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10000 Word Sociological Research Project

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Possible Questions

Keys to Access:

The immediate and wider impact of Intervention

'Analysis of the Youth Charter' (1993-2008).

'Future directions for youth development in developing communities'

The value of Intervention in the creation of Youth Identity: The social Impact of Soccer in developing communities

An analysis of the Youth Charter' (1993-2008)

Abstract:

Following the death of 14-year-old schoolboy Benjamin Stanley the area of Hulme and Moss Side, 'Central Manchester' brought to national attention the issue of youth disaffection, anti-social behaviour and gang related violence resulting in a cycle spanning over 15 years of social decay in an area of developing youth identities. How are youth identities created, or developed in the 21st century, and what impact can a 'vision' or a 'philosophy' have on re-defining the concept of youth identity and social inclusion. 15 years later what impact has this 'vision' and 'philosophy' had on the lives of inner city hearts and minds who have experienced or continue to face socio-economic and cultural depravation in a developed world that suggests an alternate, already working ideology of 'Equality', Inclusion and Multiculturalism. What role has Sport in particular 'Soccer' played in the lives of a specific group of young developing males and the wider environment and what value can sport bring to the table in the complexity of youth experiences, construction of identities, and the understanding cultural foundations. How are the experiences or environments of youth understood and what emphasis is put on the developing generations and their role in 'today's' Britain. Where do we go from here when we consider the ever rising rates of youth crime, deviance, murder and social disorder particularly in areas and communities of ethnic diversity? Can a collective effort to understand youth and the 'changed' face of Britain bring greater social, economic and cultural stability or will youth continue to be overlooked, misunderstood and ultimately 'alienated' from societies ideological image of 'innocence' and 'bad lads'. The conclusion identifies youth as human, volatile, and as having unlimited potential which must be considered in every aspect and facet of social and political development if Britain is to regain its status as 'trend' 'setters' and 'World Beaters'.

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Chapter 1

1.1 Introduction: Purpose and Aim of Research

The underlying principles for conducting this sociological research study are to gain new and valuable sociological findings around the concept of developing Youth Identity of a particular identified social group by looking at the relationship between the concept of creating positive youth identities through advocacy, empowerment and intervention. To understand the project in its entirety will involve explaining the role of a Non-Government, United Nations and New Labour endorsed agency called the Youth Charter, looking at its work carried out between (1993-2008) and in particular evaluating the effect, impact and value of past and present intervention initiatives, projects, policies and programmes in order to establish its role in increasing educational attainment, behavioural characteristics and building life skills of young males and females in central Manchester and wider-environment. This project also includes briefly identifying the role of Manchester City Football Club, its role in social inclusion initiatives, community investment and educational attainment within the geographical location identified. Following the shooting of 14-year-old schoolboy Benjamin Stanley in 1993 an unprecedented media presence in the area of Hulme and Moss Side highlighted and brought to national attention the issue of youth disaffection, anti-social behaviour and gang related violence. The Moss Side Amateur Reserves (MSAR) is a football team made up of erstwhile rival young gang members from the Alexandra Park Estate in the area of Hulme and Moss Side, Manchester. Established in 1995 by Youth

Worker, Person B M.B.E. Irving Williams of the Hideaway Project and Dr Person A M.B.E of the Youth Charter and supported over the last ten years by the Youth Charter it represents an ongoing joined up approach to the role that sport and the arts can play as a contributor to the social inclusion and regeneration of disaffected young people in communities of disadvantage. The (MSAR) went on to dominate the top tiers of amateur soccer particularly in the Lancashire & Cheshire amateur football league and the Lancashire Amateur Cup. Earned success through competitive football participation led to a player named 'Person Z Queely' being offered a trial with Manchester City Football Club, however the players potential was never realized owing to the lack of social cohesion within the local community which could have provided the social capital needed to realize this potential. There was no progression structure that could have seen many players receive elite training and potentially embark upon sporting careers whilst enhancing on behalf of national government the role that sport can play in developing communities. The Moss Amateur Reserves were witness to, and participants of the historic visit by the 'Bafana Bafana' South Africa soccer side to Moss Side where they met young people and the wider community. This followed the England v South Africa international (1997) which was played at Old Trafford and was the first England International every to be played away from Wembley. It followed the pre match ceremony which saw the formal establishment of the Anglo South African youth culture initiative between the governments of Great Britain and the Republic of South Africa.

1.2 Introduction: Validity of Project

In respect of already published academic findings this project seeks to firstly support the extensive domain of sociological evidence relating to youth identity and look at the creation of Youth identities, how Youth of today identify with the everyday environments in which they are implicitly connected to, or have been a part of their socialization process and identifying wider youth issues by discovering potential positive or negative impacts of the 21st century its complex social, cultural and economic impacts upon the struggles of Youth in Britain. Upon completion of this project it is hoped that the research unearths new sociological findings that will enhance the ideology of constructing 'Youth identities' in 21st century Britain and the role that 'Sport' and 'Intervention' practice can play in developing communities of traditional British, ethnic and other origin diversities, while supporting the socio-economic goals of National Government.

Chapter 2: The Literature Review

2.1 Introduction to literature Review

The literature review provides an extensive overview of the related areas and relationships to the overall project aims and objectives, similarly the review conceptualizes the scope of the project and provides a strategic foundation in which to develop further sociological phenomenon.

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2.2 Geographical Data

The Town of Moss Side, Central Manchester is a large area of northwest England situated two miles 3.2 km south of Manchester city centre. Moss is a hugely multi-cultural area with many diverse people living within its boundaries. The area is diversely populated with many people of eastern European, Somalian, Asian, Irish and Scottish decadency. The area houses more people of ethnic origin than its neighbouring towns and cities such as Salford and Wythenshawe. The Office for National Statistics stated in 2005 courtesy of the UK Census (2000), that Moss Side has an ethnic minority population of 57% compared to Wythenshawe which has an ethnic minority population of 41%. The Office for National Statistics' Regional Trends edition 39, (May 2006) says Greater Manchester on a whole covers 1,276 square kilometres of landmass, 9% of the North West Region's total of 14,106 square kilometres. According to (www.manchester.gov.uk), 'in year 2005 the estimated population number of males in Moss Side, aged 15-24 was (1914) and,

'Large sections of the town are decorated with terraced housing, with some sections of council housing'. (www.manchester.gov.uk, 2007:6)

During the 1980s and 1990s Moss Side became a huge media taking point due to high crime levels and race riots, Bianchi and Parkinson (1993), p202, identify 'conflicts' arising between 1980s – early 1990s, social class indifference between urban and suburban social structures. The 1980's riots saw rising levels of social deprivation and unemployment in Moss Side, subsequently which went on to become a huge benefactor of public sector investment particularly the Alexandra Park Housing Estate. This investment has helped to regenerate the area which has seen the standard of housing; employment and education improve consistently during the last 5 years. It is helpful to note that according to the Policy Action Team Report 'a strategy for neighbourhood renewal' (2000), Moss Side scores 5th on the Government's most recent index of urban deprivation, The Regional Development Unit (2007), and Index of Multiple Deprivation published by in (2004)

3. Youth Identity, the role of Sport & Cultural Activity

The concept of Youth Identity became of political interest through the Albemarle Report (1960). The report focused on the social value of youth, and the inclusion of services for youth a then rising sociological and political phenomenon. Later in that same year taking gaining more political attention was the Wolfe den Report (1960) conducted by the Central Council for Recreation (CCPR, 1957) which identified 'Sport' and 'Community' as areas of governmental focus and brought to the political table the realities of access, and subsidy whilst also resulting in the formation of sports council to regulate provision. By looking at Young males in central Manchester ethically challenging what they identify with, may help to unearth valuable data in understanding Youth Identity within the context of the research aims. The Global Jordan-scape (2001) indicates that it is helpful to look at the relationships between race, class and nationality to see how social identities are created. Carrington (2001), and Thornton, A (1997), believed that social demographics were relevant to analyzing social structures. The Department for Culture Media and Sport (2005), via culture minister David Lammy said in a public speech,

"young people from all backgrounds are today less deferential, less accepting of tradition and more willing to construct their own sense of meaning and identity, through their own way of understanding the world', (DCMS: The role of archives in teaching Diversity and Citizenship 2005)

According to penny (2002) in Gender and Physical Education ‘contemporary issues and future directions’, It has also been found also be said that gender & identity are two key aspects of how an individual will view their environment or surroundings, furthermore, Gender and Sport (2002) ‘A Reader’, courtesy of Scratton and Flintoff (2004), believe that the construction of identity and decision making will ultimately lie in the characteristics of the individual and their environment. The research process will look at the social & cultural characteristics of young people as part of the overall identity characteristics identified. This will involve an analysis of the England v South Africa international (1997), which was played at Old Trafford. It was the first England International every to be played away from Wembley. It also followed the historic visit by the Bafana Bafana South Africa soccer side to Moss Side where they met young people and the wider community. The pre match ceremony also saw the formal establishment of the Anglo South African youth culture initiative between the governments of Great Britain and the Republic of South Africa. The research will provide examples of the impact of this historic event using secondary research findings. According to the impact of post-modernization can bring about social democracies and influence change,

3.1 Youth Culture & Development of Sub- Cultures

The concept of Youth culture and the phenomenon of youth sub cultures are two distinctively similar concepts. On one hand Youth culture seeks to embrace young people through social constructs, Houlihan (2003), et al. There however exists academics who have contrasting views to Houlihan (2003) et al such as Brittan (1989) in Masculinity and Power (1989) p47, Michael (1996), author of Constructing Identities, and Horrocks (1994), p145 in Masculinity and Crisis 'myths, fantasies and realities' who believe that the realities and impacts of youth sub culture are underestimated and overlooked in some cases resulting in serious social issues. In my 10 years experience gained as a community worker certain types of youth subcultures have become a phenomenon for 21st Century social researchers such as,

(1), Allegiance culture: Pledging ones-self to a social group with a set agenda of regular social interaction or in many cases having no set agendas.

(2), Consumption Culture: Involving recreational drugs. This is a rapidly growing culture in all class based societies. It may be said drug culture acts as a kind of cohesive force that binds people together in a common cause of for example reaching euphoric highs where the concept of social reality becomes alien, Pryce: (1976: 83) et al. It is evident that this type of culture bears no positive elements of sort.

(3), Self protection culture: This type of culture is a rising phenomena however in many cases catastrophic with recent cases of deaths linked gang related, identity based violence. The research focus however will not be the areas in which these crimes appear rather the causes of these crimes in relation to developing Youth Identity.

Is it possible that for example media ideology through the creation or role-models film, music (Hip Hop & Gangster Rap) sport and education may have an impact on the developing Identity behavioural characteristics of young people? The research will also seek to provide a conclusion to this question, using sociological and academic findings, as well as young people who have experienced social exclusion and disaffection. Youth may in the form of group participation create or develop a sub- culture, Hall & Jefferson (2004), p10, or sub-identity that enables him or her to deal with the realities of their socio economic environment

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4. The role of Social Inclusion

What impact can social exclusion have on developing youth identity, or developing long term sustainability?

Social Inclusion, according to the Social Exclusion Unit (2004) and more recently by the European Union is defined as,

'A series of interconnected problems around poverty, discrimination, unemployment, low skills, bad housing, and poor health' (European Union 2006)

For the purpose of understanding the impact of social inclusion relating to the identified role of the youth charter the following documents listed, the Impact of Sport in the Social Development of Young People and the Wider Community-Issue Document (2003), the Youth Charter: 'Manchester 12' Report (2006), Youth Charter 12: Commonwealth Report (2007) Sport and Social Exclusion (2003), Opportunity for all (1999) and the Game Plan (2002) government policy document all demonstrate a theory that continued investment in social inclusion is of paramount importance in order to develop the diverse identity of 21st century British youth with citizenship at the forefront. According to Barrie Houlihan in Sport and Society (2001) p69, Bernstein & Blain (2003), Bull, Hoose & Weed (2001), social capital is about similar interests and common goals with an end objective of collective sustainability of the community and its environments.

Similarly Aitcheson (2003) p18, Berger (1963), and Glidden's (1984) 'theory of structuration' place particular emphasis on a need for human agency and continual observations of social phenomenon such as changing demographical tends . Current investment in Sport, Houlihan (2003), Sport and Social Integration, (p338), Sport England 'Regional Investment Strategy (2005-2009), serves to support the ever growing dilemma of continued investment in diversity and social inclusion through European, Governmental and private finance initiatives..

4.1 Community Cohesion & Social Capital

Community Cohesion can be defined as the glue that hold a community together. If a community is built upon positive foundations then it is likely that it will have the skills to sustain itself in the long-term. The Neighbourhood Renewal Unit 2008 says,

"Community cohesion refers to a much wider set of concerns in relation to a community as a whole which may include service provision, economic development, and issues relating to social inclusion, education and planning".

Social Cohesion through community investment has been a major Government priority since the formation of New Labour (1997). New Labours principle operational since theme revolves around a practical ideology of social investment in social inclusion, Leisure and Sport along with the voluntary sector are key drivers of government inclusion policy whether through sport, health or education strategies. Community cohesion is a key area of developing any Community, Horrocks (1994) et al. If cohesion is present people are more likely to take an interest in aspects of their community that have a meaning to them, Houlihan (2003).

It is most likely to see cases of ‘Stratification’ with people in diverse cultures and from lower social classes who have reduced social capabilities, Glidden’s (1971) & (1984). Social class is based on inequality and difference. It is significantly harder for a group or person to contribute to its community which in turn develops social capital, if he or she is subject to stratification. Social Capital can enable communities regardless of demographics to deliver to its peoples. Youth Culture in Late Modernity (1995), p128 speaks of the need to take into account youth lifestyles when establishing the impact of modernity. Modernity is a key area of social cohesion as it entails a process whereby young people are geared towards consumption culture, however in this case the need for young peoples to take up consumption of a socially constructive role is what has been identified.

5. The Value of Education & Attainment

The rapidly growing diversity of 21st century Britain has resulted in a major focus on education to rival our European counterparts. This drive has seen a top down approach to education. Two good examples are as follows,

(1) Academies – aimed at ages (11-18), focusing on specialist career based areas that will enhance the future economy, and,

(2) Sure Start, (0-5) year old initiatives, -this aims to introduce the mother and child to structured social interaction by providing a socialization process for both mother and child to take advantage of educational initiatives that will increase opportunities for both in terms of employment, and citizenship. Education however it seems is controlled by a predominantly class based system whereby social class will define the type of education you receive, Berger, Wallis, and Watson (1995), Pryce (1976) and Sandstorm (1968) author of 'The Psychology of Childhood and Adolescence'. Lower social classes may be restricted from obtaining education, (Ball (1971). Fromm (1951) p231 & 232, 'the concept of democratic authority' speaks of aspects of human development such as Humanist Ethics, in short having the environment to develop individual abilities through existing social structures. It should also be noted that class is determined by economic viability resulting in those that have and those that do not, Marx (1864), Glidden's, (1984), et al.

The media may be seen to be a direct rival of the Government therefore could shortening the impact of the media on Young Youth by increasing more time spent in schools, by introducing an extra 5 hours of arts and culture be seen as a message of intent from current political leaders, or could such bold ambition re-educate young people in culture, diversity and developing identities. The final research will look further at the impact and viability of education through Sport in developing Youth Identity, through initiatives such as the, role of the Youth Sport Trust, Youth Charter Citizenship in Action commonwealth Games legacy initiative (2002-08), and the Soccer wise programme (2006), and Rugby wise Toolkit (1998-2006).

6. The role of Community Safety and Social Order

All communities need a structure of social order. Community safety is paramount in developing Youth Identity. The Community Safety Unit (2006) believes that community safety is about delivering local solutions to local problems that have been identified by local people. In January 2007, the following statement was released,

"Community safety means preventing, reducing or containing the social, environmental and intimidatory factors which affect people's right to live without fear of crime and which impact upon their quality of life. It includes preventative measures that contribute to crime reduction and tackle anti-social behaviour" (ww.communitysafetyunit.org.uk).

