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A Process Evaluation of Celtic  
Against Drugs and Rangers  
Positive Choices

Crime and Justice



social  
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# **A PROCESS EVALUATION OF CELTIC AGAINST DRUGS AND RANGERS POSITIVE CHOICES**

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# EXECUTIVE SUMMARY

## Background

1. In June 2009, the Scottish Government commissioned Sheffield Hallam University and the University of Stirling to undertake a process evaluation of the Celtic Against Drugs and Rangers Positive Choices projects. The projects had received Scottish Government funding for 2009-10 to deliver drugs education and promote healthy lifestyles and participation in diversionary activities to school children in Glasgow.

## Aims and objectives of the evaluation

2. The study aimed to evaluate the quality of the design and implementation of the Celtic Against Drugs and Rangers Positive Choices projects and their suitability and value for money as vehicles for drugs education and prevention. The objectives of the study were to examine:

- the value for money of the projects in relation to all funding sources, with a particular focus on funding made available by the Scottish Government;
- the quality of each project's organisation and management;
- the quality of each project's recruitment and training, especially in equipping staff to meet children's educational, health and social needs;
- the effectiveness of procedures for enrolling children in each programme, particularly insofar as they satisfy demand and target appropriate age groups;
- the appropriateness of, and success in, meeting diversity objectives, including gender ratios and social, cultural and geographical coverage;
- the effectiveness of the projects as diversionary activities, and the efforts made to encourage children to continue these activities after the end of the children's participation in the projects;
- the projects' contribution to *Curriculum for Excellence*, including their success in providing substance misuse education, promoting active and healthy lifestyles in line with the Health and Wellbeing learning outcomes and deterring anti-social behaviour;
- the quality of the projects' internal record keeping and evaluation processes

The evaluation was also required to identify recommendations and examples of good practice.

## Research methods

3. The research included: a literature review; surveys of professional football clubs in Scotland and England; analysis of documentation and teaching materials related to the projects; interviews with the project managers, coaching staff, delivery partners and class teachers and an informal focus group held during a 'Day at Celtic' event; and observations of teaching and coaching sessions on both projects and the 'Day at Celtic' and parents' evening seminar for the Celtic Against Drugs project.

## **Main findings**

4. The key findings of the research were:

- Several football clubs in Scotland were engaged in projects that promoted messages of healthy lifestyles and participation in sport to children and young people. A far smaller number of clubs, including some in the lower divisions of the Scottish Football League delivered projects on drugs and alcohol awareness. These projects were funded by the clubs themselves or in partnership with public agencies, local authorities and the private sector. Many clubs did not have the financial resources or expertise to deliver drugs and alcohol projects.
- The Celtic Against Drugs and Rangers Positive Choices projects were targeted at primary schools in the most deprived wards of Glasgow. Celtic Against Drugs delivered early preventative messages to P5 pupils. Rangers Positive Choices focused on equipping P7 pupils for the transition to secondary school. Both projects had successfully engaged with pupils from a range of backgrounds and their targeting and delivery models were appropriate and effective.
- The Celtic Against Drugs and Rangers Positive Choices projects combined football coaching with educational messages on drugs and alcohol framed within the holistic and positive promotion of healthy lifestyles. The projects were primarily delivered by the football club coaches, with inputs from the Glasgow Council on Alcohol and Strathclyde Police, although the model of partner agencies' involvement differed.
- The Celtic Against Drugs and Rangers Positive Choices projects had appropriate organisational, financial and training systems in place, although both projects' internal evaluation processes and communication with class teachers could be improved. Each project used educational rationales, materials and techniques that matched the existing research evidence on effectiveness and good practice. The projects were very positively viewed by teachers, pupils and delivery partner agencies and appeared to have achieved short-term impacts including enhancing pupils' awareness and knowledge of drugs and alcohol, and enabling pupils to participate in out-of-school sporting activities. Celtic Against Drugs also provided an opportunity for pupils to interact with children from other schools and neighbourhoods.
- Although it was not possible to establish their long-term outcomes, or to compare their effectiveness with other preventative initiatives, both projects appeared to offer good value for money in terms of their short-term impacts and the additional in-kind contributions of the two clubs and their delivery partners.

## **Recommendations**

5. The main recommendations arising from the research are:

- For both Celtic Against Drugs and Rangers Positive Choices, class teachers (as well as head teachers) should be provided in advance with more detailed



information about the aims, content and intended learning outcomes of the projects in order to enable teachers to plan their own in-class activities accordingly.

- For both Celtic Against Drugs and Rangers Positive Choices, pupils and teachers' surveys should be complemented by an end of project assessment of each individual pupil's understanding of key information and messages and the specific new information that they have acquired as a result of the project. These assessments will need to be developed in conjunction with key strategic and delivery partners. Pupils will also require further support to ensure that they fully understand, and are able to complete, evaluation exercises.
- Any future reports on the projects submitted by the Celtic Foundation and Rangers FC to the Scottish Government (and other funders and/or partners) should provide data disaggregated by the gender and ethnicity of pupils and school type (non-denominational/ Roman Catholic/ special) and quantify the numbers of pupils participating in the clubs' additional football or other sporting activities as a direct result of the projects.
- Rangers Positive Choices should include a parents evening and a Pathways to Participation-type event or session.
- The Scottish Government should work with the Citizenship Through Football Partnership to consider the findings of this report and to explore how football can contribute more widely to drug and alcohol education in the future, given the evident power of football to engage with many young people. Partners should work together to consider existing best practice in this area and disseminate this to clubs and others.
- Where, possible, this work should draw on evidence and good practice from other educational campaigns and initiatives that use sports personalities to inspire children and young people. The most effective campaigns are both positive and seek to challenge peer-group influences by framing some risky behaviours as social conformity and appealing to young people's autonomy and self-direction.

# 1 INTRODUCTION

## Introduction

1.1 This report presents the findings of a process evaluation of the Celtic Against Drugs and Rangers Positive Choices projects. The projects aim to deliver drugs education, the promotion of healthy lifestyles and participation in diversionary sporting activities to primary school children in Glasgow. In June 2009 researchers from Sheffield Hallam University and the University of Stirling were commissioned by the Scottish Government to undertake a process evaluation of both projects.

## Drug and alcohol misuse in Scotland

1.2 It is estimated that there were 55,328 problem drug users in Scotland in 2006, an increase since 2003 (Hay et al., 2009: 15). Glasgow City had the highest numbers of estimated problem drug users (13,256) and the highest prevalence rate (3.77%) amongst the 15 to 54 age group; a statistically significant increase since 2003 (Hay et al., 2009: 15/40). Research has indicated that the prevalence of drug use amongst 13 and 15-year olds (boys and girls) reduced between 2004 and 2006, although a quarter of 15 years olds reported using drugs in the last year. The same research also found that 33 per cent of 13 year olds and 54 per cent of 15 year olds reported at least one instance when they had drunk five or more drinks on the same occasion in the past 30 days (NHS Information Services Division, 2006). 1,609 of the 56,199 referrals to the Children's Hearing System in 2006/07 were on the grounds of the misuse of drugs and alcohol (Scottish Government, 2008a: 5).

1.3 The Scottish Government has published national strategies for tackling drug and alcohol misuse (Scottish Government, 2008b, 2009a and 2009b). These strategies identify key roles for schools-based education on drugs, alcohol and healthy lifestyles delivered through *Curriculum for Excellence* (Scottish Government, 2008c).

## Scottish Government funding for the two projects

1.4 In February 2009 the Celtic Foundation were awarded a grant by the Scottish Government of £54,740 towards the *Celtic Against Drugs* project and Rangers Football Club (FC) were awarded a grant of £39,066 towards the *Rangers Positive Choices* project. £12,500 from each club's grant was deducted to fund an evaluation of the two projects. The grants were based on costed proposals submitted by the Celtic Foundation and Rangers FC and the clubs offered a range of options and models of delivery.

1.5 The grants were awarded with the purpose of facilitating projects that provided drug awareness and education promoting positive, healthy alternatives to drugs misuse and anti-social behaviour to schools in Glasgow from February 2009 to February 2010. The objectives of the grant were to provide diversionary activities to school children in Glasgow; to provide effective drug awareness education to the

target group and to demonstrate the effectiveness of the projects against these outcomes.

## **Aims and objectives of the evaluation**

1.6 The aim of this research was to evaluate the quality of the design and implementation of the Celtic Against Drugs and Rangers Positive Choices projects and their suitability and value for money as vehicles for drugs education and prevention. The objectives of the research were to examine:

- the value for money of the projects in relation to all funding sources, with a particular focus on funding made available by the Scottish Government;
- the quality of each project's organisation and management;
- the quality of each project's recruitment and training, especially in equipping staff to meet children's educational, health and social needs;
- the effectiveness of procedures for enrolling children in each programme, particularly insofar as they satisfy demand and target appropriate age groups;
- the appropriateness of, and success in, meeting diversity objectives, including gender ratios and social, cultural and geographical coverage;
- the effectiveness of the projects as diversionary activities, and the efforts made to encourage children to continue these activities after the end of the children's participation in the projects;
- the projects' contribution to Scotland's *Curriculum for Excellence*, including their success in providing substance misuse education, promoting active and healthy lifestyles in line with the Health and Wellbeing learning outcomes and deterring anti-social behaviour;
- the quality of the projects' internal record keeping and evaluation processes.

The evaluation was also required to identify recommendations and examples of good practice.

## **About this report**

1.7 The following Chapter 2 provides an account of the research methods used to undertake the evaluation. Chapter 3 provides the policy and research context to the evaluation of the two projects, including the Scottish Government's drugs, alcohol and education strategies, existing evidence about the effectiveness of drugs education in Scottish schools and the factors associated with effective drugs education identified in major reviews of the research evidence base. Chapter 4 places the two projects within the wider national context of football clubs' involvement in education and healthy lifestyle initiatives in Scotland and also presents some evidence from English Premier League clubs. Chapters 5 and 6 respectively provide a description and process evaluation of Celtic Against Drugs and Rangers Positive Choices. The conclusions and recommendations arising from the evaluation are set out in Chapter 7.

## 2 RESEARCH METHODS

### Overview

2.1 The research involved a mixed methodology, including:

- A literature and web review;
- Surveys of professional football clubs in Scotland and England;
- Analysis of documentation and teaching materials related to the two projects;
- Interviews with the project managers, coaching staff, delivery partners and class teachers and an informal focus group during the 'Day at Celtic';
- Observations of teaching and coaching sessions on both projects and the 'Day at Celtic' and parents' evening seminar for the Celtic Against Drugs project.

