a number of public relations/promotional campaigns including: Young Journalist of the Year Competitions, Mother's Day Competitions, In-Pack Card Collections supported by some of the big name players in football.

Promotional support and regular fun events and activities were encouraged by Wagon Wheels throughout the term of their sponsorship, which ended in 1999.

ADIDAS

In 1998, The Board of Directors of F.F.E. & V.T.S. agreed to support an absolutely unique kit and equipment sponsorship deal with one of the World's most successful retail names. **adidas** signed a five year agreement which would involve them not only with the P.F.A. and the F.F.E. & V.T.S. Scholarship Scheme, but also directly as kit and equipment suppliers to Football in the Community Projects throughout England and Wales. Since the 1998/99 football season, **adidas** have also agreed to sponsor the annual schools' six-a-side competition for under 11's and a new girls' only under 13's six-a-side competition (to run for three seasons).

RAILTRACK

A three year business partnership with Railtrack was established towards the end of the year 2000 – this partnership arrangement was aimed at helping to promote an awareness of the dangers of trespass and vandalism on railways – especially to children involved in Football in the Community Project activities by encouraging them not only to play safely but also to make more productive use of their time. The national partnership was encouraged following a successful local liaison with the Charlton Athletic Football in the Community Project (launched in 1999).

THE PROFESSIONAL FOOTBALLERS' ASSOCIATION

Since 1994, **The Professional Footballers' Association** have maintained support funding of £500,000 per year to The F.F.E. & V.T.S. Community Programme in Professional Football most, if not all, of which goes directly to support local Football in the Community Projects.

ACTIVITIES

The Scheme's main area of involvement is work within schools - indeed, the "Schools Programme" has been operating successfully in primary and junior schools for many years and is, of course, closely linked with the National Curriculum.

Within the Physical Education (P.E.) Curriculum, football coaching (and games) are offered, together with: visits to matches, visits to training grounds, visits to schools made by players.

The Scheme also operates an annual small sided inter-schools competition for boys and girls under the age of 11 and the Finalists actually have the chance to play at Wembley. Sponsors for this competition in the past have included **Samsung, National Car Parks, Refuge Assurance** and **Panini**. Past winners of the competition are the following schools:

	Winners	Club Project Represented
1987	St. Edward's R.C. Primary School	Manchester City
1988	Drighlington Primary School	Leeds United
1990	Guardian Angels Primary School	Bury
1991	St. Joseph's School	Stockport County
1992	Grove Vale Junior School	West Bromwich Albion
1993	Braybrook Primary School	Peterborough United
1994	Grosvenor Road Junior School	Manchester United
1995	Brinsworth Manor Junior School	Rotherham United
1996	Kingmoor Junior School **and**	Carlisle United
	Oliver Goldsmith Primary School	Millwall
1997	High Oakham Middle School	Mansfield Town
1998	Fernwood Junior School	Nottingham Forest
1999	Inmans Junior School **and**	Hull City
	Penyrenglen Junior School	Bristol Rovers
2000	Headington Middle School	Oxford United
2001	Headington Middle School	Oxford United

Just over 2,600 schools took part in the year 2001 competition.

The Scheme's first ever small sided inter-schools competition for girls aged under 13 - The Adidas Predator Community Cup was launched in 1999, with the sponsorship support of **Adidas** and the Government's highly successful **"Sportsmatch"** Scheme and has been hugely successful in encouraging girls to play football. Winners of the competition to date are:-

	Winners	Club Project Represented
1999	Collegiate High School	Blackpool
2000	Cator Park School for Girls	Crystal Palace
2001	St. David R.C. Secondary **and**	Middlesbrough
	Cator Park School for Girls	Crystal Palace

980 teams took part in the year 2001 competition.

In support of other areas of the Curriculum, Football in the Community Projects have been pleased to encourage and support the use of cross curricular resource materials within the framework of a "Learning Through Football" concept. Schoolchildren may be invited to spend a day at Football Clubs, where many Clubs now custom built classrooms.

More recently, many Football Clubs have established Study Support Centres as part of the "Playing for Success" initiative launched by The Department for Employment and Education (DfEE). The Government has set challenging targets aimed at raising standards in schools and Study Support Centres will "compliment" school work with after-school learning which will help to improve young people's motivation, build their self-esteem and help them to become more effective learners.