The National Home Office Crime Strategy (2008-2011), Youth Justice Board and Community Safety Unit, have developed strategies aimed at setting parameters in which local peoples can engage with policy makers to deliver change. The Home Office Community Safety Plan which works in collaboration with Public Service Agreements and the Home Office Crime Strategy (2008-2011) released the following statement as part of its strategy,

"We believe that keeping communities safe involves more than just preventing crime and deviance". (www.ho.gov.uk/crimestrategy.2008-2011)

Between April 2006 and March 2007 there were 14,403 cases of violence against another person in Manchester compared to 975,843 regionally. During this same period there were 17,747 cases of criminal damage compared to 1,107,452 throughout England. The figures shown identify a trend of social disorder in Manchester. This cycle may be combated through a focus on Identity or more specifically Youth Identity with Sport as the vehicle to implement policy or change. Theorists such as Foucault (1978), Mouffe & Laclau (1985) cited in Sport & Society (2003), and Sport Culture, Media 'global and local dimensions' (2003, 2005) and Carrington (2001) in The Global Jordan-Scape (2001), claim hegemonic manipulation via a state or government aimed at socializing peoples may not be beneficial to social development. If the development of Human Identity is based around a power based group it is most likely that the characteristics of that power will be used to control rather than educate society. By looking also at the factors that are central to developing Youth Identity, such as Community safety this may help to challenge the trend of youth perceptions of self.

7. The Role, Work and Impact of the Youth Charter - (1993-2008)

Since its launch in 1993, as the result of bidding and hosting of major Games in the U.K., the Youth Charter has developed a successful framework, that allows the real issues of Youth, Youth Identity, and Youth Culture to be Identified, through Social Development of young people and communities, where Sports, Arts, and Education are used as vehicles to achieve productive results that reflect the rising, Social, Cultural, and Economic struggles of British Youth in the 21st Century.

The Youth Charter set up in 1993, as a registered United Nations Charity, also endorsed by New Labours 'One Nation' (1997) manifesto have made a significant impact in the last 15 years promoting the social value of inclusion and intervention through projects, policies and programs. The identified documents are significant to the research aim as they demonstrate a direct relationship with the concept of social inclusion. Interventionist approaches such as, Carbon wise, Soccer wise, Rugby wise, under the umbrella initiative of 'Citizenship in Action', have all demonstrated a framework of Social, Economic and Cultural benefit and impact where Individual, Group, Community, Curriculum and Role Models are identified as central to the continued development of communities globally and locally, with the Millennium Development Goals identified as the benchmarks for this approach.

The Youth Charter was endorsed by the current New Labour Government, through its (1997) Manifesto Policy Document 'One Nation'. The Youth Charter has since delivered all of the key Manifesto directives as reflected in the Youth Charter '12' Manchester Report, Youth Charter '12' Commonwealth Report, Youth Charter '12' Rugby wise Report as well as its contribution to various government policies on youth inclusion, community cohesion and regeneration which will be addressed in the final study.

8. The Potential and Value of Intervention Practice

Intervention can be best understood as a method of action undertaken for the purpose of achieving 'social harmony', (www.unitednations.org).

Intervention can also be used to integrate, educate and influence positive change when addressing social disorder, crime and deviance according to Emile Durkheim's (1896) 'Le Suicide' a targeted populous study aimed at establishing the causes of suicide in young men. How effective are community intervention initiatives in delivering to local youth? Central Manchester has seen positive intervention such as the Moss Amateur Reserves. The social value of Interventionist action is hard to measure often the real value is overlooked in favour of negative aspects such as the characteristics, identity or social barriers of participants. The research will also seek to show the long term social value that can be gained by becoming actively involved within the local community, citing examples such as Manchester City Football Clubs, 'CITC initiative' and West Manchester Football Club will be put forward. Young people according to Bolin and Fornas (1996) p5 'are seeking a justifiable means of integrating into the cultural chemistry of the community'. New Labours 'One Nation' manifesto (1997) claims 'many needs fail to be met, in response to the level of cultural depravation in the UK. Britain in the 21st century is a multi-cultural society whereby only certain needs can be met at certain times for example the last 10 years have seen a major drive to enforce and integrate disabled people into mainstream society by introducing new legislation and providing better resources, reflecting a positive governmental

intervention to address a key social issue. A further example of National Government integrating interventionist methods of operation is identified by way of Government supporting a 30 million pounds anti-reduction obesity scheme to be piloted in 8 boroughs across Britain, aimed rewarding exercise and physical activity with financial rewards for young obese people, (Guardian, 2008: 11). Such forward thinking may need to be directed to Youth needs. Developing positive Identity initiatives through intervention could potentially address the rising social youth issues such as violent crimes which have accounted for the lives of (1, 114) young peoples nationally aged (14-25) in last 5 years due to knife and firearm related incidents, (www.ons.gov.uk). In my experience as a voluntary community intervention worker it has been discovered that it is possible multi-cultural communities may experience many socio-economic problems, such as rising levels of deprivation, crime and deviance, Glidden's, (1984) and Durkhiem, (1896) et al. According to the Good Research Guide (2003), p31 "The real value of a case study is that it offers the opportunity to explain why certain outcomes might happen- more than just find out what those outcomes are".

Chapter 3: Methodology

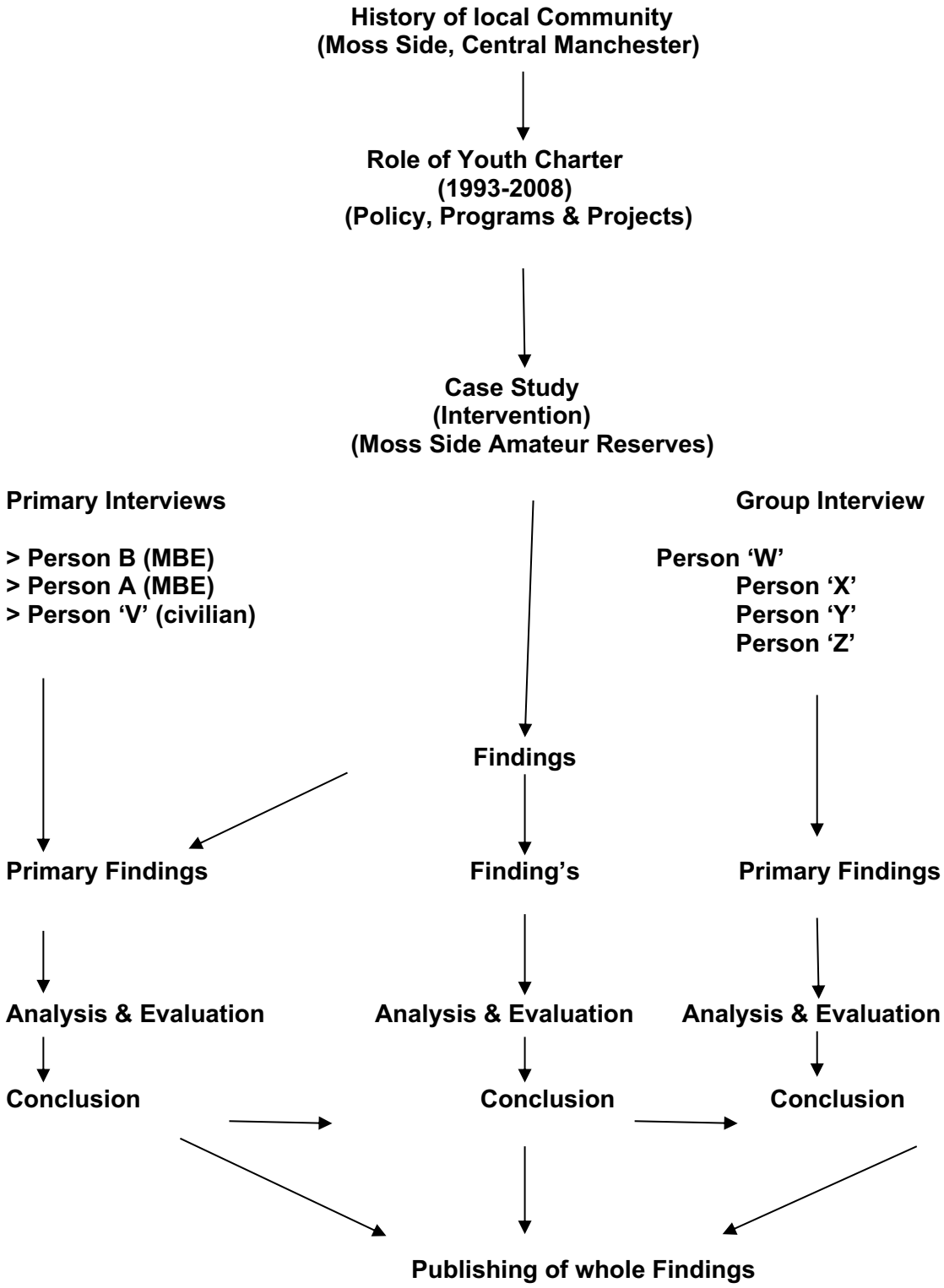
3.1 Introduction

In order to conduct this dissertation study a wide range of primary and secondary data sources were used. Secondary data according to Hakim (1987) is classed as ‘valuable’, whilst primary data is deemed ‘vital to any sociological research project, Denscombe (2003: 268). The DCMS, 2004: Culture at Heart of Regeneration, summary of responses, p3, believes qualitative evidence should be ‘accepted’ as a basis for future improvement and developments.

3.2 Research Diagram

The diagram below provides an important indication of how the research methodology will be conducted for the purpose of this study.

Methods of Investigation Structure



3.3 Secondary Research

Secondary data was used as a method of developing the initial sections of this project. This process helped to set the context and tone for conducting the

whole study. The literature review which was an essential aspect of the research process draws upon a range of secondary literature which was central to developing the project foundation. Secondary sociological findings as shown by Denscombe (2003), Hakim (1997), and Pryce (1976) can include related sociological data in relation to the concept of social phenomena such as youth identity, youth culture and social constructs. Government policy documents such as the (1999) Pat 10 Report: Arts and Neighbourhood Renewal, New Labours 'Sporting Nation' (1997), DCMS: Culture at Heart of Regeneration, 'summary of responses' (2004), Raising the Game (1995), and DCMS: A Sporting Future for All (2000), were reviewed which support the concept of creating positive Youth Identity, developing communities through sport, arts, education, and health, with the assistance of 'visionary individuals'. Similarly newspaper articles and journals were used to derive related information where examples of influential individuals were found such as Person 'A' (M.B.E) who in May 2008 asked for a Royal Commission investigation into 'gang culture' citing it as a 'national problem, and identifying a 'lack' of sports facilities and interventions as 'biggest single obstacle' in getting kids of the street.

Other examples found included the Jason Roberts Foundation (2007), which engages and integrates young youth through sport, while further publications identified Manchester as the number one in the top ten poorest constituencies in the country. It is helpful to note that although certain information used may

initially be viewed as secondary it is possible to be re-translated into ‘Primary’ findings according to Babbie (2004) et al.

3.3.1Strengths & Weaknesses

Certain weaknesses of secondary findings are, ‘data’ may not always be ‘reliable’ according to Cottrell, (2003), p203, and Morgan (1988). It helps when using secondary findings to evaluate validity for example previous inclusion in cited works, as shown by Babbie (2004). Key strengths of secondary findings are it is more likely to find examples of cited works in the public domain where findings are presented through published works, Denscombe (2003: 94)

Chapter 3: Methodology

3.3.2 Primary Research:

According to Tesh (1990), cited in The Good Research Guide (2003:2nd ed), there are 26 different methods of conducting qualitative sociological research therefore the following interview research method identified by Keats (2000), which defines interviews either 'individual', 'group' or 'consultation' as being capable of gaining a substantial amount of 'high quality' information will be used as the qualitative method of obtaining findings for this study. This theory is similarly backed up by Morgan (1988), p79, and further in Denzin and Lincoln (1998), p62, in which it is claimed that group interviews can deliver a variety of sociological responses as opposed to other methods such as questionnaires and quantitative data collection. The interview process does however have potential barriers such as the 'similarity' of an interview and conversation can generate potentially flawed findings, Denscombe (2003) p164. However the process of gathering information in this particular case is for 'investigating', 'specific' areas of social phenomenon as shown by, Kitzinger (1995) and (1989). When designing the interviews questions this required proven assistance for example 'question' design for ethnographic interviews according to Taylor & Bogdan (1984) and Leininger (1985) can be a long and difficult process thus for the purpose of this project (3) sets of generic questions were produced for the whole interview process, Spradley (1979) et al. The focus group questions seek to identify how a 'youth identity' is created within the context of the socio-economic environments of the group respondents, Barker (2004), p12-25, and Giroux (2000), p20-21, seeking to build upon existing research by unearthing new and valuable findings such as further sociological understandings of Youth 'experiences', 'emotions' 'fears',

‘perceptions’ and ‘feelings, Denscombe (2004) p164-166, Barker (2004), p113-115, and Epstein (1999) p16-17. A key aspect of the question design is aimed at the Youth Charter and its involvement in contributing to government policy development and engaging, influencing, and empowering of building a socially productive relationship to the community of Moss Side, Central Manchester. It is helpful to understand the role and responsibilities of an interview respondent in relation to obtaining new research findings according to Gratton and Jones (2004), Denscombe (2003) and Rubin & Rubin (1995), therefore the following persons will be interviewed to gain possible findings as they bear a direct link to this particular research area. Person A (MBE), founder member and vice chair of the youth charter, Person B, (MBE), former moss reserves team manager who is currently employed by Manchester City Football Club as a youth team coach will be interviewed as part of the interview process. For the purpose of understanding ‘youth experiences’, ‘emotions’ ‘fears’ and ‘perceptions’ in relation to a past intervention project and wider environment’ Five former players and members of the Moss Side Amateur Reserves (MSAR) intervention have been identified and to be interviewed as follows. (1) Person ‘V’ a former member and player of the first generation (MSAR) will be interviewed primarily, also scheduled is a focus group interview consisting of second generation former (MSAR) consisting of (2) Person ‘W, (3) Person ‘X’, Person ‘Y’ and Person ’Z’

3.3.3 Reliability

The methodology undertaken may prove valuable and unearth 'new' information relating to the role, impact of intervention and youth identity, according to various social researchers such as Gratton & Jones (2004), and Denscombe (2004), et al. The selected respondents were deemed reliable and are known to the researcher. It is possible however that a different result would be gained if conducted in similar settings for example by a 'white' researcher, or someone who was not from the 'community'. According to Kenneth Pryce in Endless Pressure (1976: p59-75) in a community that has suffered much social depravation a 'white' individual is sometimes viewed as a threat, although there is much sociological evidence to suggest otherwise.

3.3.4 Validity

The respondents may also view the researcher as a young black male, 'like them' who they can relate to according to Krueger (1988), Densombe (2003), Spradley (1979) and (Kitzenger, 1995). The findings presented in this study are deemed credible. Person A M.B.E, who will be referred to throughout the study as Person 'A' is a former gold karate champion at (1984) Olympics and provides a historical link to social development through the work carried out by the Youth Charter during period of (1993-2008), where 'significant' contributions to wider social development theory & practice have been identified. Person B M.B.E - Person 'B', currently involved with the (CITIC) Soccer Initiative and more valuable being employed by a Premier League football club has valuable experience specifically in the field of 'Neighbourhood Renewal' and being particularly influential in the (MSAR)

where the identified ‘Intervention’ was employed to good effect in the local community. Person ‘V’ is currently a managing consultant at a reputable property development firm based in the Manchester City Centre area, whilst Person ‘Y’ is currently employed by the ‘City in the Community’ initiative (CITC) as a coach whilst similarly working on social inclusion projects for the Manchester Leisure Sports Development (MLSD). Person ‘X’ is a self employed, full time music producer, and mentor of aspiring young people, his project based in the Millennium Powerhouse youth centre in central Manchester and has supported the development of young people since 1999, using music and arts to engage young people in the local community. The impact of soccer on this individual’s identity and experience has lead to a successful career in non-league soccer with Person ‘W’ now currently plying his trade in the north west counties football league having played previously for two former full-time clubs in the blue square premier league, formerly known as the football league conference. Person ‘X’ is currently a student at Manchester University studying for a diploma in youth work and finally, Person ‘Z’ is currently employed full time at a local authority sure start (0-5) day care centre as a pre-school care worker of which details were unpublished in agreement with respondent. It is helpful to note that according to the (2001) consensus study, interview participants, A, B, W, X, Y and Z are defined as either Black British, or Black African/Caribbean, similarly participant V is identified as Caucasian and Irish ethnicity. Please note, all contributors to the interview process are in agreement to sensitive information such as race, ethnicity definition, feelings, thoughts, perceptions and ideologies being published, furthermore this study does not aim to enhance the already

extensive research on ‘race’ or race relations instead it seeks to understand the creation of positive youth identities through intervention and the rising social decay of British youth. For future research purposes using the same research method may unearth more valuable data and greater sociological understandings

Chapter 3: Methods of Investigation

3.3.5 Research Methods

Primary' and Focus Group Interviews with Semi-Structured generic questions were developed to support the research methods with a brief documentary analysis undertaken involving a review of certain key government policy documents and although presently identified it is possible that out of secondary data can come 'new' findings, Leininger (1985) p72. According to Gratton and Jones in Research Methods for Sports Studies (2004) a research project requires a validated method of obtaining clear findings as shown by Homan (1991) in The Ethics of the Social Research. Key strengths of using Primary Interviews according to Marshall & Rossman (2006), 'It may enable the respondents to feel free to – open up, and answer questions honestly', and It will help to identify how respondents view their world'. Similarly Babbie (2004) believes it can also provide clarity, context and understanding. The chosen candidates were selected upon their credentials and relationship to the research topic as and any findings gained will be used ethically. Another major strength of using interviews for this study was it allows the Interviewer to gain a certain type of information, Cottrell, (2003: p206). During the planning process a contingency was put in place that in the event that face to face contact could not be achieved with respondents then telecommunication will be employed to conduct the interview process.