### Literature and web reviews

2.2 A literature review was undertaken in order to locate the evaluation of the project within the context of drugs education policy in Scotland; the existing research evidence about drugs education in Scottish schools; and the key elements of effective drugs education. The literature review comprised four strands:

- Policy documents, including the Scottish Government's national drugs, alcohol and education strategies (Scottish Government, 2008b, 2008c and 2009b) and the Audit Scotland (2009) review of drugs and alcohol services in Scotland;
- Evaluations of drugs education in and outwith Scottish schools, including a national evaluation commissioned by the Scottish Executive (Stead et al., 2007a); and Scottish Executive-commissioned reviews of *Choices for Life* events (Menzies and Myant, 2006) and *Know the Score* campaigns (Phillips and Kinver, 2007; TNS System Three, 2007);
- International academic reviews of the existing research evidence on the effectiveness of approaches to drugs education (Blueprint Evaluation Team, 2009; McGrath et al., 2006; Stead and Angus, 2007; Stead et al., 2007b; Soole et al., 2008; Stradling et al., 2009; Stead et al., 2009);
- Evaluations of football clubs' education and diversionary programmes (Scottish Premier League, 2009; Football Foundation, 2008; Gray and Seddon, 2005).

### Surveys of football clubs in Scotland and England

2.3 Surveys of football clubs in Scotland and England were conducted in order to place the evaluation of both projects within the wider context of football club's involvement in promoting anti-drugs and healthy lifestyle messages.

2.4 A postal survey questionnaire was sent to the 10 member clubs of the Scottish Premier League (SPL) - Celtic and Rangers were not included - and the 30 member clubs of the Scottish Football League (SFL). The survey asked the clubs to provide information on projects they delivered to P5-S1 pupils that included education on drugs and alcohol, healthy lifestyles and/or racial or religious

intolerance. A copy of the survey is provided in Annex 1. A follow up letter was sent to clubs who did not respond to the initial survey. A total of 23 clubs returned the survey, representing a 57.5 per cent response rate. A list of the clubs that participated in the survey is provided in Annex 4.

2.5 We conducted a survey of a small sample of English Premier League clubs, including analysis of websites and published reports and short telephone interviews with officials from seven clubs. The list of participating clubs is provided in Annex 2.

### **Analysis of project documentation and teaching materials**

2.6 Documentation relating to each project was analysed including: proposals to the Scottish Government; internal evaluation reports; background information on the projects and the clubs' community development programmes; the content and timetables for the projects; budget and staffing information; and examples of the evaluation forms used internally by the projects. Teaching materials for each project were also analysed including; workbooks; worksheets; diaries; quizzes; presentations and other teaching aids and props. These materials were assessed in terms of: the sources used in their development; the range and accuracy of the information provided; the clarity and accessibility of key messages; their appropriateness for the pupils' ages and educational stages; consistency with *Curriculum for Excellence*; and their promotion of interaction and further learning tasks and activities.

### **Interviews and informal focus group**

2.7 Four interviews were conducted with the project managers of Celtic Against Drugs and Rangers Positive Choices and informal conversations were also held with coaches from both clubs who were delivering the projects.

2.8 A total of six telephone and face to face interviews were conducted with representatives of the delivery partners for both projects, including the Glasgow Council on Alcohol, Strathclyde Police and the Glasgow South West Community Health Care Partnership.

2.9 Semi-structured telephone interviews were conducted with primary school teachers whose classes had participated in the projects. It proved difficult to secure the participation of teachers due to pressures on their time, teachers leaving the schools and in some cases school closures and mergers. A total of ten interviews were conducted with teachers with experience of Celtic Against Drugs (five from non-denominational schools and five from Roman Catholic schools) and a total of seven interviews were conducted with teachers with experience of Rangers Positive Choices (four from non-denominational schools and three from Roman Catholic schools). It should be noted that those teachers whose classes were participating in the second block of each project were not able to comment on all aspects of the projects as the programmes had not been completed at the time of interview. Details of the participating schools are provided in Annex 2 and the interview questions are provided in Annex 3.

2.10 Interviews were also conducted with the Commercial Executive and Community Engagement Manager of the SPL and the Community Development Manager of the Heart of Midlothian Education and Community Trust. In addition, an informal focus group was held during our observation of a Day at Celtic event. The participants included five teachers, two classroom assistants and two parents.

### **Observations of teaching and coaching sessions**

2.11 Members of the research team observed sessions of both projects delivered in schools, adopting the methodology of Stead et al.'s (2007: 18-20) previous evaluation of drugs education in Scottish schools. Two sessions of each project were observed. Members of the research team also observed the Day at Celtic and parents' evening seminar elements of the Celtic Against Drugs project. Researchers acted as passive observers and took notes. The sessions were assessed in terms of: the range and accuracy of the information provided; the clarity and accessibility of key messages; their appropriateness for the pupils' ages and educational stages; consistency with *Curriculum for Excellence*; levels of pupil engagement and interaction; the range, and diversity of, different learning activities and opportunities; efforts to involve and include all pupils; the clarity of explanations of tasks and their purposes; the use of recap and recall techniques to ensure understanding; the linkages made between sessions and inputs from different providers; and the balance and links between educational messages and football coaching.

### **Project management**

2.12 The research was overseen by a research advisory group comprising representatives from the Scottish Government, Glasgow City Council, the Scottish Football Association and the University of Glasgow. Interim reports on each project were also provided to Celtic and Rangers Football Clubs and the clubs were given the opportunity to respond to these reports, including the interim recommendations.

### **Reflections on the research methods**

2.13 Although we believe that the evaluation is based on robust research methods, the limitations of the study should be borne in mind when interpreting the findings and recommendations. This study is a process evaluation and it is not therefore possible to establish the projects' longer term outcomes and impacts. Given this lack of outcome data and the lack of comparative financial evidence from other initiatives in Scotland, the assessment of the value for money of the projects is limited.

2.14 The research did not include interviews with pupils or parents, although all participating pupils completed feedback forms as part of the two projects' internal evaluation mechanisms. The research team did not directly observe every weekly session of each project's programme. Finally, the response rate to the survey of Scottish football clubs and the number of interviews with class teachers were modest, although the data and messages were fairly consistent.

### 3 DRUGS POLICY AND EDUCATION IN SCOTLAND

#### Introduction

3.1 This chapter presents the findings of a literature review that places the evaluation of Celtic Against Drugs and Rangers Positive Choices within the wider context of the Scottish Government's drugs and alcohol policy framework, the existing research about drugs education in Scottish schools and the good practice principles of delivering effective drugs education.

#### Drugs and alcohol education for young people in Scotland

3.2 The Scottish Government's framework for addressing drugs and alcohol misuse amongst young people is set out in *The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem* (Scottish Government (2008b and 2009a) and *Changing Scotland's Relationship with Alcohol: A Framework for Action* (Scottish Government, 2009b). The role of schools in providing substance misuse education is developed within the framework of *Curriculum for Excellence*.

3.3 These strategies identify that education in schools and many other areas of public life have a contribution to play and that the national approach to tackling the drugs problem is to be complemented by action to improve drugs and alcohol education in, and outwith, the school environment and by the provision of accurate and credible information (Scottish Government, 2008a: v-vii; Scottish Government, 2009b: 15). The Scottish Government believes that preventing drug use is more effective than treating established drugs problems. One of the priorities of the *Road to Recovery* strategy is (Scottish Government, 2008b: 8):

*"Better prevention of drugs problems, with improved life chances for children and young people, especially those at particular risk of developing a drug problem, allowing them to realise their full potential in all areas of life."*

3.4 *The Road to Recovery* identifies that effective communication with young people in, and outwith, the school environment is vital and a key part of *The Road to Recovery* strategy is maximising the positive impact that schools can make, including through opportunities for wider learning and support (Scottish Government, 2008b: 11-17):

*"Substance misuse education in schools is often the first line of prevention against drug use, providing opportunities to pass on accurate, up-to date facts, explore attitudes and crucially, foster the skills needed to make positive choices. It is not just about classroom teaching...one off interventions will be of limited value."*

3.5 *Curriculum for Excellence* aims to develop young people's values and attitudes as well as their knowledge and understanding. The provision of drugs and alcohol education is part of the wider requirement established by the Schools (Health

Promotion and Nutrition) (Scotland) Act 2007 that schools are health promoting and that children are able to make informed decisions in order to:

- Improve their mental, emotional, social and physical well-being;
- Experience positive aspects of healthy living and activity for themselves;
- Apply their mental, emotional and social skills to pursue a healthy lifestyle;
- And establish a pattern of health and well-being which will be sustained into adult life and the next generation.

(Scottish Government, 2008b: 15)

3.6 It is envisaged that within the Health and Wellbeing outcomes of the *Curriculum for Excellence* framework (Scottish Government, 2008c), learning will enable children and young people to:

- Develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents;
- Explore and develop their understanding of the impact of risk-taking behaviour on their life choices;
- Make informed personal choices with the aim of promoting healthy lifestyles.

### **The approach to drugs and alcohol education in and outwith schools**

3.7 *The Road to Recovery* identifies a number of key good practice principles for the provision of drugs and alcohol education through the *Curriculum for Excellence* framework within Scottish schools (Scottish Government, 2008b: 17) including:

- Appropriate teaching materials are available and are being used most effectively;
- Comprehensive, evidence-based approaches to substance misuse education are integrated into wider health education and promotion in the school;
- Education is planned in partnership with inputs from health services, the police and the community;
- Delivery is by appropriately trained practitioners, for effective pedagogy (e.g. with interaction to develop skills);
- There is student-centred, culturally appropriate and relevant education, targeted to needs and context;
- Training, networking, delivery and evaluation by practitioners is co-ordinated;
- There is appropriate engagement with parents.