During the last few years, the Football in the Community Scheme has also worked closely with DfEE to produce updated resource materials to meet the requirements of The National Curriculum at Key Stages 2 and 3, using football as the medium.

"Football in the Community" Scheme holiday courses are also much in demand during non-term time, the most popular of these courses being run during the February half-term holidays, Easter, summer and autumn school holidays.

Other activities undertaken by local Projects vary dramatically from Club to Club - from setting up crèche facilities on match days to arranging weekly tea dances for senior citizens.

Football in the Community Projects also play a part in offering activities which encourage social inclusion often by working in socially deprived areas and playing an active role in social campaigns by passing on anti-drugs and anti-crime messages. One of the great successes has been to encourage female interest in football and visits to matches. Many girls' and women's football teams have been formed as a direct result of work programmes undertaken by Football in the Community Projects throughout the country.

With the support of The Commission for Racial Equality, The Professional Footballers' Association has been proud of their "Let's Kick Racism Out of Football" campaign. Football in the Community Projects have been quick to support this initiative and have also helped to encourage other campaigns such as Charlton Athletic's "Red, White and Black" and the nationally renowned trilogy of plays (including the "Kicking Out" play) for secondary schools developed by the Leyton Orient Community Sports Programme. It is significant that a number of Projects have developed positive links with local Afro-Caribbean and Asian schoolchildren.

Most Community Projects have enjoyed terrific player support which has been widely acknowledged and popularly greeted by the general public. With this has come a number of innovations such as Birthday Treats - where children can hold their parties at the Club and even have a kick-about with one of the players - and "Saturday Clubs" where children can attend training sessions in the morning, have lunch together and then watch the game in the afternoon.

STATISTICAL INFORMATION

Over 1,000,000 people per year are involved in activities provided by Football in the Community Projects, of which approximately 900,000 are under the age of 16. Approximately 70% of the total are male.

Other information available confirms that:

- Over 300,000 children are involved in activities arranged under the Scheme's highly successful "Schools' Programme".
- Over 200,000 people per season are involved in match day activities (including the highly successful "Saturday Clubs").
- Just under 150,000 children per year attend school holiday football courses.
- Players give their support for community activities and are seen at - on average - at least one activity per Project per week.

CAPITAL GRANTS

In 1991, with the cash injection from The Football Trust established, a "Capital Fund" was established aimed at helping Clubs to build facilities which would encourage community access.

By the beginning of 1997 grants totalling £504,000 had been offered which helped to build the following: 3 full size synthetic pitches; 6 six-a-side pitches; 1 changing room complex; 20 classrooms/learning centres; 16 minibuses.

The total value of these facilities was well in excess of £2.3million, thus emphasising the added value of the contribution made by The Football in the Community Scheme.

ADULT TRAINING PROGRAMMES

Up to two thirds of Projects have enjoyed the support of Adult Training Programmes. These have been particularly successful in encouraging local unemployed people to improve their skills and qualifications and by helping them to find full-time employment. Football in the Community is at the forefront of delivering the latest coaching and education courses to the public (including F.A. coaching qualifications) and enables up to 250 people per year to have the opportunity of gaining a professional coaching qualification. The programme also assists up to 150 people per year into full-time employment, many of them being employed as assistants or casual coaches by the Football in the Community Projects themselves.

Football in the Community is proud of the fact that it has many experienced full-time staff qualified as tutors and assessors to the latest national standards laid down by City and Guilds and the Football Association.

OTHER INFORMATION

The F.F.E. & V.T.S. also offers payroll and secretarial support to all Clubs, advises on legal and administrative matters, provides general background information, establishes national arrangements for such matters as insurance and offers the opportunity to purchase kit and equipment at discounted prices.

BENEFITS

Some of the benefits of operating Football in the Community include:

- Increased participation in largely fun activities for the whole community.
- Increased attendances at football matches.
- Improved behaviour at matches.
- Increased use of community facilities at grounds.
- Improved public relations for the game.
- Better image for Clubs, both nationally and locally.
- Closer links between Clubs and the community (including local organisations, voluntary groups and associations etc.)
- Increased numbers of boys **and** girls playing football.

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9.3 The Premier League Skills Project

UP AND RUNNING
The Premier League Skills Project

Scheme: The Premier League Skills Project.