Thought was also given to the possibility that it may happen on the specified interview day that some interviewees are reluctant to agree to interviews being recorded in order to further evaluate the research findings therefore

interview participation forms were developed to gain individual clearance and ethical justification from all respondents involved with the research process which included all participants being asked to agree to recording of interviews and publishing of whole findings. Before any interviews were conducted a risk assessment was be carried out to identify any risks of offence as according to Denscome (2003), 'It may also help the structure of the interview when conducting a risk assessment.

3.3.6 Research Design

Semi - structure question design according to Denscombe (2003), p167 and Marshall and Rossman, (2006) et al was used when designing the interview questions to gain a possible 'informed' response from participants. The themes of the interview questions differ slightly however they potentially possess an ability to gain new information not yet unearthed before, Spradley (1979), and Taylor and Bogdan (1984). The questions were designed to address the social, cultural, behavioural issues, challenges and struggles of British youth in the 21st century. The questions are not designed to infringe on personal, political, governmental ideology, or common view however it is hoped this methodology would offer a different perspective to works already carried out in similar areas according to Spradley (1979) et al.

Chapter 3: Methods of Investigation

3.3.7 Discussions & Analysis

To analyse the findings this will involve looking at a case study of the Youth Charter in particular the Youth Charter: 'Manchester 12 Report', evaluating its role over last 15 years looking at what has been delivered in the context of the research aims. More significantly however a 'Thematic Analysis' will be used to interpret the primary interview findings as identified by Taylor and Bogdan (1984), Mahrer (1988), Spradley (1979) and Denscombe (2003) with a particular emphasis on 'themes', 'commonalities' and 'Patterns' forming out of findings and being critiqued to develop an acceptable sociological argument. It is hoped that using this method of analysis will give the project validity and justification for developing any arguments within the research structure, and future research possibilities. It is also possible according to Spradley, (1984), and Denscombe (2004) that this method may not be best suited to the analyses of potential findings therefore a full inclusion of the whole interview findings gained will be included in the appendix for the reader's reference and further evaluation.

Chapter 4: Results & Findings

4.1 Discussion:

The methodology identified in chapter 3 allowed a variety of responses to be gained for the purpose of this study for example the feelings, emotions, fears, perceptions and ideologies of young males in a community that has been subject to rising social issues during the last 15 years. Similarly views were also gained from 'visionary' individuals or more plainly put 'influential' people who according to the (DCMS, 2004: p3) and Barker (2005:p88-91) had played a pivotal role in engaging, influencing, empowering and re-educating local youth in the creation of youth identity and the accessing of local youth services. It became clear from an early stage that the 'richness' of the information gathered would require further analysis and critique from more experienced sociological researchers and government policy makers if the findings were to have a beneficial impact upon the environment of its origins and wider social structures. The social value of community intervention assisted by 'Agency' support was also identified as having a 'role to play in future government policy with a particular focus put on developing youth in Britain through endorsement of local 'role models' rather than those projected onto youth today such as 'Premier League' soccer stars, (See Appendix 1), media driven 'icons', Giroux (2000: p57) or rival gang members Barker (2005: p17). The impact of social 'theory' in 'practice' was another key understanding gained during conducting this study as it was discovered that a proposed 'vision' and 'philosophy' orchestrated through a vehicle of 'intervention' had successfully engaged 2 rival gangs 'suffering' from a 'loss of identity', Barker (2005: p17). Rival gang members were strategically re-educated through 'soccer' in a 'dangerous community' and the resulting concept of youth development through sport and physical activity was born to which it has been

to a large extent replicated all over Britain and is now the focal point for majority soccer development/social inclusion policies currently in operation and a key facet of United Nations, FIFA, EFA, Sport England and local authority remits, however there are not enough ‘opportunities’ for ‘youth’ in ‘sport’ with many ‘barriers’ to progression of those with ‘potential’, partnerships are the key to future success, (DCMS: A Sporting Future for All 2000, p5).

4.2 Results: Findings

Thematic Analysis was employed in this particular research study as in reviewing the findings it was deemed appropriate according to Spradley (1979), ‘The ethnographic interview’ and Rubin and Rubin (1995), Qualitative interviewing: The art of hearing data. It is sometimes more valuable when primary findings are viewed as ‘real’, ‘valuable’ and ‘rich’ Denscombe (2004), p167. Upon using the thematic analysis it was necessary to introduce a method of understanding the gained information as it became clear from an early stage that similarities in responses occurred frequently for example please see Appendix (10). This required developing a set of acceptable sociological themes, commonalities and patterns.

The following key themes of the thematic process were identified,

(1) Access, (2) Influences, (3) Partnerships, (4) Perceptions and (5) Future Directions

The 4 themes identified were developed in understanding the concepts of 'primary' data collection of social researchers such as Spradley (1979), Denscombe (2004) and Taylor and Bogdan (1989) of which, 'detailed information' to obtain new findings related to sociological phenomenon's, of a 'small' respondent pool, of which can be gained 'reasonable' information validity to support the arguments presented within the overall study, (Denscombe 2004: p164) and Taylor and Bogdan, (1989: p131). The following concept of 'Access' was employed as the final method of explaining whole findings as during the research process it was identified that 'Access' incorporates thematic meanings, 2, 3, 4, and 5. (See Appendix 10)

Access according to Bianchi and Parkinson (1993: 201), Barker (2005: 145-154), represents the initial relationships that were developed and established resulting from a strategic investment of time and resources from specific individuals of a wide social demographic in an area viewed as 'dangerous' and compared to places such as 'Beirut' and Los Angeles', (Appendix 1: p6).

The concept of providing access through intervention was introduced into the local community and allowed feedback to be gained from persons directly

benefiting from the intervention. The Youth Charter, (YC) for short was the agency in which provided 'Access' to the community of Moss Side, Central Manchester, however this is better understood in the following words of Person A,

"*The youth charter was simply a philosophy, and a mission, and that mission aim was to provide young people with an opportunity to develop and achieve in life through sport. With 'education', 'health, 'social order', and the environment' being the four pillars that we would be seeking to build upon, it was not a case of not policy, or not an announcement of intent, but actually walking the talk on the streets and trying to influence the policy and decision making at the top, this had not been done before in a community where it was very dangerous and where lives were being lost.". (Appendix 1: p5)*

It is through the influence of Youth Charter agency that the first steps were taken to engage the socially disaffected youth of Moss Side through strategic intervention however this was a potentially risky approach as shown in the findings of person A and person B, who were central to the (MSAR) intervention,

"We had a discussion, I remember the old youth centre where I was asked to attend and I presented to those young men a very clear, and at the same time truthful assessment of where their lives were going, where it was going to end up, and how with a collective effort of what they put in I would match, their efforts. We would develop some trust, some confidence and belief in

themselves in respect of themselves, and not disrespecting themselves and as a result, the unacceptable loss of lives". (Appendix 1: p6),

"I mean myself and Person A called a meeting and all the heads came, you know this is not about black or white, I mean your killing each other and why, you know, we need to put an end to it, and sports was the outcome, so everybody needs to get there heads together, speak for the young people, don't force your ideas on them, you need to listen to what they're saying because there's a cry for help somewhere along that line". (Appendix 2: p10).

The following paragraph below gives a greater understanding of the role of the Youth Charter in the context of this study and wider social environments.

The Youth Charter is a UK registered charity and UN accredited non-governmental organisation. The Youth Charter tackles educational non-attainment, health inequality, anti-social behaviour and the negative effect of crime, drugs, gang related activity and racism by ethics of sporting and artistic excellence. These can then be translated to provide social and economic benefits of citizenship, rights and responsibilities, together with improved education, health, social order and environment. The Youth Charter adopts a multi-faceted approach to achieving its objectives, often by forging partnerships with a wide range of public and private sector agencies – engaging, motivating and inspiring sustainable and achievable benefits.
One of the key challenges of a truly coordinated approach to the delivery of social and human development is in understanding the two distinct

approaches that need to be employed. Whilst sport and cultural activity bring people together, a more structured approach needs to be implemented to build the social and cultural benefits that our communities need. The Youth Charter has developed as such an integrated approach. The UK has unconsciously adopted the philosophy, mission and aims of the Youth Charter into its social inclusion and regeneration programmes. The Youth Charter continues to contribute at all levels of the social and human development of young people and communities through policy delivery and innovation, please see, (www.youthcharter.co.uk).

Past consultation made clear that visionary individuals are essential to leading projects to completion as it delivers 'better results' on the ground (DCMS, 2004: Culture at Heart of Regeneration, p3). Upon documentary analysis of key policy documents identified in chapter 4 it was found that 'Sport' can be crucial to the social and personal development of young people therefore 'New Labour' endorses the 'Youth Charter', (Sporting Nation, 1997: p8). In the view of person A it was stated that

"The impact has however been felt not only locally, but nationally and internationally, a lot of the current soccer / social human development policies, initiatives and resources are as a result of the Moss Side experience and in particular, the Moss Side Amateur Reserves experience and achievements". (Appendix 1: p7)

The 'YC' were further identified as a key contributor in the development of government policies and consultations such as Game Plan (2002), Pat 10

(1998), Count me In (2002), Everybody Wins (2002), Whitbread Inquiry (2006) and many more, (Youth Charter 12 Report, 2009 p13), similarly consultation and advisory intervention has taken place around a number of social issues with presentation made to Government bodies such as the DCMS, Home Office, Departments of Health, Trade and Industry, Education and Skills, Ministry of Defence, and Foreign/Commonwealth Office. The identified contributions to social policies demonstrate a major impact on the wider environment of Britain and serve to justify positive agency intervention for the benefit of wider society. The Youth charter was found to be instrumental in the development of the Millennium Powerhouse youth centre for young people. This was done through international consultation with young people at the forefront of the strategy, planning and delivery process. The Spirit of Los Angeles Tour (1994) was the vehicle in which 'dreams' were 'realised', it saw the sharing of experiences, development of leadership and integration of ideas, thus creating a type of youth governance, whereby young people were making important decisions on how they sought to identify with wider society, (Youth Charter 12 Report, 2009p8). It should be noted that the Millennium Powerhouse was a result of 'partnership' with the public and private sector, however 2.8 million of a projected 3 million building cost was provided by the public sector.

Patterns and commonalities appeared during thematic analysis of the group interview which suggested that home influence of parents and wider family networks were key factors in creation of individual identities (See Appendix 4).

Further influence in development of identity through 'culture' i.e. Rastafarian culture was found to be instrumental in Person W. According to the (DCMS, 2004: Culture at Heart of Regeneration, p8) Culture enables the building of social capital and quality of life. Further analysis found that 'morals' and 'boundaries' helped to create a path to positive development- a 'road' and it helped to introduce life standards reflecting the wider social environment and its requirements of active citizenship Sugden & Tomlinson (2002: 23-43) suggest a lack of 'national identity' is a root cause for social issues such as the construction of youth identity. Persons W, X, Y and Z claim identity is a 'big thing' and a lack of 'culture' may result in being, or feeling 'lost'; or not being able to identify yourself whether Caucasian or Afro-Caribbean.

It was highlighted that the traditional 'British' ideology of respecting 'others' has been substituted by the ideology of allowing social freedoms to young peoples today, thus resulting in a loss of social standards, Barker (2005), Hall and Jefferson (2004: p85), Epstein (1998: p81-85). The impact of influential leaders resulted in the re-education of young males who are then equipped to give back to their community. The characteristics of 'Visionary' individuals were found to be the key to current involvement of Persons W X Y and Z in their communities and personal desire to reflect an interventionist method of engaging local youth, (Raising the Game, 1995: p28) suggested that 'Young people who are integrated into sport from a early age can lead pro-active, positive health lifestyles'. There was also found to be a ripple effect of behaviours, actions and perceptions by young people of the example set out by negative influences such as those vying for the identities of young males,

Barker (2005) resulting in a rise in anti-social behaviours. The impact of 'Soccer' was used as a cohesive tool that united 2 rival gangs one in a common goal in some cases acted as a preventative measure that saw a decline in 'thug culture', Barker (2005), Hall & Jefferson (2004) and an increase in 'self awareness' Oparin (1968: p129-140), Talai & Wulff (1995: 119). Abraham Maslow's (1962) hierarchy of 'Basic Human Needs' is well known and is based upon ensuring that lower order needs are met before moving upwards in a step-by-step progression from basic physical needs to self – actualization. Maslow states that needs must be satisfied before effective learning can take place Maslow (1943: 370-396)

The following statement from the group participants conceptualizes the value of meeting lower order needs before attempting to engage young youth in wider social or governmental plans,

"I went to a meeting in the town hall with all these councilors that make decisions on how the money is going to go and all that, all these people all of them are over fifty, none of them had contact working with a young person in many years yeah, so how are you going to make decisions for young people you know nothing about". (See Appendix 4: p26)

Although the above view of the local authority is to a large extent critical it provides a basis for dialogue with local residents and future developments in having local people make key decisions for their futures.

The following section/s of transcripts from the group interview support the sociological views of various researchers in that it proposes the 'individual' and 'social' value of 'role models' as highlighted by, Hall and Jefferson (2004), Barker (2005), Giroux (2000) and Houlihan (2003), (See Appendix 4)

Interviewer: What Impact can role models have on developing youth identity?

Person W: the likes of person 'B' who ran the football team and stuff like that, id see him as a role model just for his character alone a guy who really wore his heart on his sleeve, we need people like that on a bigger level so the youths and stuff like that are looking up to the local footballers as role models

Person X: I just saw football as the best tool that was about, like you were staying on a positive level, I think just that gathering of the team, it just helped you too, say if you left training you felt like there was no time to do anything, you just wanted to go home, rest up and better still you built up confidence just having little jokes and everything else, so yeah that kept it all positive and its like the football as much as our coach kept us all positive

Interviewer asks: What Impact can role models have in wider-community?

Person X: were probably the last generation that want to get involved in all of that, like I'm doing youth and community studies at university now and I'm doing it because of Person B

Person W: I'm only doing it because of Person B, and I can name a few more that have been an important impact in my life during that time and to me that's where the role models start I think to aim to be positive

Interviewer asks: What impact does soccer have in your life?

Person W: I think if we did not have football to focus on, we'd be focusing on a lot of negative things, me personally, there was like gang stuff that you could have hung out with the local guys on the street but other than that your days were filled up with your football and that's what I wanted to be in life so it has had a really positive impact on me in my life

Person Y: having that chance of 2 days a week training and having a game on the weekend you know just getting together with the lads, them 90 minutes on the pitch there with your boys and that's who you represent, that was it

Person W: it was like a different family away from your family

Person Y: that's what it was, so all that was abuzz and it was something to do and get up for, something you would like to do

Person X: there was appoint when I was smoking heavy and I had someone like person B pushing me to do the football and the more he was pushing me the more I wanted to do it because he was motivating me telling me to do it, football made me think about my health because I wanted to play the football.

Person Z: it stresses me out that you see people on TV and you know full well you are better than this person on TV but your dedication has not made you reach there**.**

The World Summit for Social Development (1995), hosted in Copenhagen, and as a result the development of a programme of action suggested that in order to attain effective social integration in developing communities would require the integration of youth by providing 'access' to 'education', 'information' and 'skills'. There was a recommendations made to promote continued 'equality' and integration of young people through 'sport' and 'culture' by providing opportunities for the 'vulnerable and 'disadvantaged', for example socially disaffected youth in developing communities, (World Summit for Social Development, p4: 7.2).