3.8 *The Road to Recovery* argues that promoting inclusion and educational support at key transitional stages in a young person's life (e.g. between primary and secondary school) has been shown to help boost the resilience of vulnerable young people (Scottish Government, 2008b: 18). The Scottish Government's drugs and alcohol strategies and *Curriculum for Excellence* promote a partnership approach to education based on the understanding that, although schools have a role to play in educating young people about substance misuse, they cannot do it on their own (Scottish Government, 2008b: 19). This includes the inputs from other agencies and visitors to schools (Scottish Government, 2008b: 18):



*"Research evidence indicates that messages can be most effective if delivered in partnership with a range of agencies. Integrating inputs from different sources is likely to be best...there is a wide range of potential fields from which visitors may be drawn. These inputs can add significant value to the educational experiences received by young people."*

3.9 Substance misuse education in schools is located within the wider range of cultural and environmental factors that contribute to young people's involvement with drugs and alcohol and therefore drugs and alcohol misuse cannot be treated in isolation (Scottish Government, 2008b: 15/19). Drug and alcohol misuse particularly affect people in deprived areas of Scotland (Audit Scotland, 2009) and the Scottish Government's national drugs and alcohol strategies are linked to the government's economic strategy of providing incentives to individuals in the most deprived communities. The strategies share the prioritisation of prevention through building parenting and family capacity identified in the Scottish Government and COSLA statement on early intervention (Scottish Government, 2008b: 13).

3.10 The Scottish Government is committed to information campaigns including *Know the Score* (which recently achieved a six-fold increase in the number of visitors to its website and a 41 per cent increase in calls to the helpline) and *Alcohol Awareness Weeks* (Scottish Government, 2009a; Audit Scotland; 2009). The *Choices for Life* concert events which began in 1999 are organised by the Scottish Government, the Scottish Drugs Enforcement Agency, NHS Health Scotland and other partners. They are held across Scotland and, in 2008-09, were attended by 41,965 Primary 7 pupils. The events raise awareness of drugs, smoking and alcohol and encourage positive lifestyles (Scottish Government, 2009a; Audit Scotland; 2009). Further details about Choices for Life events may be found at: <http://www.strathclyde.police.uk/index.asp?locID=1200&docID=5343>

### **Existing evaluation evidence about drugs and alcohol services in Scotland**

3.11 *The Road to Recovery* states that drug treatment services should have clear outcomes attached to them and emphasises that the strategy will be based upon a stronger focus on outcomes and better use of evidence (Scottish Government, 2008b: 7). A recent report by Audit Scotland (2009) confirmed the previous findings of the Scottish Advisory Committee on Drug Misuse that there was a lack of evidence about outcomes. The impact of drug and alcohol services is not known at the national level as the majority of drug and alcohol services do not have very clear aims, their effectiveness is not routinely monitored and there is little information about whether they are achieving specific outcomes or measures of success. The local monitoring of services generally focuses on the numbers of service users and activities delivered rather than on the quality of the services or their outcomes.

3.12 Although the Scottish Government's drugs and alcohol strategies prioritise prevention, Audit Scotland (2009:12) estimates that in 2007/08 only six per cent (£10.6m) of the direct public expenditure of £173m on drugs and alcohol services was spent on prevention. Audit Scotland also found that there was no national

information collated on prevention activity at the local level, and highlighted the difficulties of evaluating the impact of prevention work and comparing the effectiveness of different preventative approaches.

### **Evaluating cost effectiveness**

3.13 Audit Scotland (2009) found that the Scottish Government and other public bodies do not hold comparable data on the costs, activity or impact of drug and alcohol services and there is no national data on the spend on drug and alcohol services at the local level. There are no comparable unit costs for services to help local areas evaluate cost-effectiveness and it is not presently possible, therefore, to compare the cost-effectiveness of different services.

3.14 Audit Scotland (2009) estimated the annual costs in Scotland of drug misuse to be £2.6 billion and alcohol misuse to be £2.25 billion. A recent study estimated that problem drug users accounted for 96 per cent of the public costs and recreational drug users accounted for four per cent (Casey et al., 2009). This equated to an average cost of just under £61,000 for each problematic drug user, which compared to a previous Home Office estimate of £50,000 per problematic drug user per annum (Casey et al., 2009; Home Office, 2006). The estimated average public cost per recreational drug user was £134 (Casey et al., 2009). Audit Scotland (2009) also identified the budget of the *Know the Score* campaign to be £580,000 for 2008/09 and the budget for alcohol awareness weeks to be £190,000 for 2008/09.

### **Existing evidence about drugs education in and outwith Scottish schools**

3.15 The (then) Scottish Executive commissioned a major evaluation of the effectiveness of drugs education in Scottish schools (Stead et al., 2007a). The evaluation found that 97 per cent of primary schools and all but one surveyed secondary school provided drugs education (Stead et al., 2007a: 36/56). Drugs education was taught within the health education curriculum of most primary schools and the Personal and Social Education curriculum of most secondary schools (Stead et al., 2007a: 43/65). An approximated 3 hours of education was provided to P5 pupils, with an approximated average of 4-5 hours education provided to P6-7 pupils and 3-4 hours provided to S1 pupils (Stead et al., 2007a: 36-38/56). The education included provision of information about the types and effects of drugs, social influences, resistance skills and decision-making. Whole class discussions were the most common delivery method and frequent use was also made of small group work, worksheets and role play and drama. A range of education resources were used, most commonly Drugwise, the Police Box, TACADE and What's the Score? (See Stead et al., 2007: 95-109 for a detailed description).

3.16 In the majority of primary schools drugs education was delivered by all teachers and in only two percent of primary schools was drugs education delivered by a specialist member of the teaching staff. In 70 per cent of secondary schools, drugs education was delivered by a team of teachers specialising in Personal and Social Education (Stead et al., 2007a: 68). 59 per cent of primary schools indicated

that teachers had received general drugs awareness training, although less than a third (31 per cent) of schools reported that teachers had received specialist training to deliver drugs education and only one in ten schools indicated that teachers had been trained to deliver a specific drug education programme (Stead et al., 2007a: 49). 76 per cent of secondary schools indicated that teachers had received general drugs awareness training, 56 per cent of schools reported that teachers had received specialist training to deliver drugs education and two in ten schools (21 per cent) indicated that teachers had been trained to deliver a specific drug education programme (Stead et al., 2007a: 72).

3.17 The teaching staff participating in the evaluation identified the most common barriers to the delivery of drugs education in school as being staff training (34 percent of primary schools and 48 per cent of secondary schools) and time and timetabling issues (32 per cent of primary schools and 37 per cent of secondary schools). Nine per cent of respondents in primary schools and ten per cent of respondents in secondary schools identified 'links with outside agencies' as a barrier (Stead et al., 2007a: 51/75). The evaluation found that two thirds of the observed lessons were perceived by the research team to have been definitely clear to pupils and just over half of the lessons (54 per cent) were considered to have definitely helped the pupils to understand aspects or concepts associated with drugs and their impacts. It was not clear on what basis this assessment of impacts was made (Stead et al., 2007a: 131).

### ***The use of outside agencies***

3.18 The evaluation found that a range of professionals and agencies were reported to advise schools on their drugs education, most commonly the police, the school nurse and other health professionals. A small number of schools also reported receiving advice from local drugs agencies, youth workers and drama groups although only a minority of schools reported receiving advice from each of the above sources (Stead et al., 2007a: 46). A range of outside professionals and agencies were reported to assist in directly delivering drugs education in schools, most frequently the police (reported to be used by 66 per cent of primary schools and 44 per cent of secondary schools); the school nurse (34 per cent of primary schools and 32 per cent of secondary schools) and drama groups (27 per cent of primary schools and 10 cent of secondary schools). Other outside agencies included health professionals, local authority drug education officers, local drugs agencies and charities, youth workers and peer educators (Stead et al., 2007a: 46/68). Seven per cent of primary schools indicated that other agencies, including sports instructors, delivered drugs education sessions (Stead et al., 2007a: 46). The evaluation research team also observed sessions delivered by police officers, community health workers and drama companies (Stead et al., 2007a: 94-95).

3.19 Although external visitors delivering drugs education were the least likely to employ an interactive approach with pupils (see Stead et al., 2007a: 123-124), they were regarded as delivering lessons that achieved the most positive results across the measures of pupil response - clarity of message, drugs understanding being enhanced and pupil engagement. This finding was linked to the high credibility that the visitors often had with pupils (Stead et al., 2007a: 132). Qualitative interviews

with current and former school pupils indicated that the respondents were able to recall drugs education sessions in schools delivered by outside agencies, including the police and drama companies and that these sessions were viewed as being engaging and, in some cases, interactive and more enjoyable and interesting than classroom sessions delivered by class teachers (Stead et al., 2007a: 169-173). The respondents indicated that external agents were perceived to be credible sources of information, their novelty and expert status commanded pupils' attention and they were generally viewed as being more approachable and more skilled educators in relation to drugs than classroom teachers. A minority of research participants expressed concerns about not knowing the background of external agents and whether to trust the information they provided (Stead et al., 2007a: 177- 179).

3.20 The evaluation concluded that there was a strong reliance by schools on outside agencies for drug education, coupled with evidence of variable practice by outside agencies, particularly in terms of the use of interactivity. Although external visitors often had high levels of credibility amongst pupils and teachers, the methods that they employed were not always those shown to be most effective in other research. The evaluation recommended that schools would benefit from more specific guidance on how to use visitors more effectively and that this guidance should cover understanding visitors' particular strengths and expertise; what areas of drugs education should be more appropriately delivered by class teachers and ensuring that visitors' inputs were integrated better with existing in-school provision (Stead et al., 2007a: 203-205).

### ***Drugs education outwith schools***

3.21 Previous *Know the Score* communication and media campaigns and *Choices for Life* events have been subject to reviews and evaluations (Phillips and Kinver, 2007; TNS System Three, 2007; Scottish Government, 2009a; Menzies and Myant, 2006). The *Know the Score* evaluations found high levels of awareness of the campaigns, clear communication and understanding of key messages and positive attitudes to the advertising. The review of *Choice for Life* was based on a pre-event survey of 1,714 pupils and a post-event survey of 1,691 pupils, complemented by discussion groups with a total of 224 pupils and interviews with class teachers. The review found that the pupils were very positive about the events. The events did not lead to a significant shift in pupils' factual knowledge about drugs, alcohol and smoking; rather they reinforced existing messages, views and knowledge. However the events did provide more affective or emotional messages about how pupils would feel about, and respond to situations, although the review also found that pupils tended to have misconceptions about these situations. These evaluations and reviews did not assess impacts on future behaviour.