Objective: To improve young people's personal development and vocational skills through football.

Funding: £84,300 from the London Central Learning and Skills Council (LCLSC).

Staff: Six staff, both part-time and full-time.

The Premier League Skills Project aims to use football to engage and teach young people at risk of exclusion from school, and those aged 16-19 who are not involved in formal work or training.

Organised by housing association the Peabody Trust and educational and training programme Arsenal in the Community, the project is divided into two strands. Both are run by project manager Phoenixnoir through a range of self-employed coaches and trainers. The first strand, Sports Success Senior, gives 16-19 year olds the chance to gain skills that can be used in coaching jobs throughout the sports industry. A personal programme of basic skills and sports training is put together for each of the 23 course participants, which may consist of a mix of short courses, units towards NVQs or acceptance on the Duke of Edinburgh Award Scheme. The programmes are complemented by weekly coaching sessions at Arsenal FC.

The second strand is aimed at 13-15 year olds at risk of exclusion from school. It provides 30 pupils from Camden, Islington, and Westminster with personal development programmes, a pre-school breakfast club, and weekly football training.

Phoenixnoir director Denize Le Deatte said: "The aspiration is to help people become self-employed football coaches, and the courses are very much based on individual needs."

A similar programme based on a partnership between Liverpool Hope University College and Liverpool Football Club is now set to follow.

Kick-off: the project launch saw young people join (L-R) schools minister Stephen Twigg, LCLSC executive director Jacqui Henderson and Arsenal senior sport development officer Freddie Hudson

Source: Regeneration and Renewal (2003), 16th May

9.4 Southampton FC in talks with NDC

Southampton FC in talks with NDC

By Fay Schopen

Deprived communities in Southampton's New Deal for Communities (NDC) area could be in line to benefit from a new sports-based regeneration project if talks between Thornhill NDC and Southampton Football Club come to fruition.

NDC community development manager Simon Woodcock said the partnership was "investigating the potential" of taking forward a project with the Premiership club involving football coaching as well as education and crime prevention.

"The Football Association is interested in moving football into the regeneration arena and focusing on projects that are delivering community regeneration across the board," he said.

"The football club seems quite interested in doing something with us, and residents are excited about the possibility of getting involved, especially with the team in the FA cup final."

Huw Jennings, director of Southampton FC's training academy, said the project could be a natural extension of the club's community work. "We want to see whether our work can be expanded," he said. "You've got to get out and work with local people and try and organise a programme that can be delivered at both ends, to the community and to the club."

He added that the club's work was no longer based on football skills alone, but broader education initiatives, such as lifestyle, the role sport can play in crime prevention, and team building.

An initial project plan outline has been put forward, and the two parties will meet next month.

The news comes as East Manchester NDC is preparing its own community strategy in anticipation of Manchester City Football Club's move to the its new stadium

Renewal goals: Southampton FC sees project as extension of its community work with youngsters

within the city's Sportcity complex in June.

NDC principal regeneration officer Sean McGonigle said an action plan to ensure community use of the sports, leisure and meeting facilities at the stadium had been drawn up, and added that Manchester City FC's track record in regeneration activities was very positive.

"They will continue to contribute to the community in Moss Side, but equally they have a new home and a new commitment and they want to build bridges in the east," he said.

Source: Schopen (2003), in Regeneration and Renewal, 2nd May

9.5 Stadium of Light casts dark shadow over future of struggling city

Source: Hetherington (2003) in The Guardian, 18th April

9.14 PfS Case Study Series

THE STUDY SUPPORT NATIONAL EVALUATION AND DEVELOPMENT PROGRAMME

Supporting and improving work with young people

Case Study Series – February 2002

PLAYING FOR SUCCESS CENTRES AIMING FOR QUALITY IN STUDY SUPPORT

A strategic approach, through personal development and collaborative working, towards quality through a process of self-evaluation using the *Code of Practice for Study Support*

Introduction and background to Playing for Success

The origins of *Playing for Success (PfS)* go back to before the 1997 general election when, in partnership with the FA Premier League, the Labour Party announced plans to establish out-of-school-hours Study Support centres at football clubs' grounds.