By assessing the identified feelings, thought, experiences of individuals who in past had gained a intrinsic benefit from sporting intervention and comparing findings with national and international consultation it is clear that the

community in of Moss Side is still to a large extent unable to engage in active social development as the community does not have the required resources to deliver to young people such as shown in the Sport England Strategy 2008-2011. Sport England identified a need for more sports clubs or in the case of this study more sporting interventions as it was possible that increased 'participation' and 'retention' of users through a sports club structure would see young youth realise potential. The Football Foundation were advised to ensure multi-sports clubs were accessible to every community and in particular local youth. The 'Sport England strategy 2008-2011' should be exercised in a community such as Moss Side as it could see a rapid decline in 'gang warfare'. A recent intervention called, 'The Reclaim Project (2008)' howbeit short lived saw a targeted section of young males from Moss Side and surrounding areas aged (13-14) strategically integrated into a 4 day programme aimed at developing positive youth identity. The project was delivered in Urbis-Manchester with particular emphasis on equipping the participants with a sense of 'self-respect'. The project was reflective of a functional ideology that would suggest youth issues can be transformed over night, when in reality this is rarely the case according to Barker (2005: p41-45), and Bernstein & Blain (2005: p51-58). Influential people such as the head of the Black Police Association, Premier League footballer and a regional newsreader were amongst the contributors to this brief intervention.

The project concluded that some young people thought their socio-economic situations 'cannot' be changed, and they felt a constant need to 'front' all the time (See Appendix 11)

According to Lord Sebastian Coe, cited in the Youth Charter 'Manchester 12' Report, 2009: p 41, 'role models' are lacking, and as a result young people are reluctant to see the real value of sport in their lives. During this same report 2 key recommendations were provided on behalf of youth for example the establishment of a 'youth task force' and 'youth voice' on all public bodies connected to social development. The aim of the task force would see direct partnership with national government, whilst the inclusion of youth in policy decisions may or may not see better results in engaging the most hard to reach, disaffected young people. Whether or not these proposals become a reality is a decision of local/national governments and petitioning of youth for increased needs attainment. According to Giroux (2000), p6 'if critical emphasis is not focused around the 'experiences of 'Youth' society's picturesque ideology deems them culprits and accountable as 'adults'. Similarly Giroux (2000) p10, goes further to speak of a generation of youth, whose 'interests' are overlooked in favour of government budget cuts. Bianchi and Parkinson (1993), p201, go further to claim policy makers in development of cultural strategies face strategic issues, which in turn can have contentious effects on the social demographic for example the actual need, or necessity, of the regeneration target area may be ring-fenced around the economic interests of shareholders/ investors, or similar cases of the reality of delivering provision equally.

Chapter 6: Findings Conclusion.

It became clear from an early stage of analysis that due to the nature and validity of the information obtained this project would require further analysis and evaluation, similarly the possibility of further research is a key development of this project and could see a greater contribution to academia and social development. The themes shown in (Appendix 10) are central to understanding this research project and that of the experiences of young males in particular and the influence of a NGO agency. When conducting the primary research method of interviews it was found that an area which in times past had been subject to a somewhat national and international critical consensus view had in been instrumental in the creation of positive youth identities of identified males, who had in turn been equipped by agency intervention, and 'visionary individuals' to give back to their communities by way of community engagement through youth development. The study concludes by seeking to understand following. Are youth in 21st century defined by common social view or by intrinsic needs, and how do we know if a youth is in need and what methods of approach do we as members of a rapidly growing diverse society employ to address the specific and wider needs of young youth in general. Who is the priority from in youth development, 'post 16' or 'pre- 16' age groups.

By looking at youth from an age perspective may allow more young people to become positively engaged in local community intervention with minimal agency support services such as the Youth Charter, or Manchester Youth Service et al. More responsibility needs to be employed by males aged 25 and older within the local community and wider social demographic. More support to be given to younger males and the nurturing of positive development of identities. Potentially this could provide a bridge to policy and government objectives being achieved and at the same time advocating a type of 'youth governance' to young people. Certain types of sub-cultural influence are inspiring other younger males to lead lives of anti-social existence however it is evident that not enough support is provided for males from the local authority to operate as positive role models thus a conflict of social understanding, communication and developing the environment and hearts and minds, Barker (2005: p59-65).

The final section of this report provides a set of strategic recommendations for the future development of Youth Identities and Local Authority Services.

Recommendation 1: Community Autonomy, Cohesion and Key Decision Making,

In a multi-cultural society it is critical that the respective sub-cultural representations that live in that society are socially, culturally and economically able to influence policy in the areas of regeneration and renewal.

Recommendation 2: The Youth Charters role in future developments

Bianchi and Parkinson (1993), p201, Policy makers in development of cultural strategies face strategic issues, which in turn can have contentious effects on the social demographic for example the actual need, or necessity, of the regeneration target area may be ring-fenced around the economic interests of shareholders/ investors, or similar cases of the reality of delivering provision equally. Bianchi and Parkinson (1993), p201, Policy makers in development of cultural strategies face strategic issues, which in turn can have contentious effects on the social demographic for example the actual need, or necessity, of the regeneration target area may be ring-fenced around the economic interests of shareholders/ investors, or similar cases of the reality of delivering provision equally. Local and national policy influences which have derived

from the Youth Charter can be used either constructively, or in some cases destructively, for the benefit of young people in the local community. This study would support the role of the Youth Charter playing a more influential role in future social development with assistance of national government. Efforts since the 'Benjamin Stanley' killing demonstrate the educational, health and social order benefits that could be realised through cultural activity of Sport & Art. As a result the environment is both sustained and renewable by the recyclable wealth of our Youth. The multi cultural benefits and wider social cohesion is evidenced by the negative cross-cultural impact of gang related activity, and makes the compelling argument as to why the community of Moss Side would be better focused on how it could contribute a more positive cross-cultural benefit of the Youth Charters respective efforts.

According to the Youth Carter (2009) 'the community campus has not been fully understood, or effectively realised and implemented to make more efficient and effective the prevention, intervention and rehabilitation and settlement of those brought up in a negative cycle of disaffection, anti-social behaviour and gang related activity', (http://www.youthcharter.co.uk).

Recommendation 3: Manchester Youth Service, Future Improvements

The Manchester Youth Service (MYS) and workers in Youth services may need to re-define current operational structure, thus realising the impact of outreach and intervention in engaging young people to support developing the creation of positive identities, this is the opinions of former persons and employees of the Youth Service.

Recommendation 4: Local Authority, future representation of Youth

Local people in particular the young and vulnerable need to be aware of who represents them in decision making at a democratic level for example local Government leaders. Youth, male and female need to be represented according to needs. Better support services are required for those working with young people with the local authority to taking a more active role in community affairs with 'Youth' at the forefront of political campaigns by local leaders. The local authority should actively seek to find young people, develop rapport and listen to their experiences, thus a better working relationship and understanding of the demographic.

Recommendation 5: The Case for Future Intervention,

The following response captures the social value of intervention work with young people,

it was focused on the young men and it was to get them off the street using sports as the vehicle, we formed football teams, the killings stopped, they were getting on, we took them on residential trips and this is the sad bit about it, the residential work, the building work yet they changed the rooms, because these young men was doing international exchange visits, as well as sharing ideas how we can work together, and yet they are now offices, but a lot of young people need to see the light really as well as the workers that's doing this type of work now and they need to be on the streets, meeting the

young people on their turf, that's got to be the keyway forward (See Appendix 2)

This study concludes that in order to effectively engage young youth in the future will require strategic intervention through Sport, Arts of Education with a the integration of local community residents to assist, therefore developing a cohesion, social capital and better community networks. What has been learned in this particular research process is the value and validity of findings to current academia.

APPENDIX (1-12)

1. **Primary Interview:** Person A (M.B.E), Youth Charter Executive:

2. **Primary Interview:** Person B (M.B.E), Manchester City Football Club

3. **Primary Interview**: Person V, (MSAR) Property Development

4. **Focus Group Interview:** Person W, Person X, Person Y, Person Z

5. **Interview Questions:** Person A

6. **Interview Questions:** Person B

7. **Interview Questions:** Person V

8. **Interview Questions:** Focus Group

9. **Ethical Clearance**: Respondent participation form

10. **Youth Charter: 'Manchester 12' Report (2009):** Active Inclusion, Active Cohesion (2009): The Atrium, Ground Floor, Anchorage 2, Anchorage Quay, Salford Quays, Manchester M50 3YW.

11. **Reclaim Project (2008)**

APPENDIX 1

The University of Bolton, Deane Road, Bolton, BL3 5AB

School of Health & Social Sciences

Sport and Leisure Management Project 2008/09

Qualitative Sociological Primary Interview

Respondent: Person A (MBE)

Interview Location: Youth Charter

Interview Date: 23/12/2008

Interview Duration: 12:50pm – 13:35pm

Primary Interview Findings

The following findings contained within this interview are to my knowledge true, accurate and honest.

Introduction to Interview

For the purpose of the Sort and Leisure Management project I'm now going to be interviewing Person A (MBE), founder of the Youth Charter.

(Interviewer Reponses)

If you would like to introduce yourself?

Person 'A' responds as stated below,

I'm Person A, executive chair and founder of the Youth Charter, which for the last 15 years or so been at the pioneering forefront of the role that sport can socially and culturally play in improving and affecting the lives of young people even, and communities that are considered disaffected, that in my view have never been disaffected, simply been disadvantaged, in life situation or life chances.

Section 1, Question (A)

What role does soccer play in addressing the social and cultural behaviour of young males?

Person A– Responses to *Section 1, Question (A)*

"Soccer is firstly the national game of this country and for that reason has an immense power and influence at all levels of society in this nation. Soccer by way of its historical founding, influence and interpretation of this country came from a very, very socially working class existence, where most of the working men's clubs reflective of the Trade union movement, would have seen even a church and religious ideology, extended by way of acceptance and recognition that children, young people and young males in particular need physical activity in order to address some of the more day to day temptations of life that would befall them, so a lot of the early football clubs, that have today become the big premiership names were as a result of Christian outreach work which was reflected in the formulation of soccer clubs that were there for a community purpose and for a benefit to the young men in particular, hence the advent of the 'lads club, or boys club'. So soccer has an immense influence and impact on the lives of young men and the communities in which they live. The second point to be realized is 90% of soccer stars that influence the communities in which they come from, have come from socially economically deprived backgrounds. The final point I would make is the now truly internationally diverse nature of the beautiful game and its growing is on all five continents. The FIFA world body membership boasts a body membership of different countries that challenges and rivals the United Nations. As a result, its influence, power and ability can do much socially and culturally from both a positive and negative light".

Section 1, Question (B)

What impact has the Youth Charter work in Soccer achieved to date?

Person A – Responses to *Section 1, Question (B)*

Well you would have to go back to the very early nineties when the youth charter was simply a philosophy, and a mission, and that mission aim was to provide young people with an opportunity to develop and achieve in life through sport. With 'education', 'health, 'social order', and the 'environment' being the four pillars that we would be seeking to build upon. It was a case of not policy, or not an announcement of intent, but actually walking the talk on the streets and trying to influence the policy and decision making at the top, this had not been done before in a community where it was very dangerous and where lives were being lost. Football was popular but it was not safe to be playing football, so I realized that an intervention was required that would need to use the most powerful of sports to engage some every powerfully mis-directed hearts and minds. At that time there was re-generation in the area, it was 'hulme regeneration', there was the moss side / hulme task force, and many other regeneration initiatives and task forces but no one had or really wanted to engage with the young people. There were very strong community leaders, Berry Edwards 'Hartley Hanley', the late 'Louise Dakacodia- bless her, these were individuals that were respected. Equally you had the next generation of leaders in 'Person B' and others who were there playing a part, an active part, but lacked some real cohesion, so all I did is provided what all outsiders can do, I provided a resource, I provided an intent, and I provided a bridge of re-connecting a community with the city council and others, that saw

a bringing together of the two rival gangs, and the formulation of the Moss Side Amateur reserves, Person B and, the name has left me for moment, but representations of the two halves of same community. We had a discussion, I remember the old youth centre where I was asked to attend and I presented to those young men a very clear, and at the same time truthful assessment of where their lives were going, where it was going to end up, and how with a collective effort of what they put in I would match, their efforts. We would develop some trust, some confidence and belief in themselves in respect of themselves, and not disrespecting themselves and as a result, the unacceptable loss of lives. As a result of that meeting and initial efforts of all concerned we could start to see some confidence re-established, the team was formulated, I got some kit, I managed to broker and build the investment of Manchester City Football Club, then the late 'Freddie Pye' em 'Francis Lee' was chairman at the time, and even Manchester United and city came together with some of the players coming down to the Moss Side and Hulme trust, which I think just helped lift the community and I started to bring people into the community that would have never considered going into the community because they were beginning to believe what the Sunday Times who had likened Moss Side to LA and Beirut was indeed not the case. The moss amateur reserves, the success of that team, getting 'Sir Bobby Charlton' involved having so many different steps along the way that saw young men believe in themselves and more importantly start believing in the institutions that had failed them, that there was hope, and that they could put something in and get something out. The impact would be summarized by last week, seeing those young men come to my office. I have not seen them for a

number of years, they are all alive, two of them are going to university, one works in at a day care nursery, Should have been a professional footballer, but as a father of two and working in at a day care nursery, I don't think it gets any better than that. One other is now working as a property developer, and doesn't look like me or you which again transcends the social and cultural belief that the issue of social disaffection, depravation, anti social behaviour and gang related activity was a black on black issue! It was always a community issue, and in a community that had been failed, and a particular youth culture that had been failed. Most of the other achievements by way of the Moss Amateur Reserves are now in the Youth Charter soccerwise report that will be launched in 2009 and are on the website. The impact has however been felt not only locally, but nationally and internationally. A lot of the current soccer / social human development policies, initiatives and resources are as a result of the Moss Side experience and in particular, the Moss Side Amateur Reserves experience and achievements. The Youth Charter's work with soccer also helped inspire and break forgotten ground in the role that sport as a whole could again be important in young people's lives and above all be valuable in young people's lives and how they are developed and shaped in both character and behaviour.

Section 2, Question (A)

What current interventionist approaches are currently being experienced by the individual or the being undertaken by the organization?

Person A – Responses to *Section 2, Question (A)*

The Youth Charter's transition I think has been to simply take stock, review revise and research the impact of what we have been doing over the 15 years, and in particular soccer. Soccer is the global game, it is now transcending male participation and in the states and even in this country female soccer has the largest participation growth numbers of any sport and pastime, in Africa it is doing great work in helping emancipate the African female. In America in (1999), we founded our soccerwise programme at the FIFA Women's World Cup in Los Angeles which coincidentally was the city by way of its hosting of the 1984 Olympics credited with the social and cultural legacy that could be realized as a result of the Olympic rings. The Amateur Athletic Foundation (AAF), was also a critical link in the Youth Charter's work in the area of Moss Side., I think great strides have been taken forward into the role soccer is playing. This organization I think continues to develop and grow because of the challenges that are presented as a result of what we have inspired. The agenda as a result of our work has gone very much from street, to stadium, into government decisions of policy and direction. The African Union, the European Union are all making decisions now and the UN have even identified amendments to the UN Charter that now recognizes sport and physical activity as a tool of social and human development. These are things that I am certainly proud of because they have seen as a result of

our efforts, a culmination of greater recognition of the all important need for the social and human developmental protection of sport and in particular soccer because soccer transcends all 5 continents, in all four corners of the earth, inner-city, rural, sub-urban, black, white, belief – whatever, it is there, it is relevant and it is a very consistent reminder that we, as an agency, are a United Nations, NGO, have always been seen as a Moss Side agency. But I think that is just for those who have the eyes and ears, and the intent to only see us as a Moss Side agency. I think the reports that we are currently committing to next year will see a report a month, which will already build upon the Manchester 12 report that we conducted in 2006. In 2007 we launched the Youth Charter 12 Commonwealth Report, and as I say other reports will be conducted to simply validate and not justify but confirm what we have done, and what we've contributed too. It is important in a resource validitory environment that we are able to give a good account of ourselves, and I think justifying the considerable effect and the challenges that are still faced, a youth culture that is very much I think, still unsure of what they believe in, belong too and identify with, and I mean what sport did, for the post war generation, I am one of them, its done so for so many achievers, but for the Youth Charter, we have just became a symbol of opportunity, the opportunity becomes a reality, and is now making slow progress within the wider-social recognition of what we've done, but we are now a research based, think tank, we will continue to share the immense resources that we have at our disposal, by way of experience, by way of innovation, and practical tools that are currently being lived out and shared with via the Youth Charter website. Many people are already heralding it as unique, different but

research, education, tools, advocacy campaigning, those are still at the heart of what we do, and we continue to promote, advocate and see that that is realized at whatever level of society we are invited to contribute to, and sometimes, not for that matter. There is no popularity in this particular area, but it's not about industry and we are certainly in the next phase of our development ensuring that it's not an industry, but it's about the community doing for themselves, enabling themselves, supported and assisted but ultimately supporting themselves. The Youth Charter never ever attempted to do the things for the community that they should be doing for themselves, that's why we have a visibly, invisible culture of working, it a means that people take the credit for what we do, but that is not the reason we do it. We therefore have to walk a very fine line, but in that almost reverse paradox, it is the reason now that communities are having things done to them, and are almost like a third world country or community where they wait for something to happen. I've come from communities where they've made something happen, where they innovated, even challenged at times, and as a result got a response to the potential that existed in the communities. There are too many communities that I have visited and continued to visit where they are simply waiting for an agency to do it too them, and for them. That is not the way to promote sound and sustainable community cohesion, in fact it is the way to make social junkies, and people unable to identify with themselves and as a result I think, start to respond to a considerable and I must say progressive range of policy that is readily out there. Communities don't know how to do it for themselves, so now we have to have parenting classes, these are things that were already in the communities, and communities of sub-

culture, relevance and significance for whatever reason we've become gentrified, and civilized, and for that reason communities are now suffering with the very basic and human tenets that were the very strength and bedrock of community life. You have to have an environment where you can know who your neighbour is and who you are, in order to ensure there is a climate that is safe, and once you have safety, in that knowledge and understanding you can then have interaction, that is why sports, recreational potential and leisure currency become absolutely fundamental, we cannot just have people pursuing activity because they want to lay in the premier league, and the premiership becoming the first world, that simply leaves a third world, without even a second world existence. We must see sport in its widest possible social and human currency, engaging the young people and wider community in a way that sees, even at the expense of the very, very glamorous lifestyle that is lived by a few at what I believe is at the expense of many.