### **Evidence and principles of effectiveness in drugs education in schools**

3.22 Stead et al. (2007a: 203) summarised the main findings of their literature review into the effectiveness of school drugs education as follows:

*"Evidence from the literature suggests that drugs education in school can be effective. It also indicates that some types and features of drug education are more effective than others. In particular, drug education using highly interactive methods and social influences approaches, specifically including resistance skills and normative education elements, is consistently shown to be more effective."*

3.23 Stead and Angus (2007) found that drugs education in schools could be expected to achieve age-appropriate effects at all age stages although the desired impacts and outcomes of education will vary between age groups. Stead and Angus (2007) identified key elements of effective drugs education in schools:

- Drugs education should be highly interactive as interactive delivery is a proven feature of effective drugs education programmes;
- Drugs education should be based upon a social influences approach, specifically including resistance skills and normative education elements as these have consistently proven to be more effective;
- Normative education - examining and challenging perceptions of the prevalence and acceptability of drug use is a significant mediator of drugs education programmes' effectiveness;
- Drug education programmes which are multi-component and 'environmental' are likely to be more effective than those delivered in isolation. Improved classroom management, alternative groupings of pupils and whole school and health promotion school approaches all contribute positively to the effectiveness of multi-component programmes;
- Drugs education should be relevant and socially and culturally specific to the targeted population;
- Drugs education should be delivered to the highest quality possible relevant to the particular context and aims of the specific programme and targeted group.

3.24 Stead and Angus (2007) also found that:

- Drugs education should be delivered at both primary and secondary school stages as there was no firm evidence to suggest that drugs education is more effective at particular ages. The content and objectives of drug education should be appropriate to the age of the pupils;
- Drugs education programmes should be of a sufficient length to achieve their objectives and outcomes, but there is no evidence to suggest that particular lengths or intensities of delivery are more effective than others;
- Both generic programmes (addressing multiple forms of drugs) and single-drugs programmes may be effective;
- Class teachers, peers and other professionals can all be effective deliverers of drugs education provided their inputs are of a high standard and that they are perceived as credible and trustworthy by pupils;
- Drugs education should not rely solely on 'affective' approaches designed to boost self-esteem and generic social competences;
- Drugs education should incorporate life skills elements, but these need to be combined within a social influences approach.

3.25 Both Soole et al. (2008) and McGrath et al. (2006) also found strong evidence for the effectiveness of interactive approaches and social influences approaches. Soole et al. (2008) found that more intensive programmes may increase effectiveness, although MacGrath et al. (2006) found no evidence for this. Soole et al. (2008) argued that the most effective programmes were targeted at children in the middle school years. MacGrath et al. suggest that peer-led interventions are particularly effective, although Soole et al. (2008) found no firm evidence of effectiveness being influenced by the particular programme provider. Stead et al. (2007a) found that the judicious use of didactic modes of teaching (such as talks) enhanced pupils' understanding of the messages and information being presented whilst more interactive delivery approaches assisted in keeping pupils engaged and enabled them to understand more complex issues. These approaches need to be complemented by addressing young peoples' feelings and emotions and ensuring that the information and skills provided may be translated into pupils' everyday lives.

3.26 Evaluations of the Blueprint initiative in England (Stead et al., 2007b; Blueprint Evaluation Team, 2009; Stradling et al., 2009), found:

- Pupils have existing knowledge and in some cases experiences of drugs and respond positively when these are integrated into drugs education;
- Learning is most effective when it is predominately active and interactive and each session is limited to two or three key messages and learning activities
- It is important to use a broad definition of drugs including medicines and legal substances;
- Drug education may be delivered effectively by class teachers given the right access to information, training and preparation;
- Both short and intensive teaching blocks and longer and less intensive programmes have advantages and disadvantages;
- Normative education encourages pupils to challenge misconceptions and assumptions about drugs use amongst peers, but is dependent upon the reliability and validity of the evidence provided;
- Raising pupils' awareness of the risks involved in the use of drugs and the social influences impacting upon their decisions are vital and should be complemented by developing pupils' social strategies for reducing these risks and providing them with skills (including assertiveness and refusal) to resist social influences;
- Engagement with parents and carers is very important.

## Summary

3.27 The Scottish Government's drug and alcohol strategies are based on promoting prevention and highlight the key role for schools in delivering drugs education through *Curriculum for Excellence*. There is a lack of national evidence of the outcomes and cost effectiveness of preventive approaches. Previous evaluations of drugs education in Scottish schools have identified the effectiveness of using visitors and outside agencies to deliver drugs education in schools, although visitors may not always use the most effective techniques and their integration into wider school drugs education programmes is often unclear. Drugs education is most likely to be effective when it is based on interactive approaches that include a focus upon social influences and where providers have received adequate training.

## **4 FOOTBALL CLUBS' INVOLVEMENT IN HEALTHY LIFESTYLES EDUCATION IN SCOTLAND AND ENGLAND**

### **Introduction**

4.1 This chapter locates the Celtic Against Drugs and Rangers Positive Choices projects within the national context of the role of football and Scottish Premier League (SPL) and Scottish Football League (SFL) clubs in promoting citizenship and healthy lifestyles education in Scotland. The chapter describes initiatives being developed by the Scottish Government and Scottish football bodies and presents the findings from a survey of SPL and SFL clubs about projects aimed at P5-S1 pupils. The chapter draws on data generated through a survey of a small sample of English Premier League clubs and interviews with the Commercial Executive and Community Engagement Manager of the SPL and the Community Development Manager of the Heart of Midlothian Education and Community Trust.

### **National initiatives**

4.2 The Scottish Football Association (SFA) has stated that *'football has an important role to play in promoting good citizenship and encouraging our young people to lead healthier, more active lives'* (Scottish Football Association, 2009, p37). The *Promoting Citizenship Through Football: A Government and Football Partnership* was established in 2008, involving the Scottish Government, the SFA, the SPL, the SFL, Sport Scotland and the Association of Chief Police Officers in Scotland (ACPOS) with the aim of ensuring that *'the positive aspects of football are used to speak directly to young people'* (Scottish Football Association, 2009:37). The Partnership will address issues including alcohol and drug misuse, anti-social behaviour and sectarianism and other bigoted behaviour (Scottish Government, 2008d; 2009b: 16).

4.3 In addition, the SFA has expanded its national youth football programme through its 'Live it, Play it, Love It' brand, working with key partners such as HBOS, McDonalds and the Scottish Government's Cashback for Communities fund. The SFA has also worked with the Winning Scotland Foundation to introduce the Positive Coaching system which aims at building confidence, discipline, teamwork and healthy lifestyles and encouraging involvement in sport and other exercise (Scottish Football Association, 2009, p. 14-15). National initiatives have been developed including training programmes, street and midnight football, the SPL Reading Stars literacy initiative, the Show Racism the Red Card initiative and the Kick Start programme for young people not in education, employment or training. More details about these initiatives, including some evaluation evidence, are provided in Annex 4.

### **Results from the survey of Scottish football clubs**

4.4 A copy of the survey questionnaire is provided in Annex 1 of this report. Details of the clubs that participated in the survey and further information about the range of projects being delivered by Scottish football clubs is provided in Annex 4.

### ***Projects including drugs education***

4.5 Six of the 23 football clubs identified projects that included an element of drugs and alcohol awareness education targeted at pupils in the P5-S1 age range.

- Albion Rovers Football Club is in the third year of delivering their Monklands school project entitled *Be All You Can Be* to P7 pupils. The project is funded by sponsorship from BE GOGENT Ltd. The project combines physical exercise sessions with the promotion of healthy lifestyles and drugs and alcohol awareness. The project is delivered to 1,800 pupils per annum in whole school class groups by Albion Rovers coaching staff and police officers from Strathclyde Police. According to Albion Rovers the project has received very positive feedback from teachers and parents, and is viewed as being particularly beneficial as it works with P7 pupils just prior to them entering secondary school.
- Motherwell Football Club's *Score Goals* initiative for S1 and S2 pupils is delivered in partnership with Strathclyde Police, Strathclyde Fire and Rescue Service and NHS Primary Care Lanarkshire. The project is funded by NHS Primary Care Lanarkshire. The pupils are nominated for the programme by their school and attend a ten week programme which focuses upon education, discipline and the promotion of healthy physical exercise. Each session comprises an hour of educational input, including drugs and alcohol awareness, followed by an hour of football coaching.
- Heart of Midlothian Football Club provides its *Heartbeat* initiative in schools to P5 pupils through five sessions delivered in the classroom by the school teacher, supported by a Hearts player in one session. In the final week the pupils attend Tynecastle stadium and take part in a football coaching session. The materials for the programme were developed from those used by Southend United Football Club and the City of Edinburgh Council and Lothian and Borders police have also provided information for the programme materials. The project is funded by local authorities and the Heart of Midlothian Education and Community Trust
- Ross County Football Club operates a *Lifeskills Through Sport* initiative with youngsters delivered by club coaching staff, drug and alcohol workers and police officers through schools, football teams and boys clubs. The project is self-funded by the football club. The aim of the initiative is to make young people, through football coaching, aware of problems of drugs, alcohol and racial and religious intolerance and to promote a healthy lifestyle. The club believe that the initiative has benefited many young people and that the club's players and coaching staff serve as good role models.
- Stranraer Football Club provides education on drugs and alcohol awareness as part of its coaching programme for young people, which includes input from drug and alcohol workers, police officers and a former drug addict. The project is self-funded by the football club.
- Annan Athletic Football Club includes drugs and alcohol awareness in the coaching sessions that it provides to local children.



### ***Healthy eating and healthy lifestyles projects***

4.6 Ten football clubs indicated that they delivered healthy eating and healthy lifestyles projects to pupils in the P5-S1 age range. The projects are delivered with a range of partners including local authorities, regional development agencies, the NHS, the Food Standards Agency and companies such as McDonalds. The projects aim to use football players and coaching staff as role models to provide dietary and nutrition information and participation in exercise and sport. The projects combine educational messages with coaching sessions in schools, community venues and football grounds. Further details about the projects are provided in Annex 4.

### ***Other projects***

4.7 Several football clubs reported delivering a range of other projects including breakfast clubs and initiatives aimed at older children, including support for accessing education, training and employment. One particularly notable project is the Onside programme delivered by Heart of Midlothian Education and Community Trust. Although the programme is aimed at older children, its aims of delivering drugs education and citizenship skills and addressing anti-social behaviour parallel those of the Celtic Against Drugs and Rangers Positive Choices projects. Onside also provides an important model of a referral-based initiative targeting the most vulnerable children across a number of local authority areas. Further details about these other projects, including the Onside initiative, are provided in Annex 4.