The centres focus on raising standards in literacy, numeracy and ICT skills among Key Stage 2 and 3 pupils, using the environment of football as a curriculum resource and motivational tool. The target group is those pupils identified by their schools in need of a boost to help them get back up to speed in literacy and numeracy. Equipped with state of the art ICT equipment, centres are staffed by a centre manager (an experienced teacher) supported by tutor/mentors drawn mainly from local FE colleges and universities.

Initially involving only FA Premier League clubs the initiative grew rapidly and was extended to Nationwide Division One clubs. Forty-seven of the top clubs have signed up and 38 have opened centres so far. Following their success, and in response to the tremendous interest shown by other sports and clubs, the Department for Education and Skills (DfES) has recently extended provision through a small pilot extension to other football clubs and to other sports including rugby, cricket, hockey, basketball and gymnastics. From this a further 10 full centres and 13 innovation pilots exploring links between education and sport are due to open.

Playing for Success has proved to be overwhelmingly popular with pupils, their schools and their parents. An evaluation carried out for DfES by the National Foundation for Educational Research (NFER) of the first six centres

to open found that pupils made significant gains in the key skills, in their attitudes towards the subjects and in their motivation to learn. The second year evaluation of 12 centres published in September 2001 found gains of even greater significance in literacy and numeracy. Early indications from the third year evaluation of 27 centres, due for publication early in 2002, are showing similar very significant gains.

Professional development

Continuing professional development is a key feature of *PfS*. The sharing of good practice and materials within the initiative is common and a very welcome feature of the scheme.

Centre managers are now identifying and providing professional development opportunities for their staff with highly sophisticated training programmes and purpose written handbooks. With the support of the DfES, centre managers themselves have access to development opportunities through local and regional networks, national events, evaluation meetings, the Quality in Study Support (QiSS) recognition scheme and workshops on key skills and sponsorship.

The role of the critical friend

The support provided for *Playing for Success* centre managers has been a key factor in the successful development of the initiative. A team of Critical Friends is in place, all of whom are education consultants, experienced and skilled in the development and management of out of school hours learning. As *PfS* has expanded, two experienced centre managers have also joined the team. As well as bringing their experience to new centres, this consultancy role is also contributing to their own professional development.

Each Critical Friend is responsible for a

number of centres and visits each at least once every six months to offer advice where needed and to report on progress and practice to the centre manager, their LEA and DfES. The Critical Friends are also a key source of advice and support to those developing new centres.

The Critical Friends also convene professional development meetings and contribute to the organisation and delivery of the annual national conference workshops. They are key to implementing the QiSS recognition scheme. Twenty-two centres have so far gained recognition at Emerging level and one centre at Established level.

This high level of professional support has been a major factor in the success of the centres and in the development of a coherent national vision and programme.

The Quality in Study Support Recognition Scheme

The DfES provides centre managers with a wide range of materials on Study Support including a copy of the Code of Practice for Study Support. The Code provides both a useful tool for planning and ensuring quality and a framework of criteria for organisational self-evaluation.

The Code of Practice is used widely within the programme and is regarded as a useful document. The process of self evaluation embodied in the Code sits well within the ethos of PfS, supporting and recognising the development of a Study Support centre.

The Quality in Study Support (QiSS) recognition scheme is based on:
- Using the *Code of Practice* to self-evaluate through the questions and graded quality indicators that it contains.
- The building of a portfolio of evidence to demonstrate quality provision.

- The testing of the evidence and personal judgements.
- The formal scrutiny of the evidence by a group of peer practitioners, moderated by an external independent chair.

The *Code of Practice* and the QiSS Recognition Scheme have underlying principles which are well suited to the ethos of *PfS*. These are:

- That quality and improvement comes from organisations and individuals which have the capacity to learn about their performance.
- That learning is a collaborative process.

Documentation

'The documentation was good and fairly self-explanatory. The best documentation, in a practical sense, was provided by the summary of evidence examples from other Study Support bodies.'

'While the guidelines are geared towards schools they are still detailed and user-friendly. Building the portfolio provides centres with a tangible account of development and progress.'

'Initially bewildering, but I found the process valuable – further insight into Study Support, opportunity to reflect on current practice, opportunity to share best practice. Portfolio took a lot of hours to put together, but is now available for my successor to build upon.'