Section 3, Question (A)

What Impact do Soccer Players have on the behaviour attributes of Young People?

Person A – Responses to Section 3, Question (A)

The more that the media and government use soccer players in order to promote policy, or product, the impact that they have on young people will be especially in the formative years, up until age of eleven or twelve as it would be with any child. We need heroes, and sportsmen and women have always played that part, however sportsmen and women can only be a reflection of the society in which they come from, so they are not to blame. It is how those who would wish to promote, to project and ultimately influence young hearts and minds that should have the heroes in their community, and be able to have as a result a healthier lifestyle choice, menu and understanding. Heroes and heroines are always flawed, we are capable of great brilliance and stupidity, role models are parents, the lollipop lady, the teacher, the minister, of whatever belief or persuasion, or even the man who sits in the chair on the park bench, who has sufficient years and enough wisdom to impart and share. The youth worker, the local councillor, having began the sporting ambassador as a means of bringing together sports men and women, who had similar backgrounds, that came from socially, economically deprived backgrounds but to attract the public and private sector interest. I have witnessed with some frustration and dismay how sorts men and women have become simply tools by way of communicating a message, that arguably contrives to see a youth

culture more confused than they should be. We must not discount this and look at the role music, the arts play. I always talk about sport, I talk about it in the Olympic context, opening ceremony, closing ceremony, it is where everything comes together, and its at the very heart of the Youth Charter philosophy, that would say in the same way David Beckham would be hanging out with Snoop, and in the same way that Rooney would be hanging out with 50 Cent, it is there. I believe that you have the ultimate critical mass of how government has failed to understand the grasp, the appreciation of how careful we need to be in how we project, role models, when they are never role models, they are simply heroes and heroines, and for that should be treated, respected but understood in that light, and for that reason young people would now not want to be wags and soccer stars. When the late great, 'Arthur Ash' said for every soccer star, for every sports man, there are a hundred leaders, there are a hundred and fifty doctors, sport is not what its cracked up to be, that's why it must be life enhancing, rather than life pursuant by way of a career that is of glamour, there are many who've not made it, ask Paul Gascoigne, and I can go on! Many are in the bright lights only to be discarded back onto the streets. So our work will be to look at how sportsmen and women are rehabilitated back into society. When we talk about climate change, re-cycling, I'd like to think we use sportsmen and women who have a great deal of public and private money invested in them. From the Cuban model that I witnessed in 2007, is an exceptional one and an ideal model that we should be introducing here.

Section 3, Question (B)

What are the on-going social challenges and services that would see Soccer make a greater contribution to young people in the wider community?

Person A – Responses to *Section 3, Question (A)*

Firstly soccer should be coming together, the football foundation represents all of the soccer interests but have yet to come up with clear policy that truly provides the 'Barcelona model'. Barcelona FC is the ultimate social centre of excellence 127000 members, you can be married there, christened there, buried there, it is a sports club but soccer is at the very heart of the sports club and there are something like 27 different pass times, and sporting or recreational activity that all enjoy the Barcelona brand. Its worth noting that Manchester United had that same model back in 1990, Brian Kidd the united player who played for the European 68 winning side, headed up that program in partnership with Salford and there you have Manchester United basketball, cricket, hockey, this is where soccer needs to go. The Football Foundation therefore needs to step up in its efforts. It there to represent the social grass root development of soccer, but I think that the royal family of football need to be more cohesive we need to look at the social agenda as something more than something to be competing for, but to be collaborated for and on behalf of. It is and has been too long by way of making that collective effort and again people ask why I still challenge the current efforts being made or lack of effort being made. Well, we have reached the end, or we are approaching the end, 2008 and 43 lives will have been lost under the age of 21, three of those

lives were expected to compete in the 2012 Olympics, I just simply ask a question, that question is, if the premiership clubs, first division clubs and I have to say all of the divisions are all making this effort, I do not believe we could fail, however whilst we've seen young footballers lives lost, we are here to continue to advocate and report that we are not a amnesty international, we're not here to be popular, we're here to advocate the view that young people do not lose their lives they but they develop their lives as a result of being able to have a healthy attitude and lifestyle approach that does not see them have an outlet for their aggressions, and as a result become emotionally disaffected. Soccer has a vital role to play, it is the vaccine and it will be the antidote, its not the solution, I've never said that sport is, it needs a rather more collective and integrated policy approach by government and until we have that ideal, will they then be able to know to use soccer more effectively. However, when were bidding for world cups, and we talk about young people and communities, and we bidding for Olympics and with soccer as an Olympic sport and we're bidding and promote youth inclusion and community, they must not be sound bites, they must be enshrined in the very reason that we are a nation of 'sport for all' and should continue to allow that to happen. The impact of soccer is a bit like reaching the mid-season halfway point, there is still much to do, were in a mid table battle, and we're facing relegation and that relegation is, we need to see soccer in the hearts and minds, not where young people want to be, but where they understand they will be, irrespective of whatever they achieve in life because it will provide an outlet, it will provide a leisurely pursuit.

For those who talk about Sunday football, and if you look at the respect campaign where 7000 referees have walked away, I think that shows the crisis in our game where we have one world playing in our premiership, have every nationality, it shows that we are making cultural progress but the social cost needs to be looked at. Sir Trevor Brooking now understands what I have experienced; he is looking at youth development in soccer in the FA. How is he still struggling? Why is that a fight for him? It should be a pre-requisite, social grass roots development, performance and excellence, and we would have a world cup winning side that would enthral the nation, it would infuse the nation and we would be all that we can be.

Section 4, Question (A)

Is grass roots soccer developing social inclusion in communities?

Person A – Responses to *Section 4, Question (A)*

It says so, but I dint think people understand soccer development in the community and community development through soccer, once that is understood we will have no problem, it is not understood or else we would now be making a lot more progress than we are

Section 4, Question (B)

Is race identified as a social or cultural responsibility?

Person A – Responses to *Section 4, Question (B)*

Whatever it's identified as, it is still work in progress. If the world has advanced so much that cultural ignorance and intolerance are now things of the past, what I believe is that complacency is the worst thing we can ever have and could ever be subjected too.' Kick racism out of football' is football's flag bearer of all that is good about the game. At certain times of the year we see what clubs do, especially the premiership clubs, we see grounds now that are multi-culturally reflective of the society in which the players on the pitch now represent. For me it will still be about the Sunday leagues, it'll be about the lower divisions, that is where we will get a good indication of what progress were making. But, we should never be complacent and for that reason we should remember where we came from, so that we understand where we need to be now.

Section 4, Question (C)

Is kick racism out still relevant with the social focus of integration?

Person A – Responses to *Section 4, Question (C)*

It will always be relevant because it is work in progress. I've always had a view that I'll share with you that's probably considered humorous. It is the human right of every human being to be able to voice and express their right to belong or identify with something; I have no problem with someone who is ignorant as to the skin tone of another person. The view that they might be inferior or superior dependant on which perspective or standpoint you like, I believe, with the improved education that I see, in my schools, my children, that that will be good for the future generations but for those who are making these decisions that will influence the future generations, I just wonder what is education, and the impact of that cultural currency have been. I believe if you go to a football stadium and you are paying fifty pounds to watch a game, you have every right to call out what you want. If they have a bigots stand and have you in the corner and your paying that money, and you scream out a word of stupidity and ignorance and you get that out of your system, and there are players on the pitch who are earning serious money and should be concentrating on the game anyway, I guarantee if there are ten thousand people in that stand, by the end of the season they'll only be a couple of thousand left, and if there's a couple of thousand left at the end of that season, I believe soccer has done more than it ever could do, because I

would be worried about people who go to those matches who can't express themselves, who bring it back into society. If sport is the outlet for aggression on the pitch, surely it must be an outlet for the ignorance off the pitch. Lets have it- racist chanting is said to affect players , I've been the world class performer, you are only focused on the job in hand, you have team mates around you, and you can perform. There have been many people of such ignorance who have come to love an Ian Wright, who have come to love, because that's what they love, I mean what you love can help shape you and change you, so it might be viewed a bit more radically ignorant and challenging but I say the intelligence lives in the experience of common sense, common sense is if you can express what your feeling that is the surest way to help, bring about someone's ability to adapt and change.

Well to conclude the interview, I would like to thank you for your input and for your views, and also to get a final view from yourself, which is not actually listed within the interview structure but just to ask you,

Final Interview Question

What do you feel young black males can do to improve their social situation?

Person A – Responses to *Section Final Interview Question*

Improve themselves, know where they've come from and by that not the tribe or the village, just know where they've come from, means knowing where they are now, this is the best time to be young gifted and black, but none of them want to grasp the opportunity that is now afforded to them because in their past lives the nightmare of those who came before them, the here is the now. We have had a year where we've remembered our slave past, but we need to emancipate ourselves with the opportunities that are present now, and the ingredient of belief, belonging and identity is all it will ever be about, and I'm not here to advocate what that should be, but that should only be if you're a child of God and believe that you were created. We were created and we evolved, but we are only who we are and what we are, we all bleed red, there is no black, there is no white, there is no Gooch, there is no Doddington. These are selected identities that have been selected because we don't really know who we are, or we've not been accepted that we can become more than we can be, so in a year when we have seen the 44th President of these United States, the most powerful political office in the world, held by a man with the colour skin that will be considered different to those who have been there in the past, it is worth noting that there have presidents but who would know. There is a need to pursue education, education is the greatest

emancipation, that doesn't mean a college degree, it means a degree in common sense, in realizing where one's coming from, where we are at and where to go, everybody has a gift. Everybody, so nobody has an excuse to take another brothers life, it is not right, it will never be right, as it was then, as is now, there is no excuse, never in any way shape or form an excuse where it is right to take another brothers life because we hate what we are, to remove what we look like.

APPENDIX 2

The University of Bolton, Deane Road, Bolton, BL3 5AB

School of Health & Social Sciences

Sport and Leisure Management Project 2008/09

Qualitative Sociological Primary Interview

Respondent: Person B (MBE)

Location: Powerhouse Youth Centre, Central Manchester

Date: 10/01/2009

Time / Duration: 11: 30am – 12:05pm

Student Number: 0507532 **Date: 10/01/2009**

Primary Interview Findings

The following findings contained within this interview are to my knowledge true, accurate and honest.

Introduction to Interview

For the purpose of the Sort and Leisure Management project I'm now going to be interviewing Person B, former Moss Amateur Football Club manager.

Section 1, Question (A)

- Interviewer Reponses: Please take a few moments and introduce yourself and your current position in the local community?

Person B– Responses to Section 1, Question (A)

My name is Person 'B' (MBE), my current position in the community is nil really, em I've just changed career, now I'm working for Manchester City Football Club as a junior academy, junior coach

Section 1, Question (B)

- How may years have you been involved with youth and community work?

Person B– Responses to Section 1, Question (B)

I have been involved for twenty odd, twenty five years plus in the Moss Side/Hulme area, em -unfortunately that's come to an abrupt end,

- What were your experiences of youth work when you were growing up?

Person B– Responses to Section 1, Question (B)

When I was growing up, em I experienced youth work , the building, the old Moss Side youth centre was built in the early sixties, and as a young black man as well as the black female trying to get into it was non existent for us, we wasn't allowed in, there was a few times when we really had to be violent, trying to get in before people opened the doors and started letting us in, you know but em once that happened there were people like Charlie moor, Keith Austin doctor ken Macintyre, and a few others who took over the building after a while and it was open access to everybody, not just the black kids but to everybody in the community

Section 1, Question (C)

- What brought you into youth and community work?

Person B– Responses to Section 1, Question (C)

Well people like Charlie moor, Keith Austin and Ken Macintyre em these were people that was there for me, as well as other youngsters and as an ex-footballer once I got involved playing with playing with the youth club team, and then er changed my career to engineering, Charlie got me more involved really helping running the football team and coaching them.

Section 1, Question (D)

Person B– Responses to Section 1, Question (D)

Yes well I thought you'd get to that mike, erm obviously this is a personal opinion, I think the youth service don't do enough for the young people, erm obviously when I was in charge in the current area as the senior neighbourhood worker, I had various teams organized to be on the streets, doing detached work and meeting the young people on their turf, em alright there was a building but they didn't have to come in the building if they didn't want to cos we would always go out, introduce ourselves and work with the kids, and I think at times you need to meet the young people on their own turf, you have a better understanding of young people their lives, their social behaviours and its how you address that and work with young people to get them into the buildings to utilize it.

Section 1, Question (D)

- What are the issues facing youth services in Manchester?

Person B– Responses to Section 1, linked question (1)

I don't think, like I just said previously I don't think they are doing enough for the young people and the establishment on an a whole, em I will look at the powerhouse when that was designed, I mean Person A (MBE) took a group of young people to south central LA, to look at the various issues regarding, drugs, issues sports, arts dance and music, and the young people came back with Person A, with all these ideas, how they'd like to see it run, em got people from the university, the art department to come in do all the drawings with the young people, and the building was designed, up and running there was exchange unit, I mean this is the saddest bit about it, the exchange unit was used, it was being worked on, and it was making sense, because it was about young people learning about different culture and doing exchange work, and that's the key to getting to getting to young people, its about different ideas, sharing ideas working, to, side by side with each other, and it's a shame when the youth service department want to turn these rooms that the young people have fought so hard for, and will be changing the concept of youth work, cos now were stepping up different level into offices who benefits from that, I thought youth work was about young people helping young people.

Section 1, Question (D)

- How do you think youth services in Manchester can be improved?

Person B– Responses to Section 1, linked question (1)

They need to address young people their needs, because it's about young people.

Section 2, Question (A)

- What are the positive and negative influences on youth male identity in Moss Side? Manchester, the UK? And Globally?

Person B– Responses to Section 2, Question (A)

I can only speak regarding the young people I've been contacted with, and to be honest I mean, I've travelled to Europe, to the Caribbean and to the states, and I've worked with young people, em in Manchester obviously we've got rival gangs, young men, young women but mainly it was focused on the young men and alright it was to get them off the street using sports as the vehicle and we formed football teams, the killings stopped, they were getting on, we took them on residential and this is the sad bit about it, the residential work, the building work yet they changed the rooms, because these young men was doing international exchange visits, as well as sharing ideas how we can work together, and yet they are offices, but a lot of young people need to see the light really as well as the workers that's doing this type of work now and they need to be on the streets, meeting the young people on their turf, that's got to be the keyway forward

Section 2, Question (B)

- How can local community communities, such as Moss Side, improve its contribution to developing positive youth identity positive influences on youth male identity in Moss Side? Manchester, the UK? and Globally?

Person B– Responses to Section 2, Question (B)

That'll be down to the workers in charge now, erm I can only speak from experience, but I know Person 'A' used to go into the prisons and visiting the young people em doing various work with them whether its sports issues, music, the art, you know but is it always the case we've got to go behind bars before we realize were losing our young people, before it gets to that, I think more should be done on the streets, seriously, a lot more to be done on the streets, you've got to do your ground work to be successful, and assured when you approach the young people, they're not that bad, I did it.