### ***The impacts of football clubs' projects***

4.8 All of the clubs indicated that their projects had been successful. Some of the club respondents indicated that the self-esteem, confidence and physical ability of children has noticeably progressed and that there was also increased engagement with, and messages being delivered to, parents. Respondents also indicated that the projects had an influence on children through raising their awareness of healthy eating and lifestyles, the harms of drugs and alcohol or racial intolerance, although this was not always quantified. More concrete indicators of success included: children identified as participating in sport or exercise for the first time; the positive feedback received from pupils, parents and schools and the number of schools asking to participate; children progressing onto other forms of sport or exercise; and, for programmes working more intensively with a smaller number of referred children, evidence of participants re-engaging with education. The key factor identified for the success of all of these projects was that children responded to, and accepted messages from, well known footballers or club coaches who had their respect.

### ***Evidence from English Football League clubs***

4.9 Seven English Premier League (EPL) clubs provided information about the educational and diversionary projects that they are delivering. A number of these projects operate within a national framework, such as *Kickz*, *Double Club* and the *Reading Stars* initiative or are co-ordinated by the English Premier League. The projects covered healthy lifestyles; fitness; anti-social behaviour; knife crime; drug

awareness; alcohol awareness; ethnic integration; sexual health; citizenship and anti-bullying. These projects are comparatively well funded and developed and Football Foundation resources are a key to this, although projects are often targeted in collaboration with local authorities, the police and NHS and this may generate further funding opportunities. Importantly, many of the projects have clear links to both local policy priorities and national strategies including *Every Child Matters* and the *Respect* agenda. Although it would not be possible for SPL or SFL clubs to replicate the level of funding and scale of some of these projects, they provide useful models and approaches that could potentially be adapted in more modest forms in Scotland. Further details about the EPL initiatives and clubs' projects are provided in Annex 4 of this report.

## Summary

4.10 Several football clubs in Scotland, including those in the lower divisions of the SFL, are engaged in delivering projects to significant numbers of P5-S1 school children that promote messages of healthy eating and healthy lifestyles and, to a lesser extent, drugs and alcohol awareness. The majority of these projects are delivered to whole class groups in schools and are aimed at promoting general messages on healthy lifestyles. Only a small number of projects work directly on drugs or alcohol education or intensively with targeted vulnerable young people, and these tend to be focused on older children rather than the P5 to S1 age group. The projects are reported to be positively viewed by their participants and by schools. A number of clubs believed that targeting the P7 age group was particularly important and that promoting messages at an early stage to P5-P6 children was often easier than introducing these messages at a later date.

4.11 The projects are characterised by strong partnership working between football clubs and local authority education departments and several projects have managed to access a range of funding sources including from the clubs themselves, public agencies such as local authorities, the Food Standards Agency, the NHS and the police, and private companies. However, it is evident that local authority funding will become more difficult in the immediate future and several of the projects, particularly those of the SFL clubs, are dependent upon the fund raising activities of Supporters Trusts. Several smaller and part-time clubs face a struggle to survive and therefore are not in a position to undertake community development activities at present. It should also be noted that for some clubs, their projects are delivered and funded by a charitable trust that is financially independent of the football club and therefore it should not be assumed that these trusts are financially well off.

4.12 There is also a sustainability and expertise issue. Many of the club coaching staff have limited capacity to respond to the increasing demand for their projects and, in any case, some coaches suggested that specialist advice or education on drugs, alcohol or sectarianism should be delivered by qualified experts. Although the levels of funding and resources to EPL clubs are far greater than those of SPL and SFL clubs, some of the EPL clubs' initiatives provide models and approaches that could potentially be adopted in more modest forms in Scotland.

## **5 CELTIC AGAINST DRUGS**

### **Introduction**

5.1 This chapter provides a description and evaluation of the Celtic Against Drugs project. The chapter describes the background to the project, its aims and its delivery and evaluates the project in terms of the quality of its organisation and management and its partnership arrangements. The chapter evaluates the quality and effectiveness of the project's educational content, its short-term outcomes and value for money.

### **Background**

5.2 Celtic Against Drugs is part of the community programme of the Celtic Foundation. The project previously received funding from Scotland Against Drugs and the Scottish Drugs Challenge Fund of approximately £45,000 per annum. The project used a referral model targeted at 14-18 year olds who were involved in, or at risk of being involved in, drugs activity and offending. These young people were referred to the project by Glasgow City Council's youth services and other partner agencies. It was reported that the project had received positive feedback from teachers, parents and participants.

5.3 At the end of 2008, the Celtic Foundation submitted a proposal to the Scottish Government with three options which varied the number of schools the project would cover dependent upon the grant made available. The proposal replaced a referral-based model with delivery to whole class groups of P5 pupils. The grant provided - £42,240 - resulted in the Celtic Foundation deciding to deliver the project to 45 schools in Glasgow. The project is delivered in a 10-week block comprising nine 60-minute weekly sessions delivered in schools and a final event at Celtic Park. The project also incorporates an evening seminar for pupils and parents at Celtic Park. The sessions combine football coaching with messages and educational information on drugs, alcohol and healthy lifestyles. In addition, the sessions are used to signpost pupils to free structured after-school coaching sessions and holiday programmes run by Celtic FC and to facilitate pupils' learning about other sporting activities in their local area. The aim of this element of the project is to encourage pupils to participate in physical exercise and to divert them from potential involvement in anti-social and risky behaviour in the evenings.

5.4 Three blocks of the project are being delivered during the Scottish Government grant funding period (February 2009 to February 2010). In the first block (March to June 2009) 16 primary schools and 450 pupils participated. In the second block (September to November 2009) 14 primary schools and 419 pupils participated (a full list of the participating primary schools is provided in Annex 2 of this report).

## Aims and rationales

5.5 The aims of the Celtic Against Drugs project are set out in information provided to schools:

*"The Celtic Against Drugs programme is community-based with the aim of providing drugs awareness education to Primary 5 children (boys and girls) and their parents/carers while promoting positive, healthy alternatives to drug misuse and anti-social behaviour...The programme objectives and approach provid[e] opportunities for young people to become involved in structured and positive activities with a particular focus on drugs awareness/education, healthy lifestyles and community development'. The programme will focus on anti-drugs messages/seminars and also look to enhance individual wellbeing, foster community spirit and promote equality of opportunity and social inclusion".*

5.6 The guidelines provided to the Celtic FC coaches delivering the project state:

*"It is our obligation to promote a healthy lifestyle message, social skills and physical wellbeing...The delivery of the weekly positive lifestyle message is equally important as the coaching session itself. The project is using football to capture the imagination of the children to enable us to deliver these key messages so we must make the most of the platform given".*

5.7 There are five underpinning rationales for the Celtic Against Drugs project:

- The project is based on preventative work and early stage messages (and is therefore explicitly different in its aims and scope to interventions with young people who are already engaged in risky behaviour- the Celtic Foundation works with these vulnerable young people in other projects within its wider community development programme);
- Early messages about drugs should be located within a wider package of positive messages about a healthy lifestyle, based on the understanding that the sessions need to be exciting and if pupils are active and engaged this will make them more receptive to the key messages;
- The messages need to be carefully targeted and worded for this age group and some information will not be appropriate at this stage;
- Football should be utilised as a positive platform for the delivery of key messages;
- Engagement with parents and carers is essential:

*"Engagement with the parent/guardian group is essential to the success or otherwise of this community-based programme. The parents/guardians are ultimately the key family decision makers and are role models for their child. Therefore it is imperative that we get their buy in".*

(Celtic Foundation, 2009)

## Targeting and diversity

5.8 The Celtic Against Drugs project is based on three key elements of targeting. First, the project targets primary schools in Glasgow that are located in the 10 per cent most deprived wards on the Scottish Multiple Index of Deprivation. Second, the focus to date has been to build upon Celtic's existing links and networks with Glasgow City Council departments, regeneration agencies and housing associations. This has resulted in the participating schools primarily being located in the east and north of the city (and this is also partly an issue of logistics and enabling multiple sessions to be delivered in different schools on the same day). However, Celtic Against Drugs has been delivered in a small number of schools in other areas of Glasgow, including schools who are also participating in the Rangers Positive Choices project. Third, the P5 age group has been deliberately targeted following consultation with Glasgow City Council Education Services due to the identification of a gap in existing curricular football and drugs education provision for this school stage and pupils of this age being regarded as being particularly 'impressionable'.

5.9 The partner delivery agencies and all of the teachers interviewed during the research were unanimous that the targeting of primary schools in the most deprived wards was appropriate, as pupils in these schools were the most likely to either have experience of drugs and unhealthy lifestyles in their own homes or be more at risk of being exposed to these in their local neighbourhoods. In addition, pupils in these areas were less likely to have accessed commercially provided or structured football and other sporting and exercise activities.

5.10 Due to the project being delivered to whole class groups, the Celtic Foundation do not control which pupils take part and the gender, ethnicity, religion and personal circumstances of pupils is dependent on the population of each class. The teachers and observation indicated that a large majority of pupils fully participated in, and enjoyed the sessions, including the football element. This included girls, pupils who did not necessarily like football and pupils who did not support Celtic. The guidance provided to the coaches states *"It is important that every child in your session is given the opportunity to develop at their own pace."* The coaches were praised by teachers for their inclusive approach and ensuring the participation of all pupils. One teacher noted that the coaches were particularly good at working with a pupil who had a physical disability and another teacher reported a coach being very sensitive and effective in engaging with a pupil with ADHD. It was reported that a small number of girls were less engaged in the football coaching

5.11 To date, the Celtic Against Drugs project has been delivered to 13 non-denominational schools and 17 Roman Catholic schools. This represents a proportionately higher coverage of Roman Catholic schools compared to their presence in Glasgow as a whole. However, it is important to note that the Celtic Foundation invite a large number of non-denominational and denominational schools to take part (and an equal number of both types of school participated in block 2 of the project). The proportion of both types of schools is therefore explained by the decisions of individual head teachers to participate and the existing links that Celtic have, particularly in the east and north of Glasgow. There is no systematic targeting

of Roman Catholic schools by the project and the Celtic FC coaches made stringent efforts to be inclusive to pupils and parents who support other football teams.