A rolling programme of workshop sessions has been established providing opportunities for centre managers to engage in practice focused workshops or, in the early days of centre development, as observers of the process. For observers and presenters these workshops develop learning and contribute to the learning of others through focused reflection on practice. To date 31 centre managers have presented their work in this setting covering a diverse range of issues including target setting, mentoring, evaluation and the football related curriculum. A further 18 have participated as observers.

Centre managers see the QiSS recognition scheme as a structure which can help them to steer their centres towards quality and provide a continuing process of evaluation and development. Centre managers develop portfolios of evidence to match the Code of Practice key indicators in support of recognition. Those who decide to move into this process receive support from their Critical Friend. A number have attended locally devised

portfolio sessions as an additional opportunity to further their thinking and learn from each other.

Completed portfolios of evidence are presented by centre managers for scrutiny to their peers at recognition sessions chaired by a member of the QiSS national team. These sessions form part of the rolling programme of workshops. This arrangement provides centre managers with the opportunity to take part as scrutineers and also to observe the actual recognition process.

Recognition meetings

'Examining evidence can be rushed! My experience during presentation was nerve-wracking, despite being amongst friends, but constructive. Comments/suggestions made were useful, some immediately carried out.'

'In all, extremely enjoyable and rewarding experience which I am glad I undertook.'

'The process is very thorough – and challenging. Scrutiny by peer is excellent two-way process and felt less remote than external assessment. The process gives a clear framework for presenting evidence in both the presentation and via the portfolio. The recognition meeting is a very positive experience, examining the evidence is a very fair, but thorough experience and the presentations are a very effective way of disseminating information not covered in the folder.'

'Peer scrutiny of portfolio was nerve-wracking. I enjoyed listening to other presentations. Overall, the recognition meeting was supportive, not threatening.'

Presentations and portfolios of evidence have been of a consistently high standard reflecting the commitment of centre managers to develop good practice and achieve higher quality standards. In a number of cases the awards represent the first Study Support centres in the locality to achieve a quality

standard in Study Support.

Such is the continuing commitment to the achievement of even higher standards that centre managers at four centres are preparing evidence to claim recognition at Established level through the scheme and one centre has already achieved recognition.

The Recognition Scheme

'It provides a framework and outcome for institutional self-evaluation and development of key staff as reflective practitioners.'

'It makes evidence available for external scrutiny by local education authorities, the New Opportunities Fund (NOF) and Ofsted and is transferable to other quality assurance schemes'.

'The QiSS process has been very rewarding in that gathering evidence and documenting developments brings a sense of success and encouragement. It also provided me with a structure to develop and improve in the future.'

Centres with recognition at Emerging level are as follows:

1999	Newcastle United FC
03.04.00	Crystal Palace FC
13.09.00	Derby County FC, Leicester City FC, Sunderland FC
20.09.00	Queens Park Rangers FC
16.10.00	Leeds United FC, Nottingham Forest FC
16.11.00	Birmingham City FC, Manchester City FC, Wolverhampton Wanderers FC
12.12.00	Blackburn Rovers FC, Middlesbrough FC, Swindon Town FC
12.02.01	West Ham FC
12.03.01	Barnsley FC
02.04.01	Sheffield United FC, Bristol City FC
11.06.01	Huddersfield FC, Stockport County FC
08.10.01	Norwich City FC
03.12.01	West Bromwich Albion FC, Portsmouth FC

Centre with recognition at Established level:

19.11.01 Leeds United FC

Following on from recognition

Centre managers are increasingly becoming key figures in wider LEA networks contributing to the development of Study Support locally and bringing their knowledge of the *Code of Practice* and expertise gained in running their centre to the LEA's strategic planning stage. One centre has also contributed to the NYA national Study Support agenda with a case study of *PfS* practice.

Four of the centre managers have further gained experience by taking up training provided nationally by QiSS designed to promote the development of the role of the critical friend. A further eight managers will start in January 2002.

Centre managers, whose centres have achieved QiSS recognition, have acted as scrutineers for their peers in recognition sessions with three centre managers to date leading a portfolio scrutiny. Thirteen centre managers, briefed on the process of managing a practice focused workshop, have taken up the opportunity to chair a workshop.

This is seen as contributing to the wider range of skills necessary should centre managers wish to become more fully involved in local QiSS development as well as contributing to their consideration of the QiSS award at Established level.