Section 2, Question (C)

- How can local communities such as moss side address the negative influences on youth male identity?

Person B– Responses to Section 2, Question (C)

Well you need to speak to these councillors who put these papers together and only at the last minute there gona want to surface and show an interest in the young people, because they're campaign is not going right or whatever, so the emphasis has got to be on the council, the councillors, or whoever they are in the area to get off their butt and do something positive, they need to be out there doing it, don't wait for the people who's getting the pittance to say were doing x,y,z, they're the ones that's calling the shots, they're the ones who need to be out there aswell, so people can identify and know exactly who your dealing with

Section 3, Question (A)

- In your experience please describe the factors that influence youth culture in Central Manchester?

Person B– Responses to Section 3, Question (A)

Well that's a wide area, cos all young people are not into the same things arm I can speak about the kids in moss side that I've touched base with, worked with, young people that was into football, netball basketball, badminton, table tennis, one of the key elements swell was the international exchange work, where they were travelling and making links with other young people, erm East Manchester side, places like Clayton they were into like em motorbike programs, but there was also a lot of erm stealing going on in that area, yet the bikes will get nicked, yet they will, the workers or the youth service will go out and buy em some more , replace em. It don't work that way, you know what I mean, if I'm providing a service for you, and I'm providing things for you, you've got to look after them, that's your responsibility, and then young people know who's been doing what, erm in moss side I think it was the totally reverse, excuse me, you know people was always looking at the negative side of things in moss side, I mean I was always looking at the positive because those young people once they put on a shirt representing moss amateurs, you know what I mean, it was positive erm that's why they was so successful over the numerous years they was running the league, and how many teams say, you know what I mean, boast it winning erm treble after treble, after treble

Section 3, Question (B)

How does gang rivalry impact upon young males developing a sense of identity in Central Manchester?

Person B– Responses to Section 3, Question (B)

Well were not talking about all blacks here, were talking about black and white, Asian, you name it the somalians, everybody is, they're all into it, but I think the key element, there's got to be a central focus point where everybody meets, you know like we did years ago with the gooch and the dodington gang, in the old moss side youth centre, I mean myself and Person A called a meeting and all the heads came, you know this is not about black or white, I mean your killing each other and why, you know, we need to put an end to it, and sports was the outcome, so everybody needs to get there heads together, speak for the young people, don't force your ideas on them, you need to listen to what they're saying because there's a cry for help somewhere along that line.

Section 3, Question (C)

What is your view on current Functionalist Approaches in relation to youth identity?

Person B– Responses to Section 3, Question (C)

Laughs, what do we call the youth, what age limit are we working with, because obviously I'm out of the youth and community work now, but, when I was in it, I thought it was up to nine to twenty five, you know they were classed as youth, but do you class a twenty five year old as a youth nowadays, well it remains to be seen, but they'll probably be occupying a space where a younger person can be, benefit, from it, and that's where you probably get this bit if agro going along, you know, because at the end of the day if I'm twenty five, you know I need to be teaching these younger ones right from wrong, not leading them down the garden path were its all wrong, wrong, wrong, and its happening to often.

Section 4, Question (A)

- Interviewer Question - Please give your views on interventionist approaches?

Person B– Responses to Section 4, Question (A)

Past intervention projects, laughs, well the only, the best, past intervention project was the football team, you know because I thought we were meeting the needs of all those young men who wanted to participate, and that's why it was flicked to an A and B, you know, and it wasn't just one gang playing in that team, and the other in that, no, they was integrated, that's the way forward, erm, and to be honest it made the second team work harder, because they wanted to be as successful as the first team, you know erm, everybody have dreams and aspirations, you know and I think some of the lads in the second team you know, when they wasn't playing I will invite them to come and have a look, not to be part of it, just to come and have a look, because I was working about their attitude, because that's something I would not tolerate, and I think the lads got that message straight away, and when we had injuries or we had midweek games running into the final lap of the season some of the boys out the second would be representing into the first team, and it was like wow, you know, yeah, and this is why for nearly eight nine moths you were watching and learning, this is what I expect from you, and I think it worked, to a degree it worked, as for now, I cant really say what works in the area now for the young people, I don't think there is a football team as such, I don't know, there was also the netball for the females, that worked, the basketball worked, but then go back to the question you asked me before,

what age do you call a youth, workers was working with young men up to that age and yet the powers that be thought these young men was to old, or the young female was too old to be participating in the netball or the basketball, now as far as I'm concerned that was defeating the object of why this building was put up for all these young people, if I've got an experience and I want to share my knowledge, I want to share it with the young people, whether I'm participating in a game with them, or whatever, I'm sharing that knowledge, and its for them to take its issues on board and move it forward

Section 4, Question (B)

- Interviewer Question – What value if any can Interventionist action achieve in Urban Communities?

Person B– Responses to Section 4, Question (B)

I think it can achieve a lot to be honest mike, because at the end of the day erm and I hope this wasn't the case that I wish throwing my ideas, unto the young people that I was representing and working with, erm, I hope when I was sharing my knowledge with their ideas and it was working, and at the end of the day, I cant say much about the staff team now since I've moved five years ago, and I don't really know what goes on at the on the powerhouse, but I hope they've also picked up some form of knowledge from me, and I hope they are sharing that type of experience young people, because at the end of the day you cant move forward, sideways, upwards, downwards without the young people, you've go to listen to the young people.

Section 4, Question (C)

- Interviewer Question –What can present community leaders do to impact positively upon their communities?

Who is the present community leaders, who's nominating them as community leaders, what is a community leader, I wasn't a community leader, I worked in a youth centre as a senior neighbourhood worker, erm numerous of staff, building opened regarding young people, erm, I don't think we should label people as community leaders, you know, I would let the young people, so called if they want a community leader, let them be the ones that nominate the leader, put them in a position that say's, and at the end of the day if I got issues, your representing me, I need to come and speak to you, it should be up to the young people, I thought things was moving on, twenty first century, the young people need to get together, as a group, form a committee, there the ones who should be running things, its there future, we should be here to advise, not in the forefront, we should be behind the scenes pushing these young people forward

Section 4, Question (D)

- Interviewer Question- Can role models in your experience contribute to the wider social development of young males?

Person B– Responses to Section 4, Question (D)

I would like to think so, but then again what do you call, who you know, what type of person are you looking for as a role model, everybody has different ideas and assumption of what a role model is? You know, I can, If I was a young man now and I'm looking at a footballer for instance well I'll say 'Rio Ferdinand, um but then is Rio Ferdinand a good role model, um well what as Rio been done for in the past, allegedly drugs, oh, touchy subject, so we move on from that, someone like Frank Lampard, um don't know, goes out gets drunk, violent, got a record, it might be quashed because he's Frank Lampard, um John Terry, um there you go, so were looking at these high profile footballers and they all got some form of stain on their character, what is a role model, I mean I'm Person B, I'm just plain Person 'B'.

Interviewer Comments-

Would you agree just to say that footballers are just sports people professional footballers are just sports people, and they should never be put in the light of a role model, or used wholly?

Person B– Responses to Section 4, Question (D)

Footballers- they're just sports people, just like me and you, erm, to put in limelight like that, Pele was a brilliant ambassador for the game, sir Bobby Charlton was a modern ambassador for the game, I don't know of any stain on their records, you know but that was someone in my era, I would look up to, and I hope this meets what your looking for

Final Interview Comments: Well obviously id like to thank you for taking part in the interview and wish you the best of luck in your career, and also to say as someone who has benefited from your work in the community, id just like to say there is certain interventions going on in the community, but, id say probably lack the right people in a sense to take it forward, and the people that have been a part of it before have in a sense used the structure, or the whole concept of helping young people for the betterment of themselves

Person B– Responses to Section 4, (final interview comments)

Ah that's a key point, you have just touched onto a sore subject, where people are basically doing it just for their own benefit, not for the young people, and I think this is where it's, things are falling apart, I mean at the end of the day it should never be about self gain, it should be about self gain, you know what I mean, like you've said I hope, there have been changes to your life because you wasn't an easy subject, you know but your trying, and no body one can knock that, and I wish you all the best, and your football team the best, but its not an easy passage.

APPENDIX 3

The University of Bolton, Deane Road, Bolton, BL3 5AB

School of Health & Social Sciences

Sport and Leisure Management Project
2008/09

Qualitative Primary Sociological Interview

Interview Respondent: Person 'V' (Civilian)

Interview Location: Youth Charter, Anchorage Quay

Interview Date: 23/11/2008

Interview Duration: 16: 45 – 17:19pm

Primary Interview Findings

The following findings contained within this interview are to my knowledge true, accurate and honest.

Introduction to Interview

For the purpose of the sport and leisure management project I will be currently interviewing Person V, a former moss reserves first generation footballer, erm the potential feedback from Person V's responses may prove valuable to the overall research aims, so Paul in your own words if you would like to introduce yourself

Person 'V' (respondent) – Responses:

My name is Person v, em, I grew up in old Trafford, I started playing football with teams em associated with Person B, after the greater Manchester youth games, and then we went to play open-age football, in Seymour park and then Alexandra park in the moss side area.

Section 1

Main Question (1)

In you own word how would you describe youth identity?

I would say youth identity is a perception that people have, of a certain age group of people, and, and the way they view them from the outside

Question (1a)

What impact does identity play in your life?

It plays a large impact because your identity's who you are and what you're about, and what people come into contact think of you.

Question (1b)

What impact does identity have on the wider community?

It can have a big effect, because em what people think an area or community, em is the perception that they have on it, on what they see, or what they hear, em and you know if you've got for example if you have a negative identity of an area, then that's what people s think about it, without really knowing true facts or information about it

Section 1

Main Question (2)

Who are you role models that you look up to and why?

Historically they would more likely have been sporting heroes, em, obviously when I was younger and had aspirations to make a career out of football, em, the natural role models for me then where the players I used to watch week in week out like Bryan Robson, in day to day life, I like to think my role models are the people closest to me, what I mean, family, I've got an older brother who I played a lot of football with, who I was trying to emulate what he was doing as we were both growing up, em, and again you know just general family members that have to shape me as an individual and give me the values that I try an live by in life

Section 1

Question (2a)

What impact can positive role models have on developing Youth Identity?

I think the impact it can have is massive, em, and it, I suppose I'm thinking along two lines, you've got role models who are known in the wider world, em, such as sporting stars, they, they can have an immediate impact because people will take notice of them when thy speak, but then if I can use a example of someone I've already mentioned, we've got Person B, who was the manager of our team, and has done a lot of work in the community in his life, er, and people like Billy was, he' s not what you would class as famous in the media, he's well known in the areas that he works and lives in, erm, he's respected and people will listen to what Billy has to say, so depending on the character you can have just as much of an impact as somebody who is wider known.

Question (2b)

What impact can role models have on the wider community?

They, they can help to change perceptions I suppose, I know that over the years moss side has received err, very negative em image from the outside, em an having been fortunate to have met people and played football in the area over the years, I always viewed it with a, with a sceptical approach, because you know, I knew if, em, a, a role model can influence em people in their thoughts and perceptions on a community and educate them.

Interview Section 2

Interviewer Responses:

I'm going to move on to the second section of the interview, and I'm going to open this section by asking you

Main Question (1)

What impact has Soccer had in your life?

Not as much as I would have like it to, em, It was em the main choice of sport for me, em, from you know a very early age at school and obviously like most kids that played amateur football I had aspirations to get in to the game as a professional and make a career out of it, when I started playing for Billy, I had a couple of trials on the professional circuit but never made it, but erm, the impact didn't die there, it was a game that I participated in passionately erm up until about five years ago, we were still playing for moss on a Saturday and er, it was one of those things that if a game was called off, we'd be deeply disappointed , and then in the summer I was twiddling my thumbs until we started again. The teams that I've played for as a junior, erm have helped to sort of shape me as a player, erm and you know gave me a good ethic to work at my game, but its not just the sporting impact its had on me, you know, I've been lucky enough to meet people, , throughout playing for moss, that I might not have met had I not been involved in football, and you know, go as far as to say that treating some of those guys like they were family, the bonds were so strong

Interview Section 2

Question (1a)

What can Soccer achieve in helping to develop positive youth identity?

I think when you use something like soccer me it creates an interest, first and foremost to get people, , involved in something, and when your talking about soccer as a topic, it's not an individual sport, it's about team work, so you know, the message that you use to motivate footballers, can also work to motivate people in life, it's all about working together, and strengths and weaknesses, and you know bonding as a unit to get the best res

Interview Section 2

Question (1b)

What impact can soccer have on the wider community?

Again it's something that can have a huge impact because of its popularity, you might choose a different sport which might generally have little interest or have any effect on a community at all, but any community you walk into in the country your gona find people who are passionate about football, erm maybe not the same teams but you know they have a general strong feeling, and if there's a chance for them to get involved in something that's soccer based, it's something that usually you know generates positive interest

Main Question (2)

What impact can Soccer have on educating the wider community?

Probably touching back on a point, I made to the previous question, about giving them values that they can apply to how they conduct themselves away from the football pitch, you try to instil that type of thing in people, and again the essence of it is in particular is working with other people and building relationships and bonds.

Interview Section 3

Main Question (1)

What are youth needs?

, like I say, they need some direction, and purpose and a sense of belonging, if I can sort of use my own example when I was growing up, as a youth quite along time ago now, , I got what I needed from sport, you know, it helped me make friends, it, it added to my character and the way I conducted myself, erm, and I think you can get a lot from participating in a team, erm and being part of that unit.

Question (1a)

Who responsibility doe's youth need lie with?: I think a lot of it lies with the individual youths themselves, erm, because first and foremost, you know, you can try and motivate someone as much as you like, but if they are not interested in listening to you or taking part in what your suggesting, you'll not get it off the ground, em, so I think first and foremost you've got to have some willingness from the individuals to help themselves, erm and in the wider sense once they've showed a desire, em, there are obviously other people that are needed to help with organization and you know whatever they need t help them along, and depending on what there doing funding and that sort of thing, we got our power football needs though Billy, but we didn't know the half of what if took to get us on that pitch on a Saturday.

Section 3

Question (1b)

How can wider society identify with youth needs? I think they need to start by listening to them, erm, you know, it's a very negative concept at the minute out there in society as a whole that all young people are thugs, all young people are up to no good, erm, you know, Other generations have a blinkered view before they, they even know anything about someone they meet, in, in this country in particular you know, I think, don't get me wrong there's bad elements around, but youth on a whole straight away have a barrier to overcome in, because their young, people don't give them a chance, straight away they've got to try and get rid of that persons opinion of them before they actually see what, what the persons is like behind the, the prejudice.

Section 3

Main Question (2)

How can local government address youth needs?

I think they need o look at organizations such as the powerhouse, and I know that's been fortunate over the years with funding to rebuild it, they need to obviously make sure that they prioritize some money to go towards local youth projects and initiatives, also, I think the government has a role to play in involving the business community in things like that, because you've obviously got a lot of companies working in an area, and whilst they might be happy making money for themselves, you know what are they doing to help the community around them.

Section 4

Main Question (1)

What is your view on the characteristics of Premier League Footballers?

I think they've lost touch with reality, if I'm honest, em, I mean don't get me wrong they entertain a lot of people, they earn a lot of money for it, they've lost touch with the people that, who are actually following, em, there very wrapped up in their own life, and the lifestyle that the money they earn has created erm, and perhaps don't think about the consequences of how they are perceived by wider world anymore, erm you know, you hear a lot of stories about what he footballers get up to when there out socially, and erm their quite brash with the earnings, and particularly in the last six months when there has been financial problems experienced by everybody that's an industry that is largely unaffected, especially at the top level, and its almost as though they are oblivious to it and don't realize that by flashing the cash its, it's hurtful to the people who are paying hard earned money to go and watch them every week.

Section 4

Question (1a)

What is your opinion on premier league footballers as good role models for young youth, (please explain)?

I think it varies. You've got a whole spectrum of characters involved, some giving a very bad impression. If I can use an example of someone who has been England captain recently John Terry, whilst of late he probably would be pushed forward as the leading light, role model, in the past has received bad publicity from drinking antics some, insulting relatives of 9/11victims, and that type of thing is just, em, insensitive people like that, and there are others within the premier league and Michael Owen is probably the best example to use, you know, he's quite a clean living bloke, you never see any bad publicity about him, and you always hear he's, you know, trying to do charity work and things like that, em, so you know I think there's a fairly mixed bag, but id say that most of them are not taking advantage of the position there in to go out there and help others, but then again you know, you don't know what's gone before I suppose.

Section 4

Main Question (2)

What can the English Football Association do to improve race relations in Soccer?