## Organisation, management and internal evaluation

5.12 The Celtic Against Drugs project is located within the Celtic Foundation's wider community development programme. The project has a designated manager with responsibility for budgets and delivery and an operational manager who liaises with schools and oversees the delivery of the project by the team of Celtic FC coaches. There are clear lines of demarcated responsibilities between the managers and individual coaches. Primary school head teachers receive a written invitation to participate. The project is based on an explicit programme of defined coaching activities and messages in order to ensure consistency between individual coaches (see Table 5.1). Following these sessions, the Day at Celtic and the parents' seminar occur at the end of the block.

**Table 5.1 Celtic Against Drugs Session Programme**

<b>Week</b>	<b>Coaching Theme</b>	<b>Healthy Lifestyle Message</b>
1	Control	Sporting interests and anti-drugs message
2	Passing	Flexibility for football and anti-alcohol message
3	Dribbling	Diet and nutrition
4	Shooting	Fluid intake and anti-drugs message
5	Control	Rest and recovery
6	Control	Alcohol message
7	Passing	Smoking
8	Dribbling	Drugs

Source: Celtic Foundation

5.13 It was evident that the primary school teachers and the partner delivery agencies viewed the project as being well organised and delivered very professionally. The Celtic Foundation were able to provide detailed, appropriate and itemised budget information about both the expenditure of the Scottish Government grant and the in-kind contribution from Celtic, based on monthly spend.

5.14 The Celtic Foundation uses a range of mechanisms to monitor and evaluate the project. These include recording the numbers of pupils and parents participating in each element of the project, and pupils' gender, ethnicity and any disabilities. Survey questionnaires are issued to pupils, teachers and parents and this is used to evaluate both the delivery of the programme and its perceived impacts and effectiveness. The surveys are very similar to those used by Rangers FC on the Rangers Positive Choices project and comprise closed response questions using broad and basic categories and opportunities for further written comments. Pupils are asked to: rate the project; identify which elements they particularly enjoyed; how they rated the Day at Celtic; whether the project had increased their awareness of key issues (drugs, diet and nutrition, exercise, sporting activities etc.) and whether the project would influence their lifestyle. The teachers' survey asks about the overall effectiveness of the project and different elements such as the Day at Celtic and the parents' seminar; the effectiveness of the coaches; the impacts in raising

pupils' awareness and influencing and instigating lifestyle changes and areas for retention and improvements. Glasgow Council on Alcohol has also surveyed pupils who participated in a pilot session. It is also evident that meetings of the partner delivery agencies are held to consider how the project is working and any improvements that may be made.

5.15 Although these evaluation mechanisms enable the Celtic Foundation and the Glasgow Council on Alcohol to identify pupils and teachers' perceptions of the delivery and immediate impacts of the project, there are areas for improvement. The data generated provides general perceptions about whether pupils' awareness has been improved. However, these generate rather vague responses and it would be more effective to ask pupils to specify what new information they have learned. This should be complemented by more summative assessments that establish pupils' actual understanding and retention of key facts and messages. A range of quizzes are used (including 'before and after' exercises) but it is not clear how these are utilised in evaluation. Pupils at this age will require more support to complete the evaluation questionnaires. The data could be more systematically presented by key categories including gender, ethnicity and school to establish any differential patterns and there is a need to ensure the statistical accuracy of this data. Finally, any areas for improvement identified through evaluation activities need to be explicitly noted and responded to. We do not believe that it is feasible for the Celtic Foundation or its partners to evaluate the longer term impacts of the project on pupils' behaviour.

### **Training, expertise and partnership**

5.16 The project is primarily delivered by Celtic FC coaches who have a range of football coaching qualifications and who have also received training on other topics such as health and safety and diversity. The Celtic staff explicitly acknowledged that they were not drugs education experts and had sought the advice and training from Glasgow Addiction Services and Strathclyde Police. Prior to the commencement of the second block of sessions (September 2009), the four Celtic FC coaches delivering the project received two hours of training from Glasgow Council on Alcohol, including advice on communicating key drugs messages to P5 pupils. The coaches have also received advice from Celtic FC medical staff.

5.17 The project's delivery partners are Glasgow Council on Alcohol and Strathclyde Police, who both deliver sessions at the Day at Celtic and the parents evening seminar. The project also works in partnership with Glasgow City Council Educational Services and individual head teachers and class teachers. The guidance provided to Celtic FC coaches states that *"It is beneficial to deliver the positive lifestyle messages in conjunction with the class teacher to reinforce messages."* All of the teachers identified that a key element of the effectiveness of the project was its link to the curriculum and its reinforcing of messages being delivered by teachers. One teacher stated that she had discussed drugs and alcohol with her class the week before the project commenced and the sessions had been very effective in reaffirming key points. The project also provided a platform for teachers to deliver further educational activities. Given the emphasis that teachers placed on these synergies, it is important that class teachers are fully aware in advance of the precise aims and objectives of the project and its educational content. Although information

is provided to head teachers, it was not always certain how much knowledge class teachers had about the project. Teachers indicated that they would be able to provide advice on the content and delivery of the sessions for this age group and that the provision of more specific learning objectives would enable a more robust evaluation of the effectiveness and added value of the project.

### **The quality and effectiveness of education**

5.18 Each session comprises an initial discussion and imparting of key educational messages. This is followed by football coaching sessions, in which key messages are reinforced. Each session concludes with a recap of key messages. Each pupil is given a workbook at the start of the project. This includes advice, built around football players, on diet and nutrition, the importance of drinking liquids, information about food groups, suggestions for healthy meals, the importance of flexibility and stretching and 10 top tips for healthy eating. Each pupil is also given a food diary to complete, with a sample completed page provided, in which they record what they have eaten, how much they have eaten and what physical exercise they have undertaken. The sessions also draw upon material contained in the 'Know the Score-What Every Parent Should Know' publication.

5.19 At the end of each block pupils from participating schools attend a Day at Celtic event, which includes: a football tournament involving mixed teams from different schools (in order to address sectarianism and territorialism); a tour of Celtic Park, a healthy lunch, meeting former players; and sessions to reinforce key educational messages, including inputs from various Celtic FC coaches, the Glasgow Council on Alcohol and Strathclyde Police.

5.20 An evening seminar for pupils and parents is held at Celtic Park at the end of each block of the project. 105 pupils and parents attended the seminar in the first block of the project, which included a talk by a Strathclyde Police officer. Parents were provided with written information, signposted to other services and given the opportunity to ask questions. 341 families (out of 400 invited) attended the second block seminar, which included inputs from a former Celtic player and Glasgow Council on Alcohol. The evening culminated in a tour of Celtic Park.

5.21 The majority of teachers reported that the sessions had covered information on drugs, alcohol, smoking and their health and social effects, diet and nutrition and the importance of regular exercise (and techniques such as warming up and stretching), sleep and what being healthy meant and the sessions that the research team observed also addressed drugs and alcohol. However, two teachers indicated that the coverage of drugs and alcohol was limited. It was not possible to establish whether this was due to the teachers not being present at these sessions or whether this reflected different approaches by individual Celtic FC coaches.

5.22 The majority of teachers believed that the balance of the sessions between educational inputs (with the introductory discussion typically being 15 minutes) and football coaching / physical exercises was appropriate and "a good way of working with such young children". The teachers believed that the educational elements of the sessions were the right duration, pitched at the appropriate level for P5 pupils



and were effective due to being short and focused which enabled them to retain pupils' attention and engagement. The sessions were also reported to be delivered in an interactive, relevant and appropriate manner. The professionalism of the Celtic FC coaches, their knowledge and their ability to engage with the pupils was universally acknowledged by teachers and evident to the research team observers. Teachers reported that pupils were engaged and attentive, with a high level of interest throughout and this included those pupils whom class teachers identified as being most 'vulnerable' and most 'at risk'.

5.23 The observations of the research team supported these views. The concepts and language and duration of the educational elements were appropriate to the P5 age group. The initial discussions sought pupils' own knowledge before covering different types of drugs, good and bad drugs, where drugs could be obtained and the effects of drugs. The input of the coach was balanced by questions and activities for the pupils. The coach recapped messages about drugs during and after the football coaching element of the session. The pupils appeared engaged throughout the session.

5.24 The teaching materials and activities used by the Celtic coaches and delivery partners were appropriate to this age group, of good quality and consistent with the key messages and content of schools' own drugs, alcohol and healthy lifestyle curriculums. The information was accurate and presented in a clear format, and drew on recognised formal sources including 'Know the Score', the Glasgow and Clyde drug and alcohol educational resources and the Get Real interactive DVD package. The information reinforced key messages delivered by schools but also provided additionality in terms of the range of information and the interactive nature of the learning.

5.25 A number of the elements of the sessions matched the available research evidence on effectiveness and good practice. These included:

- The messages were clear and precise and the pupils were informed about what they would be learning and what the outcomes should be for each session;
- The sessions were very interactive and the coaches were responsive to pupils' views and seized opportunities that arose to deliver educational messages. In one example, when several pupils informed a coach that they did not like eating pasta, the coach gave the children an opportunity to eat some pasta and, according to the class teacher "changed the minds of the children there and then";
- The sessions combined a range of teaching methods. In the words of one teacher: "The talk raised the issues, the activities put this into action and the discussion afterwards reinforced everything that had preceded it";
- The project facilitated continual learning between sessions through providing small homework tasks, including producing lists of good and bad drugs, completing diet and exercise diaries and finding out what community centres and clubs provided in the local area. The coaches then discussed the pupils' work at the following session;
- The pupils were set football skills targets each week and their progress regularly checked;

- The sessions were effective in promoting key messages in a 'real world' context which combined the achievements of famous football players with everyday situations experienced by the pupils. In one session observed by the research team the story of Diego Maradona was used effectively to highlight the impacts of drugs;
- The coaches sought to establish pupil's existing knowledge prior to delivering key messages and facts and encouraging pupils to think and reflect;
- The coaches acknowledged the particular circumstances of the pupils, for example by acknowledging their parents may smoke but focusing on pupils' own health and responsibilities;
- Each session included recap discussions and quizzes to check and clarify understanding and key messages were delivered throughout the session and integrated with football coaching, not just in the educational talks at the beginning. This also enabled some key messages to be put immediately into practice;
- The sessions enhanced additional social skills of teamwork, co-operation and respect for the self and others.