Workshops have evolved to accommodate new centre managers and those with more experience, providing them with a number of different opportunities. These are:

- Opportunities to attend sessions on the use of the *Code of Practice*.
- Opportunities to attend as observers, participants and/or presenters of practice focused workshops.

- Opportunities to attend recognition sessions as observers or peer scrutineers.
- Opportunities to lead on portfolio sessions for peers.
- Opportunities to chair practice focused workshops for peers.

What have the benefits been so far?

'The QiSS process has been very rewarding in that gathering evidence and documenting development brings a sense of success and encouragement. It has also provided me with a structure of how to develop and improve in the future.'

'Recognition from a national body of a study programme we knew to be one of quality will hopefully help augment our reputation both locally and nationally as a quality provider. Such is the medium/long-term benefit we shall seek from QiSS recognition. In the short term, publicity following recognition was secured locally.'

'It has enabled us to evaluate the centre and to formally consider the future developments. It has also led to some very positive publicity (Match Day programme, City Education News, a letter from the Director of Education).

Conclusion

The experience gained has enabled some centre managers to engage in the development of Study Support at LEA level and take on a wider role as the

Members of Playing for Success Original PfS Programme
Football Clubs signed up (as at December 2001)

* = Not yet open

Arsenal
Barnsley
Birmingham City
Blackburn Rovers
Bolton Wanderers
Bradford City *
Bristol City
Burnley *
Charlton Athletic
Coventry City *
Crystal Palace
Derby County
Everton
Fulham
Gillingham *
Grimsby Town *
Huddersfield Town
Ipswich Town
Leeds United
Leicester City
Liverpool
Manchester City
Manchester United

Middlesborough
Millwall *
Newcastle United
Norwich City
Nottingham Forest
Portsmouth
Port Vale
Preston North End *
Queens Park Rangers
Rotherham United *
Sheffield United
Sheffield Wednesday
Southampton
Stockport County
Stoke City
Sunderland
Swindon Town
Tottenham Hotspur
Tranmere Rovers *
Walsall
Watford
West Bromwich Albion
West Ham United
Wolverhampton Wanderers

Roll-out PfS Programme
Other Sports/ Clubs signed up (as at December 2001)
* = Not yet open

Full Model
Batley Bulldogs RLFC
Boston United FC
Bradford Bulls RLFC *
Durham County Cricket Club
Gloucester Rugby Club
Halifax Blue Sox RLFC *
Leeds Rhinos RLFC
Oxford United FC *
Somerset CCC/ Yeovil Town FC *
Warrington Wolves RLFC

Innovation
Bedford Sports & Hockey Centre/ Bedford Rugby Club
Birmingham Bullets RLFC *
Bournemouth AFC *
East London Gymnastics Club
Hull RLFC *
John Nike LeisureSport Complex
Leicestershire CCC
Leyton Orient FC
Northampton CCC/ Northampton Town FC/ Northampton Saints RUFC
Penzance & Newlyn RUFC *
Phoenix School and Leisure Centre
The University of Nottingham
Westfield Sharks Sheffield Basketball

LEA develops 'Out of School Hours' learning. Some are playing key roles in the rollout of QiSS (Quality in Study Support) in their areas. Any of the centres listed, which have attained QiSS, should be able to provide further information based on first hand knowledge of the scheme.

This case study offers a model which can be used by LEAs developing good practice and expertise, building capacity locally within a quality framework through a process of self evaluation.

PfS Critical Friend team 2001

- Halina Gammie
- Rex Hall
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The Leeds United Study Support Centre Case Study
March 2001 – available free of charge from Quality in Study Support

Playing for Success Yearbook 2000.
This is a review of the substantial progress that *Playing for Success* has made since its inception and describes some of the key elements of the initiative including examples of curriculum models, evaluation, links with football and links with schools. Reference number: PFSYB00. Available from: Schools Plus Division

Learning FC

This is a new Key Stage 2 and 3 curriculum resource pack of literacy, numeracy and ICT exercises on the theme of football. The pack comes with a CD-Rom version of its contents and a copy (one per school or organisation) is available free of charge. Reference number: LFC1. Available from: DfES Publications

Learning FC flyer.
This flyer gives a brief description of the new "Learning FC" Key Stage 2 and 3 curriculum resource pack. Available from: Schools Plus Division

Playing for Success leaflet.
Reference number: PFS1R. Available from: DfES Publications