I think that there is a lot of scope for them to get involved at a lower level, we hear a lot about kick racism out in the football league and the premier league, but not so much in amateur football, em when I played for moss we, we went to places like Glossop and Lymm, and, and before we'd even arrived at the game there was a prejudice against us because of where we were coming from, and, and I think it, it affected a lot of peoples attitudes to us in that they thought that they would be in for a violent game so they'd approach it that way, whereas we were always a foot balling team, em, and you know don't get me wrong if anyone came with that attitude we, we'd would certainly stand our own we never shirked from anybody, we never felt that there was any sort of positive, em, assistance from the football authorities to help teams like us, and you know anything we did was off our own backs, we were the ones who were going out there and we trying to hunt trophies, and you know we didn't have any funding we didn't have any money, Billy will tell you more often than not he ended up paying fines and pitch, fees out of his own pocket just to keep it going, em and you know we could have been used as a good example, em, by the FA as, as to what a group of lads can do with a bit of motivation, you know we went off playing round Europe out of our own pockets, and you know we funded trips and played in Holland Germany and places like that you know there was never any good pr about what we were

doing over there, and, em and that type of thing It's was almost as though we were just existing in our own world, nobody really was to arsed about us beyond time.

Interviewer Responses:

Well that concludes the interview, it's been a pleasure, interviewing you, hopefully, and potentially in the future I call upon you again for some valuable information.

APPENDIX 4

The University of Bolton, Deane Road, Bolton, BL4 5AB

School of Health and Social Sciences

Sport and Leisure Management Project

2008/2009

Qualitative Primary Sociological Research Findings

Interview Respondents:

Person W: (Millennium Powerhouse/Project Cuts)

Person Y: (MYS Youth Worker & CITC Coach)

Person X: (Youth Worker, Student)

Person Z: (Day Care Coordinator (0-5), Sure Start: Chorlton)

Location: Youth Charter Salford,

Date: 23/12/2008

Time / Duration: 17: 35pm – 18: 40pm

The University of Bolton 2009

Primary Research Findings

Focus Group Interview

(Respondent Feedback)

Introduction to Interview:

For the purpose of the Sport and Leisure management project, I'm now going to be conducting a focus group interview with 4 members of the 2nd generation of former Moss Side Amateur Reserves Football Club which are the gentlemen sat in front of me, so before we go any forward If everybody who is present would like to introduce themselves, we can then move forward,

Interview Respondents:

Hello, my names Person X, and I'm the first generation of Moss Side Amateur Reserves, My name is Person W and I am of the 2nd generation of Moss Side Amateurs, My name is Person Y and I'm the second generation of Moss Amateurs, My name is Person Z and I'm the first generation of Moss Side Amateurs

Interviewer Comments:

I appreciate all of being here so when the questions are put forward answer them in your own time and at your own pace, Thank You.

Section 1

Part a, Question (1)

In your own words how would you describe Youth Identity?

Respondent (1) Person W:

Identity, em, I see that as maybe fashion, youth identity could be your age the music you listen too

Respondent (2) Person Y:

Em, your background, like what your parents, your culture, that kind of thing or the environment or the area that they see themselves in

Respondent (4) Person Z:

I think is about your environment, and things like that

Respondent (3) Person Y:

I just think it's to do with erm, like 11-19 and 18-21

Section 1

Part a, Question (2)

What impact does identity play in your life?

Respondent (2) Person Y:

What impact does it play in my life - Well at the moment being the age that I am now, I'm thinking, it don't really reflect on me at this age maybe as much as a younger person, I say that because like living in Moss Side in this type of area, which is alright still, but at the same time you still get the type of people from black to Caucasian people who look on your background, surroundings and your identity and it's a bad case of misjudgment.

Respondent (3) Person Y:

It has a big impact, obviously for me as a black young man just growing up, and being influenced by football that's an impact in itself, that's one of the things that we got to try and get people more involved in.

Respondent (4) Person Z:

I just want to say; to me identity had a big part in my life especially though football, that is.

Respondent (1) Person W:

Well what does identity mean to myself, em, I believe identity is a means, its a big thing to me, for instance my household was based on a black type, Rastafarian type, upbringing, so really and truly I've had to grow with that identity aswel as the identity that you get from growing round the areas where your from

Respondent (2) Person Z (adds):

I think if you don't get some kind of cultural identity, especially when you're young, you know not really knowing what your identity is, you're kind of lost

Respondent (2) Person Y (adds):

Not really knowing your identity leave you feeling lost

Respondent (3) Person Y (adds):

I think that's what been happening through the years, Like with our granddads and that they had there culture, they had it stone, but as its gone younger and younger even past our age, it just got worse the kids don't know nothing, in my youth club where I work, I had twelve kids two were white, and I asked them where Egypt was and they could not tell you, it was scary

Section 1

Part a, Question (3)

What impact does youth identity have on the wider community?

Respondent (1) Person W:

Yeah, the identity, If a kid don't know his identity, then I believe he's no got no morals, or really you know boundaries to contain an individual, if you have got an identity then you've really got morals, you've got a road, a path

Respondent (3) Person Y:

You've got something you're going to live by,

Respondent (2) Person Y:

I think the effect that it has on a community, just saying about the morals, nowadays the kids haven't got the understanding of respecting elders, er, in my day you couldn't even back chat, it was a case of respecting that person as if it were your auntie or your uncle, you would even call that person auntie if they were associated with your mum or whatever, so the impact that it can have on the wider community is pretty great, its not good really, basically, because obviously with no respect or no morals especially if its against your friend, say a black man for instance, you know being in a community that has more black people than white it has an effect on people almost as a race

Section 1

Part B, Question (1)

Who are your role models you look up to and why?

Respondent (3) Person Y:

Back in the day I had loads of role models, having a role model was a big thing for me, it was like I want to be like,

Respondent (4) Person Z:

To be honest with you, I think as you grow up you realize that the real role models are

The people who brought you into the earth, they guide you in the right way, there's kids that don't listen to parents, so kids really need to listen more.

Respondent (1) Person W:

I see Billy as a role model, to be honest.

Section 1

Part B, Question (2)

What impact can positive role models have on developing positive youth identity?

Respondents (1) Person W:

I don't know, I think we were grown on a positive type vibe, its never been a negative thing that's really spurred us on in life so people have looked up to the positive people, and the likes of Person B who ran the football team and stuff like that, id see him as a role just for his character alone – guys who really wore his heart on his sleeve, we need people like that still on a bigger level we need, so the youths and stuff like that were looking up to the footballers as role models

Respondent (2) Person Y:

When were talking about like role models in the community I was a football coach too, football was like, football, I just seen football as the best tool that was about like you were saying about positive, staying on a positive level, I think when we got involved in football we trained twice a week, playing a match too, and I think just that gathering, just that gathering of the team, it just helped you too, say like if you left training you felt like there was no time to do anything, you just want to go in rest up and even better still you built up confidence just having little jokes and everything else, so yeah that kept it all positive and the its like the football, as much as our coach kept us all positive

Respondent (1) Person W:

That's what it done for us all through the football season

Respondent (2) Person Y:

I think it made us, it made people recognize us at the time that we were playing football, like me personally, I didn't feel like I was making an impact not just on my life but the but the people around you if it is football it does tend to just make people look at you and think well, them guys are doing good, you know that guys alright and then people want to come up to you and talk to you and know you

Respondent (1) Person W:

It is really hard for you to go down the wrong road type thing because you see how the people are looking up to you in the community

Section 1

Part B, Question (3)

Interviewer: What Impact can role models have on the Wider Community?

Respondent (1) Person W:

I think we've just encompassed that there,

Respondent (2) Person Y:

Basically, I think, we talked about morals before, basically does that mean a moral standpoint for yourself, letting the younger people around you see something positive, you know were not getting much role models nowadays, in terms of like generations, like I'm 28, and you don't really see much younger people my age filling the gaps, or participating in the community, so there's not much, were probably the last generation that do want to kind of get involved in all of that, like I'm doing a youth and community studies at university now, and I'm doing it because of people like Person B,

Respondent (1) Person W (adds):

Yeah man,

Respondent (2) Person Y:

I'm only doing it because of people like Person B and I can name a few more that have been an important impact in my life during that time and to me that's where the role models starts I think to aim to be positive.

Interviewer says:

I'll move onto the next section of the interview,

<u>Section 2:</u>

Part a, Question (1)

Interviewer asks: What Impact does Soccer have in your life?

Respondent (1) Person W:

Football used to be my life at one stage man, eat football, sleep football, I think the impact that it has had is gives us something to focus on, I think if we did not have football to focus on we would have, we'd be focusing on a lot of negative things, me personally, there was like gang stuff that you could have hung out with the local guys on the street, but other that that your days were filled up with your football, and that's what I wanted to be in life so really it has had a positive impact on me, my life.

Respondent (3) Person Y:

I got into football late, obviously I remember the days of like primary schools, kicking stones and that, that was a buzz you get me, they were buzzing days, having that chance of 2 days a week training and having a game on the weekend you know what I mean just getting together with the lads you know them days and 90 minutes on the pitch there with your boys and that's who you represent that was it,

Respondent (1) Person W (adds):

It was like a different family away from your family,

Respondent (3) Person Y (adds):

That what it was, so all that was a buzz and it was something to do and get up for that you would like to do

Respondent (1) Person W (adds):

It also stresses me out because you see people on TV, and you know full well that you are better that this person on TV but your dedication has not made you reach there,

Respondent (3) Person Y (adds):

I would say it's not only down to dedication it's about links, it's about the mindset of the people who are involved and work in football world, obviously I work I football now and you hear of the comments of how they think, you know what I mean, so I'm saying if you are thinking like that then obviously half of the people that could be footballers they ain't got a chance, because these guys haven't got time to work with these guys that can make it, you know what I mean, it's wrong, and there the ones who need the help the most.

Respondent (2) Person Y:

Soccer has achieved a lot, my experience with football has achieved loads, there was a point where I smoking heavy and I had someone like Billy, Person B, pushing me do the football, and the more he was pushing me the more I wanted to do it, because he was motivating me telling me to do it, during the time I was smoking, I think football made me even think about my health straight, because I wanted to play the football, but I was smoking and I couldn't perform as well as id want, so em soccer made me prioritize, or even kind of like look at and say I had training on Tuesday, I would look at Tuesday and think well I cant smoke, you know what I'm saying, no chance, there's no chance no I'm not going in there tired and knowing I want to play the football, and knowing that Billy is like on my phone like where are you, where are you!, you know come and play football, because of all those little things I think it made me look at my health, another positive point id like to make is, the times

that I did play football, which was like we twice we trained twice a week and played a game once a week, if I was to add up all the time I played football for all of the time collectively the time that would of amounted up who knows during that time I could have been out on the street, or been part of a mistaken identity shootout or caught on the corner, where police, I'm standing with the wrong person police come and sweep up all up, I've not done nothing but because I'm in the wrong place at the wrong time, so I think when I look at football there are loads of positives I could take from my experience, I could go on.

Section 3

Part a, Question (2)

Interviewer asks: What can Soccer achieve in helping develop positive Youth Identity?

Respondent (2) Person Y:

Lots, because for one football opens the door to communicate erm with other people you might not have seen heard from, em you know it just opens doors to all sorts, you get to communicate, you get to participate, you get to like at the same time educate yourself, educate yourself because maybe you might come across someone who is from say Somalia for instance and you never known there culture just coming into football you know straight away, you know, you might hear them say something and turn to them and say hey what did that mean, and you footballs all one language,

Respondent (1) Person W (adds):

Its one language as well, init round the world it's like one language football,

Respondent (2) Person Y:

Yeah man it just brings everyone together, and like you can educate people like I said from knowing different religions, erm creeds, like, like origins, and break down barriers, as well you can find out what they eat, so it can educate about loads of things, different cultures can understand different cultures,

Respondent1 (1) Person W (adds):

Yeah different cultures, and approach to certain things!

Interviewer Responds:

I think the feedback you have provided there ties into the next question, and I wont dwell on that question, ill move onto the next section, because that question is basically asking,

<u>Section 1</u>

Part B, Question (1)

What impact can Soccer have in educating young people in the Local Community?

Interviewer says:

Now I think what you've have just said, you have identified, communication, participation, education and culture, so straight away you have identified there like a structure of how you can address erm, you know using soccer to improve relations or aspects of the local community, so I think in that respect we wont dwell on that question, because you have answered it with the feedback you have provided, so if we just go to section 3, and this is on youth needs.

Section 3

Part a, Question (1)

In your opinion what are Youth Needs?

Respondent (2) Person Y:

Well for one it all starts from home, for me it's about parenting straight up, good parenting because, that's, it all starts at home,

Respondent (1) Person W (adds):

Parenting, definitely, I agree,

Respondent (2) Person Y:

For me it's all about having good parenting and I think during that time just being able to, I don't know, educate them domestically, you know what I'm saying, because it's in house, just be able to educate them domestically through the hygiene whatever, just, because, I think all children grow up in different stages, and I think each person needs to actually, say you get to three or four, I think you need to know that at 3 and 4, you have to know how to brush your teeth, you have to know how to, just aware,

Respondent (1) Person W (adds):

Awareness it is, it is awareness, and that's like for the young person, that's for the individual, because a lot of it is were going to say that most people need to provide something for this individual, but for the individual themselves they need the awareness to be able to know what's wrong, know what's right, you know what I'm saying, they need the awareness to like Person Y was saying you know like know how to brush your teeth because it's going to help you for the next day, and know what time your going to go to bed, what time your going to wake up, so I do believe it starts with the individual prior to the parenting, than it is for individual to know what they do need and then locate opportunities and find out where they can receive these resources from

Respondent (2) Person Y:

What else, needs saying is like, differently from the parents I think when some kids get to a certain age you leave their parents don't you, that's what I'm saying, some people leave from like 16-19 others between 16 and 20, so once they've left there yeah there's another need for them, from there there's another need, so I look at that and think, well life skills,

Respondent (1) Person W (adds):

Yeah domestic, you keep your house clean and all them sort of things

Respondent (2) Person Y:

There going to get to an age there now where they need something else, once they get to 25 there's another need after that,

Respondent (1) Person W (adds):

Another need after that, you need something in relation to?

Respondent (3) Person Y (adds):

To me there are loads of things out there, there are loads of things out there, but I just think like, there's loads of things out there but I don't see to many young people actually accessing these things,

Respondent (1) Person W (adds):

Because they are there they can't beg for like or there's not this there's not that they are there,

Respondent (2) Person Y (adds):

There's stuff out there, one thing that I found was, I used to work in sexual health place, there was loads of times that I tried to a sessions going, and tried to put it across, and if youths don't come what do you do from there, you know what I'm saying

Interviewer adds:

That's a really good example in that of sexual health, in that If your struggling to make, get communication with young people with something like that then it's going to be harder to get them to participate, or even get them included if there not really prepared to look at their own basis needs, and what's important to them, and I think another thing what I have picked up from your valuable feedback is a lot of this emphasis starts in the home, the emphasis of youth needs, identity, it really starts in the home, so I think that's what I've gathered so far, I will go further in section 3 and ask,

Section 3

Part a, Question (3)

How can the wider society identify with Youth Needs? (In your own words)

Respondent (1) Person W:

I believe they've got things in place, they've got like youth multi-agency buildings that really provide opportunities, and a lot of services for the needs of young people, it's just for the community to tap into these organizations that are already present to really provide that, people need to know about it,

Respondent (2) Person Y:

Here and now It's all good like, obviously I was just looking and thinking about the fact that there's loads of people who would like to do loads of things, so its like who is running things?

Respondent (1) Person W:

In the youth work now there is like opportunities for the young person to go and talk to a youth leader like yourself, the youth leader probably connects with like the YOP FUND which is going on now and the young person can get like a grand to do something, so I believe things are in place, but I do believe they need help to access the youth workers who can are going to look for them opportunities for them, I don't believe we can, we used to be able to cry that, you know what I'm saying, in our generation, this aint going on, and we had our youth club which was a bit run down, you know what I'm saying we could have cried that but now the young people, I believe -everything is in place for young people from 16 to start a business, and progress onto bigger things, so its just locating them people who can connect them to them opportunities, which are the youth leaders,

Respondent (1) Person W:

That's what I'm saying, its kind of hard, and your right, when I look in moss side now yeah, I think to myself like accessing opportunity like you said, have you been given the opportunity, is there people out there who is going to give us an opportunity,

Respondent (1) Person W (adds):

Or show me about the opportunity, or the people can give us the opportunity?