5.26 The Day at Celtic was particularly positively evaluated by teachers and partner delivery agencies. It was viewed as providing a focus and end goal for the school-based sessions and an opportunity for pupils to utilise the football and social skills they had learned. It was also regarded as a very effective mechanism for reinforcing key messages through a mix of activities and enabling these messages to be delivered by a range of sources on the same day. Many teachers believed that the fact the event enabled pupils from different schools to mix was one of the most important elements of the Celtic Against Drugs programme. Pupils who did not support Celtic were reported to equally enjoy the event.

5.27 The research team observed one of the Day at Celtic events, involving 130 pupils from four primary schools. The Glasgow Council on Alcohol delivered a 40-minute session based on children undertaking activities at four work areas. The first area focused on alcohol awareness, with bottles of various alcohol products displayed and a discussion of strengths and units. The second area focused on drug awareness. Pupils were asked about the names of drugs they knew and a distinction was made between legal and illegal drugs, followed by a categorisation of drugs into depressants, stimulants and hallucinogenics. The third area was focused on the physical effects of drugs and alcohol. The pupils had to identify which symptoms on a series of cards were short- and long-term effects and place them on a diagram of the human body. The fourth area was focused upon the social effects of drugs and alcohol. Pupils, working in small groups, role played a series of scenarios in order to encourage them to think about the social consequences of being drunk or taking drugs. In our assessment these sessions were effective, although the social effects activity may have been aimed at a slightly older age group. It was apparent that the pupils very much enjoyed and engaged with the entire Day at Celtic and the teachers and classroom assistants present were very positive about the event.

5.28 The teachers and the Strathclyde Police officer believed that the parents' seminar was very important as some parents were not informed about drugs or unsure what their children should know about drugs. Parents had informed the police officer that they had definitely learned new information at the seminar. The Glasgow

Council on Alcohol will deliver a session at the seminar in December and the police officer suggested a slightly extended police input would also be beneficial. Although some research respondents acknowledged that Celtic-supporting parents and pupils may be more likely to attend the seminar, this was not borne out by the attendance at the seminar observed by the research team.

5.29 Members of the research team observed the evening seminar for pupils and parents at the end of the second block. The evening achieved an attendance rate of 85 per cent (341 of 400 invited families). A short talk from the one of the Celtic FC project managers was followed by an address by a former Celtic player, which included messages on drugs and alcohol and the importance of a healthy lifestyle. The Glasgow Council on Alcohol undertook a series of exercises with pupils and parents. One exercise, a quiz on the effects of drugs and alcohol, appeared to demonstrate both the knowledge that pupils had acquired and the lack of knowledge amongst some parents. The seminar also included a display of pupils' posters and a tour of the stadium.

5.30 Almost all of the teachers would welcome the project being delivered in their school again and would recommend the project to other schools. Several teachers believed that the project compared favourably to other means of promoting healthy lifestyle messages and "offered something that other interventions may not", including education from other outside agencies. The teachers who were less certain about the value of the project were concerned about the extent of drugs and alcohol educational content and it is important that this is more formally clarified and communicated to teachers.

### **Project outcomes**

5.31 Figures provided by the Celtic Foundation based on its own analysis of a sample of pupils' questionnaires and a sample of 12 teachers' questionnaires indicated that both the delivery and impacts of the project were viewed very positively. Between 75 and 85 per cent of pupils indicated that the project has significantly increased their knowledge of drugs, nutrition and exercise and over a third of pupils (37.5 per cent) reported that their awareness of opportunities for continuing participation in sports and exercise had improved significantly. The teachers also believed that the effectiveness of the programme in increasing pupils' awareness was excellent. Similarly positive results were provided in the evaluation of the Glasgow Council on Alcohol pilot session. However, as stated above, more summative assessments of pupils' actual acquired knowledge would be required to verify these findings.

5.32 Seven in ten pupils also indicated that the project would significantly influence their lifestyle. It is not possible to assess whether this actually occurred. However, there was some other evidence provided of short-term impacts on healthy eating. One parent reported to the research team that their child was more inclined to eat healthy food at home and teachers reported that pupils had started to bring bottles of water into school and also that the number of pupils taking fruit provided in school had increased significantly. Clearly, more evidence from a larger number of parents would be required to verify this impact.

5.33 The Celtic Foundation staff, teachers and delivery partners all acknowledged that it was not possible to identify the longer-term impacts or impacts on many individual pupils and the project occurred within the context of broader educational messages about drugs. However, most of the teachers interviewed by the research team did believe that the pupils "got a lot out of the programme" and that the majority of pupils were able to retain and recall the key messages. Although one teacher felt that pupils could recall more about the coaching element than key educational messages, another teacher reported that her class had retained the key messages even after the summer holiday break. One teacher believed that the project had impacted on pupils' current and future health through an increased awareness of drugs and alcohol misuse, enhanced motivation and ability to make informed choices that would be encouraged and developed once the project ended. The exercises during the parents' evening seminar also confirmed that some pupils did have accurate knowledge about the effects of drugs and alcohol.

5.34 Some teachers believed that the projects did impact on social influences, as recommended by previous research evidence. Two teachers believed that the sessions would be particularly useful for pupils experiencing drugs or alcohol misuse in their home life who "would really listen to what was being said" and this would challenge the normalisation of alcohol and drug misuse and unhealthy lifestyles. These children would "hear messages that they would not hear at home but these messages were not coming from a middle-aged woman [the teacher]". One teacher reported evidence of the project having an impact beyond school, with pupils discussing the key messages with their parents/guardians and reflecting on how healthy their own lifestyles were, and this was confirmed by two parents.

5.35 The project was universally regarded as being strongly linked to the curriculum and reinforcing the messages being delivered by teachers. It was also regarded as providing an effective platform for further class-based educational activities. The project was reported to achieve additionality through the positive role model impact of the coaches and the particular 'hook' of football and Celtic FC as a mechanism for engaging with young people in an alternative and 'non-traditional' way to teachers. One teacher stated that *"The coaching staff were so well liked and respected by the kids they became a good example of positive role models"*.

5.36 The project had achieved its diversionary aims. According to figures provided by the Celtic Foundation 175 pupils participated in after-school coaching activities in the first block of the project. Several teachers indicated that the project was a "big deal" for these pupils who did not get many opportunities to participate in organised sporting activities. One teacher reported that a number of female pupils had become involved in after-school football directly as a result of the project. Another teacher stated that a "definite tangible outcome" had been one male pupil joining a martial arts club and one female pupil joining a gymnastics club as a direct result of the project focusing on the presence of local clubs and associations: *"It's only two [pupils] out of 33, but its two kids who wouldn't have joined [these clubs] otherwise."*

5.37 Several teachers stated that the project had increased the co-operation and team working of pupils and had encouraged some pupils to take part who were normally resistant to physical education. One teacher also thought the sessions may

impact on the longer-term aspirations of some pupils, particularly those who were less academically engaged, who saw the coaches and thought "I could do that".

5.38 One outcome of the Day at Celtic had been to reinforce educational messages on sectarianism and territorialism in a "practical everyday" approach. Pupils had been able to interact with children from other schools and areas of Glasgow that they would not normally come into contact with and a number of teachers had used this to undertake anti-sectarianism work with their classes. The Celtic coaches had explicitly contributed to this by highlighting the importance of both Celtic and Rangers and promoting respect and tolerance. One teacher suggested that this could be extended to anti-racism work given that some schools have significant numbers of ethnic minority, refugee and asylum seeker pupils. However, the participants in the informal focus group at the Day at Celtic did not consider sectarianism to be a significant problem and did not see the need for Celtic Against Drugs to have an explicit or specific focus on this issue.

5.39 One finding of the project was the identification that P5 pupils had existing knowledge about drugs, but that much of this knowledge was inaccurate and pupils had been 'surprised' by some of the information. This highlights the need for, and appropriateness of, delivering drugs and alcohol education to this age group.

### **Value for money**

5.40 Celtic Against Drugs was delivered to a total of 869 pupils in the first two blocks of the programme. If we calculate the average number of pupils for these blocks and estimate that this number of pupils will participate in the third block, the total number of pupils participating will be 1,303. Relating this to the Scottish Government grant of £42,240 provides a unit cost for each pupil of **£32.42**. This would appear to be a modest sum, given that this includes the Day at Celtic, the parents' seminar and the participation of some pupils in after school and holiday activities.

5.41 Budget data provided by the Celtic Foundation indicates that the Scottish Government grant funding is being spent appropriately and efficiently. Two thirds of the funding is spent on staffing (£16,690) and additional after school and holiday coaching programmes (£13,696) and the remainder of the grant is allocated to the Day at Celtic, the parents seminar, incentives (match tickets) and marketing.

5.42 Budget data provided by the Celtic Foundation suggests that Celtic makes an in-kind contribution of £39,900 to the project, which is close to being match-funding of the Scottish Government grant. This includes contributions to staffing costs, administration, the after school and holiday coaching programme, incentives and the Day at Celtic. A third of this in-kind contribution is accounted for by internal promotion and external marketing. The Celtic Foundation has also managed to generate further additionality for the project through securing the in-kind contribution of Glasgow Drug Addiction Services, the Glasgow Council on Alcohol (funded by the Community Health Care Partnership) and Strathclyde Police.

5.43 It was not possible to relate this spend to long-term outcomes and impacts or to compare it directly to other drugs education initiatives (Audit Scotland, 2009). However, the unit costs per pupil and the in-kind contribution of Celtic FC and delivery partner agencies suggest that the project is achieving value for money as a preventative programme aimed at delivering key messages to pupils in some of the most deprived communities in Scotland.

## **Summary**

5.44 The Celtic Against Drugs project delivers preventative messages on drugs and alcohol to P5 whole-class groups linked to a positive promotion of healthy lifestyles and participation in out-of-school football activities. The project is targeted on primary schools in the most deprived wards of Glasgow. The project is delivered in schools by Celtic FC coaches, complemented by a Day at Celtic and parents' seminar which include inputs from the Glasgow Council on Alcohol and Strathclyde Police.

5.45 The project has appropriate organisational, financial management and training systems, although internal evaluation processes and communication with schools could be improved. The project was very positively viewed by teachers, pupils and delivery partners, utilised effective educational content, materials and techniques and appeared to represent good value for money. Short-term impacts included increased awareness amongst pupils of drugs, alcohol and healthy lifestyles, enhanced participation in healthy lifestyles and opportunities to mix with pupils from other schools and neighbourhoods.