Playing for Success: An Evaluation of the First Year.
This is the report of the *Playing for Success* evaluation. The evaluation gathered information during 1998-99 from the first six Study Support Centres to be established in English football clubs. Available from: DfES Publications at a cost of £4.95. Reference number: RR167. Also available free of charge: the Research Brief of the above. Brief No: RB167

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This evaluation was carried out for the DfES by a team of researchers based at the National Foundation for Educational Research. The team gathered information during 1999-2000 from 12 of the largest Study Support Centres. Available from DfES Publications at a cost of £4.95. Reference number: RR291. Also available free of charge: the Research Brief of the above. Brief No: RB291

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9.15 Princes Trust programme at WPFC

Watford players celebrate with young volunteers on Prince's Trust programme

Watford legend Nigel Gibbs and Richard Johnson will join in the celebrations at Vicarage Road today, as 12 young people mark the end of a successful 12--week Prince's Trust Volunteer Programme, run in conjunction with the YMCA.

Watford FC joined forces with the Princes Trust and the YMCA to help provide personal development opportunities for young people through a series of voluntary projects in the Watford area, supporting the youngsters as they develop their self esteem and find focus in life.

The Princes Trust Volunteer Programme is a unique course of activity, enabling 16 to 25 year olds to develop their skills, confidence and motivation through teamwork in the community. This nationwide initiative involves the Prince's Trust working in partnership with Premiership and Football League clubs across the country.

The young people on the latest programme did work experience at commercial companies, such as Watford FC, Mercury FM, Watford Observer and John Lewis, as well as volunteering together on community projects, helping elderly and disabled people.

Watford FC supported the Programme by running sessions for the young people at Vicarage Road, including one on first-aid and a business day, providing an insight into the commercial side of football.

Glen Calverley, the club's Families, Youth and Community Manager, said: "This is another example of where Watford Football Club can actively help our local community and be a positive force for progress. I'd personally like to thank The Prince's Trust and the Watford YMCA for giving us the opportunity to help with this immensely valuable project."

Pics to follow after event today.

9.16 Children discover fun side of learning at Watford FC

Children discover fun side of learning at Watford FC

MORE than 80 local school children will use football and the Vicarage Road Stadium to help improve their numeracy, literacy and ICT skills when they begin after-school sessions at Watford Football Club this week, as part of the award–winning *Playing for Success* project.

The students will attend the Watford Learning Centre after school for two hours every week for the next 10 weeks. The seven local schools taking part are Hollywell Primary, Lea Farm Juniors and Broadfield Primary schools, and Westfield Community College, St. Michaels RC Secondary, Rickmansworth Secondary and Tring Secondary schools.

The weekly, two–hour sessions demonstrate an innovative approach to teaching, where practical tasks around football are used to make learning fun and appealing. To add further excitement to the learning, students carry out research on a Watford player, who they then meet and interview.

Each student will be given a list of goals at the start of the course and will complete a Record of Achievement throughout. At the end of the programme, Watford Learning will host a Celebration Evening at Vicarage Road, where players and management staff will present the students with certificates, medals and prizes.

– 2 –

Playing for Success was launched by the government in 1997 in partnership with the Premier League, the Football League, their clubs and Local Education Authorities. The intention was to set up out-of-hours study centres within top football clubs, using football as a tool to help motivate pupils identified by their schools, as needing to improve their key skills.

Watford FC is now one of 59 football and other sports clubs across the country signed up for the full *Playing for Success* model. Since it was first launched at Watford in November 2000, over 600 pupils from more than 20 local schools have benefited, with many going on to make dramatic improvements in their academic achievements back at school.

Geoff Carr, deputy head teacher at Frances Combe School and Community College, said: "Watford Learning has provided our students with the opportunity to experience education using innovative approaches to problem solving. It became a context in which education and entertainment combined themselves and encouraged them to make substantial progress in crucial subjects. The School will always value the Club for that – it has made an important difference."

The *Playing for Success* project won't be over at the end of this ten week programme, as pupils from a further seven schools will start classes next term for their chance to learn and improve their skills in this fun and exciting way.

Playing for Success is jointly funded by the Department for Education and Skills, Hertfordshire County Council and Watford FC. Schools interested in participating in future *Playing for Success* programmes can contact Watford Learning on 01923 496296.

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