Respondent (2) Person Y (adds):

Are they going to skill it up, are they going to give you all the skills, so you get the opportunity,

Interviewer adds:

I think what I'm picking up there is more emphasis needs to be out on informing young people, in letting them know what is available in the community, and maybe erm more input potentially from current youth workers, in communicating exactly what's available but then again it comes back to what you have identified, funding and sustainable funding you know will that be in place, so I guess that's another area that could be a negative issue

Respondent (1) Person W (adds):

Like more multi-agency work, and it's like there's part work going on in part places and that could be offered in a different area for these young people, but I don't believe that's coming over, I don't believe that information is being sent over,

Interviewer adds:

OK, let's move on now!

Section 3

Part B, Question (1)

How or what can the Local Government do to address Youth Needs?

Respondent (3) Person Y:

Stop having their own agenda, that'll be one, if they stop having their own agenda and come down and listen and work with what is being said to them, things could change, but it's if they want the change is what I always say?

Respondent (1) Person W:

To transcend like what Person Y has just said, I believe there's always an agenda, before they ask the questions, from once they genuinely ask the question, get the feedback, and then they do the work off the feedback, then they can er really make the change, so there's always an agenda, before the change,

Interviewer adds:

Like you have identified an agenda how would you say that agenda may reflect the needs of young people?

Respondent (3) Person Y:

I went to a meeting in the town hall yeah with all these councilors that make decisions on how the money is going to go and all that, all these people all of them are over fifty, none of them had contact working with a young person in how many years yeah, so how are you going to make decisions for young people you know nothing about, you know what I mean.

Interviewer asks:

I'm going to move on to section 4, which is the last section, and I'll start by asking,

<u>Section 4</u>

Part a, Question (1)

Interviewer asks: What is your view on the characteristics of premier league footballers?

Respondent (1) Person W:

Characteristics, yeah, to become a premiership footballer, everyone just says yes to you, and the image, they can be promoting a better image for young people, who want to really make it there, right now there just promoting that alright it's a lavish lifestyle, you know, there's a load of money, you know the big time Charlie type attitude, that's what they do promote and I don't believe that's a fair promotion for addressing, or how you become a footballer

Respondent (3) Person Y (adds):

Because I know most them, most of them players probably come from the same place where we are the kids who are looking up to them are coming from you get me, they should understand even more, you know what I mean, alright you've got Rio he's got his own little company, record company that's going to help young people, but you cant just have one guy doing it out of how may guys in the whole premiership, twenty teams, with like a 22 man first squad who are all getting paid over ten grand a week,

Respondent (1) Person W (adds):

You know what the opportunity is there for everybody really to become a footballer at the end of the day

Respondent (2) Person Y (adds):

But the question lies, that If you become a footballer what are you going to do, and that is a big question, because to me, most of these people come from where we are coming from, and remember we didn't have much, so when you get it, you know If your not stable, or have no morals, or no, or your not grounded your going to do what your doing, and your going to think well I didn't have, I was in the gutter, and I've got it now, so I'm like god's best and crack on,

Respondent (1) Person W (adds):

I reckon footballers can do a lot more in their community they come from without the community having to ask for stuff, and generally they can just turn up at their local youth centre, you know which they used to access, and do something

Respondent (2) Person Y (adds):

Like you said it would be nice for them to do that without having to make any phone calls, I don't want to call no names, but we got a footballer that lived in the ghetto, like all of us here and he's made it now, is making good money but he does not come out and say let me do a football tournament just to get all the community together, or let me do this or do that, and its not a lot of money,

Respondent (3) Person Y (adds):

Just do something, your name on a tournament yeah will bring down so many people, aspirations, you'd get fifty scouts at one tournament, were we would not be able to get one scout to look at a bunch of kinds that just want to play football, I guarantee you yeah you've get about twenty that would be going for trials, I'm telling you

Respondent (2) Person Y (adds):

And even in between that there would be a shift in even the mindset like with the people. I remember when Wes Brown first come to ours, at our presentation and erm sat there and Wes Brown was there, and if I be honest I was feeling good because I thinking he's going present us and then my name got called out for an award, I thought wow, and when I stepped up now I thought wicked, from there now it was like wow, I went home thinking pure training I'm doing you get me because I've just got an award, I kind of, my mindset just kind of changed from where it was at the time even before I sat down on the chair, you know what I'm saying so yeah footballers and their characteristics I think they can change them a bit, kind of, get to ground level and kind of work from the ground with the kids from the ghetto and see what it can do

Respondent (1) Person W (adds): just be real you know, have a conscience

Respondent (3) Person Y (adds): It a controversy, obviously you've got to live your life, and if you've earned what you've got, obviously you've got to enjoy it,

Section 4

Part a, Question (2)

What is your opinion on premier league footballers as good role models for young youth, please explain?

Respondent (1) Person W (adds): They've got some good ones,

R Respondent (3) Person Y: I think they have got some good role models

Respondent (2) Person Y:

It's a positive or a negative, because I look at a footballer and think, especially, I don't want to really have to bring colour into it, especially if it's a black footballer, I look at a black footballer, now I look at that black footballer and think wow, I had a talent to get there, I'm glad to see that my man is there, and I hope others can come through, you know what I'm saying, and I think erm, so I see that, take that as a positive in terms of role models, but then I look at the negative side and all they do is prance about show their jewels, do a bit of roasting,

Respondent (3) Person Y (adds): Listen yeah, I agree He's right

Respondent (1) Person W (adds): And that what kids grow up thinking they can just roast when they want no, no they can't roast when they want

Respondent (2) Person Y (adds):

You know It goes into the paper, it get's broadcasted in the media, you know we all get hold of media, TV paper, whatever, you know what I'm saying, media, so that get's translated, the kids pick that up and people pick that up,

Respondent (1) Person W (adds):

There are some though good ones, some of its genuine work out there

Respondent (3) Person Y (adds):

Me personally just on this point, its like with the media and stuff, there only giving us what they want to give us, we don't know, half of those man (pro-footballers) could be in Africa giving grand's that we don't even know, but they wont portray that because that's not interesting news

Interviewer says:

To conclude the interview, and obviously because you have extensive experience in playing football, in having communication and dialogue with the County Football Associations and so on, what I'm really trying to find our is,

Section 4

Part B, Question (1)

What can the football association do to improve race relations in Football?

Respondent (2) Person Y:

I'll be honest, I don't, I can't see, actually football does it, it speaks every language, football in itself does it

Respondent (1) Person W (adds):

Definitely, The FA can't really change that, because that's like, Its gone from slavery and I'm sure leagues weren't operating in slavery times, so really I believe it's a fun thing, so for the FA to have a big effect on this race thing, I believe it's peoples, individuals that need to change rather than the FA changes

Respondent (3) Person Y:

These are the people at these clubs doing all the scouting, and working with these youngsters, I just think they need to become more open minded and create time to work with some kids who are not focusing, you know what I mean, I think you can get a change because then you've got, like it is already it's a mixed multi agency, like organization, where you've got the blacks the whites and Asians, well not so much Asians but you know what I mean,

Respondent (1) Person W (adds):

You've also got some high people in football who are racist – literally, I play for a club right now, erm, there scousers, a load of scousers, and I've heard them come out with some things, and I'm thinking hey up, if you were conscious yeah of certain things you would not have said that, you would not have said that, and they think that there not doing anything wrong, you know what I'm saying,

Respondent (2) Person Y (adds): Or you'll hear something like what's your mum and dad like

Respondent (1) Person W (adds): Them things there, so it has to be the individual that needs to change

Respondent (2) Person Y (adds):

The FA needs to do things that can target those individuals through change

Respondent (3) Person Y (adds):

That is true though if you want to change these kind of things yeah you've got to clamp down on certain things that are happening, and not, certain guy's should not be allowed back into football,

Respondent (1) Person W (adds):

The likes of Joey Barton, really and truly erm, he's done what he's done and I don't believe he has been he's seen to be been punished, you know what I'm saying, you go into jail for a bit knowing full well he's still getting paid, while he's in jail do a bit of boasting while he's in jail, come out and he's playing football again, that has not changed Joey Barton at all, back to his ways, It hasn't changed him

Respondent (3) Person Y (adds): I think the FA just needs, its how there targeting, it's what they use as a tool to do that

Respondent (1) Person W (adds): Harsher penalties

Respondent (2) Person Y (adds):

If that was a black man that happened, these guys would not be kicking a ball again, your face would not even be associated with football again

Respondent (1) Person W (adds):

If that was a black guy who punched up a white kid, no one would be a mate with him on the team, he would struggle, and he would have to go back own to league two or something like that for a bit, or league one.

Respondent (2) Person Y (adds):

Remember that incident with Rio Ferdinand – the testing thing when he got eight months, then you got guy's who've got caught sniffing live, and its forgotten, but when it comes to drugs, the likes of Rio- Ferdinand always pops up, before the likes of Mark Bosnich, and Adrian Mutu

Respondent (1) Person W (adds):

And he got a trip over to the waters to Italy, if it was a black guy he's going to league two

Respondent (2) Person Y (adds):

And they still pick up the grand's they still get a salary of thirty five, forty grand

Respondent (1) Person W (adds):

It's a mentality that has gone on for years and its individuals, I don't think organizations can change you know race relations it got to be individuals that want to change

Respondent (3) Person Y (adds):

And remember it's what's being at home as well

Respondent (2) Person Y (adds):

And then what things can they do, what tools can they use to change it

Respondent (1) Person W (adds):

And start implementing things for generations to come

Respondent (2) Person Y (adds):

And start implementing things from the top with the Joey Barton Incidents, I mean there's been like five incidents with this person, he should have been made an example of to send out a strong message,

Interviewer says:

I would just like to thank Person W, Person X, Person Y, and Z for all participating in the interview, I would like to thank you all for completing the ethical clearance forms, and hopefully if I should need to make contact with you in the future to gain anymore valuable information, erm, I would appreciate if potentially you guys would be able to offer your time again, because I think what I've found here today, there is no doubt in my mind, there is valuable findings, and obviously with your extensive experience in the community, not just as people playing sport, but as role models and young men, I would just like to thank everybody for taking part.

APPENDIX 5

The University of Bolton

Sport and Leisure Management Project 2008/09

Primary Research Method: Semi-Structured Interview

> Respondents: Person A (MBE)

Interview Questions

Section 1

(a) What role does Soccer play in addressing the social and cultural behaviour of young males?

(b) What impact has the youth charter work in soccer achieved to date?

Section 2

(a) What current interventionist approaches are currently being experienced by the individual or being undertaken by the organization?

Section 3

(a) What impact do Soccer players have on the behaviour attributes of young people?

(b) What are the on-going social challenges and services that would see Soccer make a greater contribution to young people in the wider-community?

APPENDIX 5

Section 4

(a) Is grass root soccer developing social inclusion in communities? Please explain

(b) Is race identified as a social or cultural responsibility? Please explain

(c) Is kick racism still relevant with the social focus of integration? Please explain

APPENDIX 6

The University of Bolton

Sport and Leisure Management Project 2008 /09

Primary Research Method: Primary Interview

> Respondent Name: Person B (MBE)

Interview Section 1

(1) Please take a few moments to introduce yourself and your current position in Local Community?

(2) How many years have you been involved in youth and community work?
-What were your experiences of youth work when you were growing up?

(3) What inspired you to invest in youth and the community?

(4) What is your opinion of the current youth services provided in Manchester for young people?

-What are the issues facing youth services in Manchester?

-How do you think provision of youth services can be improved?

APPENDIX 6

The University of Bolton

Sport and Leisure Management Project 2008/09

Primary Research Method/s: Primary Interview

Interview Section 2

(Youth Identity)

(1) What are the positive influences on youth male identity in Moss Side?
-Manchester?
- The UK?
-Globally?

(2) What are the negative influences on youth male identity in Moss Side?
-Manchester?
- The UK?
-Globally?

(3) How can local communities, such as Moss Side, improve its contribution to developing positive youth male identity?
-Regional communities such as Manchester?
- National communities such as The UK?
-The international community globally?

(4) How can local communities, such as Moss Side, address the negative influences on youth male identity in there area?
- Regional communities such as Manchester?
- National communities such as The UK?
-The international community globally?

APPENDIX 6

The University of Bolton

Sport and Leisure Management Project 2008/09

Primary Research Method: Primary Interview

Interview Section 3

(Youth Culture)

(1) In your experience please describe the factors that influence Youth Culture, in Central Manchester?

(2) Can Gang Rivalry impact upon Young Males developing a sense of Identity in Central Manchester?

(3) What impact can Functionalist approaches have on developing Youth Identity?

APPENDIX 6

The University of Bolton

Sport and Leisure Management Project 2008/09

Primary Research Method: Primary Interview

Interview Section 4

(Intervention)

(1) Please give in your own words, your view/s on Interventionist approaches?

(2) What value can Interventionist action achieve in developing Communities?

(3) What can present Community Leaders do to impact positively upon their Community?

(4) What can role models in your experience do to contribute to the wider social development of young males?

APPENDIX 7

The University of Bolton

Sport and Leisure Management Project 2008/09

Primary Research Method/s: Focus Group Interview

Interview Section 1

(a) In your own words how would you describe youth identity?

- What impact does identity play in your life?
- What impact does identity have on the wider community?

(b) Who are your role models that you look up to and why?

- What impact can positive roles models have on developing positive youth identity?
- What impact can role models have on the wider community?

Interview Section 2

(a) What impact has Soccer have in your life?

- What can soccer achieve in helping to develop positive youth identity?
- What impact can soccer have on the wider community?

(b) What impact can Soccer have in educating young youth in the local community?

APPENDIX 7

The University of Bolton

Sport and Leisure Management Project

2008/09

Primary Research Method/s: Focus Group Interview

Interview Section 3

(a) What are youth needs?

- Who responsibility does youth need lie with?
- How can the wider society identify with youth needs?

(b) What can Local Government do to address youth needs?

Interview Section 4

(a) What is your view on the characteristics of premier league footballers?

- What is your opinion on premier league footballers as good role models for young youth, please explain?

(b) What can the Football Association do to improve race relations in football?

APPENDIX 8

The University of Bolton
Sport and Leisure Management Project 2008

Sociological Data Evaluation Process - Primary & Focus Group Interview

Interview Location:
The Youth Charter, the Atrium, Ground Floor, Anchorage 2, Anchorage Quay, Salford Quays Manchester, Lancashire M50 3YW

Respondent Ethical Clearance Certificate

I, _____ agree to participate in the Interview process outlined within this declaration. I also agree to the contents of this interview being used for further evaluation and academic research for the purpose of the identified research project.

Overview of the Interview Process:

The interview process will involve a participation in a focus group interview consisting of 4-10 individuals. The purpose of the interview process is to gain feedback relating to the experiences, impact and relationship to the former Moss Side Amateur Reserves. This will also involve looking at the impact of youth identity and how young people identify with self, environments and impact of role models. Questions will be put forward in a format whereby each participant will have the opportunity to contribute to the interview process. If you have any questions please feel free to share any comments at the earliest convenience.

Requirements

Please list any personal requirements needed for the purpose of completing the interview process below?

Respondent Name _____

Respondent Signature _____

Respondent Contact Details:

Date:

APPENDIX 9

Sport and Leisure Management Project 2009

Thematic Analysis: Code & Theme Chart

Please Note: Colours, i.e. 'Yellow' correspond with Thematic Meanings, Patterns and Commonalities, numbers are a point of reference for the 8 developed themes!

Please Note: Codes, i.e. (1) = 'Access' correspond with developed understanding and condensed meaning!

	Colour	**Thematic Meaning, or Patterns** **(reoccurring patterns, or commonalities)**	**Definition, Role and Understanding of Themes** **(numbers correspond with identified themes)**	
1	Red	**Code 1: Access** Networks, International consultation, Influential people	(5) Youth autonomy? Youth needs? Youth inclusion? A type of youth Governance (6) Concept and impact of Sport, Arts, Music and Drugs awareness. (8) Developing 'youth identity', drivers and variables, negative/positive influences?	
2	Yellow	**Code 2: Partnership/s** Youth autonomy, Key decision making, Influential people	(1) Influential people. 'Private sector' providing access and subsidy. (3) Impact of ex-player in local community, and soccer impact on youth identity. (2) Creation of 'partnership' with 'visionary individuals'.	.
3	Blue	**Code 3: Influences,** External & Internal: Public and Private sector bodies, Organizations	(4) Impact of public and private sector bodies, Manchester university, Youth Charter and the Local Authority	
4	Green	**Code 4: Youth perceptions.** Experiences, Feelings, Thoughts and fears, ideologies	(7) Harmonization of 21st century Youth work services, change, reduced investment, failing needs	
5	Pink	**Code 5: Further Directions**	(9) Future recommendations, general consensus views, research views,	©

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