## **6 RANGERS POSITIVE CHOICES**

### **Introduction**

6.1 This chapter provides a description and evaluation of the Rangers Positive Choices project. The chapter describes the background to the project, its aims and its delivery and evaluates the project in terms of the quality of its organisation and management and its partnership arrangements. The chapter evaluates the quality and effectiveness of the project's educational content, its short-term outcomes and value for money.

### **Background**

6.2 Rangers Positive Choices is part of the community programme of Rangers Football Club (FC). Rangers Positive Choices was established several years ago in partnership with Greater Glasgow Drug Action Team and previously received Scottish Executive funding, which in 2006/07 was £34,739. At this time the project used a referral model targeted at pupils aged 11 to 13 years old, with 15 participants nominated by each of the 29 state secondary schools in Glasgow (a total of 435 pupils). The participants were referred on the grounds of six categories: anti-social behaviour, associations with risk-taking behaviour, low self-esteem, not engaging in school life, truancy and physical activity levels. An evaluation report produced by Rangers FC, based on survey returns from participants and parents, indicated a positive impact on drugs awareness, behaviour and levels of physical activity (Rangers Football Club, 2007).

6.3 At the end of 2008 Rangers FC submitted a proposal to the Scottish Government with a range of options including maintaining, or revising, a referral-based model. The model chosen was to deliver the project to whole-class groups of P7 pupils. The grant provided - £26,566 - resulted in Rangers FC deciding to deliver the project to 750 pupils in Glasgow. The project is delivered in an eight week block comprising eight 60-minute weekly sessions delivered in schools. The sessions combine football coaching with messages and educational information on drugs and healthy lifestyles. Two of the eight sessions are delivered by Glasgow Council on Alcohol and one of the sessions is delivered by Strathclyde Police. The sessions are complemented by the provision of places for pupils at Rangers FC football centre, holiday courses and the provision of match tickets.

6.4 Three blocks of the project will be delivered for the duration of the Scottish Government grant funding period (February 2009 to February 2010). In the first block (March to June 2009) eight primary schools (two of which included two P7 classes) and 196 pupils participated. In the second block (August to October 2009) six primary schools (three of which included two P7 classes) and 175 pupils participated (a full list of the participating primary schools is provided in Annex 2 of this report.)

## Aims and rationales

6.5 There are five key rationales underpinning the delivery of the Rangers Positive Choices project:

- Educational information and messages on drugs and alcohol are to be located within a broader-based programme that addresses a wider set of health messages linked to *Curriculum for Excellence*. This is premised on a belief that key messages about drugs and alcohol, physical exercise, diet and nutrition need to be linked together and delivered as a holistic package;
- The education should be based on positive messages about the benefits of a healthy lifestyle and the value of alternatives to drink and drugs;
- The messages need to be appropriate to the P7 age group and should combine educational talks and activities with physical exercise and football coaching;
- The project should be strategically aligned with the new Community Health Care Partnerships structure in Glasgow and should be delivered in the South West Community Health Care Partnership (CHCP) area (in which Ibrox stadium is located). The aim is to locate Rangers Positive Choices more robustly within existing partnerships and networks in order to strengthen the links between Rangers FC, education and health service providers and to ensure coordinated coverage of schools in the partnership area;
- The use of expert external partners to deliver some of the drugs and alcohol educational elements of the project is essential. This is based on an explicit recognition that Rangers FC coaches are not experts in this field and it is important that other providers input into delivering these messages and producing the teaching materials and activities. The Rangers FC coaches complement these messages and, in addition, focus upon those elements of the project where they do have expertise including diet, nutrition, physical exercise and football skills.

## Targeting and diversity

6.6 The Rangers Positive Choices project is based on four key elements of targeting. Firstly, the project proposal to the Scottish Government identified 30 primary schools that were located in the 15 per cent most deprived wards on the Scottish Index of Multiple Deprivation. Secondly, the project is targeted on primary schools in the South West CHCP area (see above). Thirdly, the project is targeted at P7 pupils as this will enable the project to *"Have impacts on a group who are at a particularly vulnerable transitional stage in their lives and the many influences that they will be exposed to at secondary school"* (Rangers Football Club, 2008). The project aims to *"provide [participants] with the tools to be prepared for some of these experiences"* (Rangers Football Club, 2007). It should be noted that this transitional stage between primary and secondary school has also been highlighted in the *Road to Recovery* strategy (Scottish Government, 2008b: 18) and links to the *Choices for Life* events held between P7 and S1. Fourthly, the whole-class model would increase the participation of girls in the project, given that 85 per cent of the participants on the previous referral-based model had been boys.



6.7 The focus and targeting of the project were unanimously welcomed by teachers and delivery partners. The Strathclyde Police officer stated that it was 'undoubtedly the case' that some pupils in the areas where the primary schools involved with Rangers Positive Choices were located would encounter drugs on a daily basis and, in some cases, through family members. One teacher stated that *"Drugs and alcohol are high on the agenda at the school since a lot of the children come from very deprived and difficult backgrounds and are therefore at risk of becoming involved in drug misuse."* It was also suggested that a focus on the most deprived areas enabled children to take part in football and other structured physical and sports activities who would not otherwise have these opportunities.

6.8 The targeting of P7 pupils was also universally supported as it was perceived that these pupils would 'certainly' encounter drugs in early secondary school and would observe people using or selling drugs and therefore that pupils had to be informed prior to the transition from primary schools.

6.9 Due to the project being delivered to whole class groups, Rangers FC do not control which pupils take part and the gender, ethnicity, religion and personal circumstances of pupils is dependent upon the population of each class. Teachers praised the inclusive approach of the Rangers FC coaches and the delivery partners. Female pupils, those pupils who did not particularly like football and pupils who did not support Rangers (including those who supported Celtic) were equally engaged and enthusiastic. One teacher stated that some girls who initially were sceptical about the football element very much enjoyed the project. Another teacher reported that two pupils in her class who may already be engaged in risky behaviour had fully engaged in the sessions. The effective inclusion and engagement of the majority of pupils was attributed to the appropriate balance of fun and discipline being exerted by the providers and the deliberate use of mixed gender and mixed ability teams reinforced by a message of participation rather than winning.

6.10 One teacher stated that some girls were less interested in football, were becoming more self-conscious of their bodies and were more reluctant to participate in the coaching sessions and another teacher indicated that a small number of boys and girls were less willing to take part, despite the efforts of the coaches.

6.11 To date the Rangers Positive Choices project has been delivered to nine non-denominational schools and five Roman Catholic schools. The project has also been delivered to one special school. The proportion of different types of schools is in part explained by the decisions of individual head teachers to participate. It was evident that Rangers FC coaches make stringent efforts to be inclusive to pupils who support other football teams. Ethnicity data provided by Rangers FC for the first block of the project showed that 88 per cent of participants were White British, seven per cent were White Other (European), three per cent were Asian and two per cent were Black African.

### **Organisation, management and internal evaluation**

6.12 The Rangers Positive Choices project is located within Rangers FC's wider community programme. The project has a designated manager with responsibility for

budgets, delivery and strategic liaison with delivery partners and schools. A Rangers FC coach has responsibility for the operational delivery of the project. This individual delivers the majority of the sessions, oversees other coaches' inputs and liaises on a day to day basis with schools and delivery partners. There were clear lines of demarcated responsibilities between these individuals. The project was based on an explicit programme that combines education with practical coaching activities and demarcates the contribution of each delivery partner (see Table 6.1).

**Table 6.1 Rangers Positive Choices Session Programme**

<b>Week</b>	<b>Group Theory</b>	<b>Practical Activity</b>	<b>Delivery</b>
1	Project introduction/ healthy lifestyle overview (15 mins)	Small-sided game (45 mins)	Rangers FC coach
2	Drugs and alcohol awareness (45 mins)	Numbers game (15 mins)	Glasgow Council on Alcohol workers/ Rangers FC coach
3	Diet diaries (15 mins)	Dribbling (45 mins)	Rangers FC coach
4	Diet and nutrition (15 mins)	Shooting (45 mins)	Rangers FC coach
5	Drugs and alcohol awareness (45 mins)	Numbers game (15 mins)	Glasgow Council on Alcohol workers/ Rangers FC coach
6	Drugs awareness/ <i>Get Real</i> DVD (45 mins)	Numbers game (15 mins)	Strathclyde Police Officer/ Rangers FC coach
7	Benefits of sports and exercise (15 mins)	Passing (45 mins)	Rangers FC coach
8	Recap and quiz (15 mins)	Tournament (45 mins)	Rangers FC coach

Source: Rangers Football Club.

6.13 All of the teachers and the delivery partners noted the professionalism of the Rangers FC coaches and reported that the project was very well organised, coordinated and of a high standard. Rangers FC were able to provide detailed, appropriate and itemised budget information about both the expenditure of the Scottish Government grant and the in-kind contribution from Rangers, based on monthly spend.

6.14 Rangers FC used a range of mechanisms to monitor and evaluate the project. These include recording the numbers of pupils and parents participating in each element of the project, and pupils' gender, ethnicity and any disabilities. Survey questionnaires are issued to pupils and teachers and this is used to evaluate both the delivery of the programme and its perceived impacts and effectiveness. The surveys are very similar to those used by the Celtic Foundation for the Celtic Against Drugs project and comprise closed response questions using broad and basic categories and opportunities for further written comments. Pupils are asked to rate the project, identify which elements they particularly enjoyed (including the inputs from the Glasgow Council on Alcohol and Strathclyde Police), to state whether the project had increased their awareness of key issues (including drugs, diet and nutrition, exercise, sporting activities) and whether the project would influence their lifestyle. The teachers' survey asks about the overall effectiveness of the project, the effectiveness of the Rangers FC coaches as role models, the impacts in raising pupils' awareness and influencing and instigating lifestyle changes and areas for

retention and improvements. The teachers were also asked about whether a *Pathways to Participation* event (providing details of local sports and physical exercise opportunities) and a parents' night would be effective. Rangers FC were also intending to conduct interviews with class teachers to try to gauge the longer-term impacts of the project. The Glasgow Council on Alcohol workers ask pupils to provide a basic evaluation of each of their sessions (indicating whether pupils thought that a session was good, neutral or poor) and this was disaggregated by gender. It was also evident that there were considerable informal review exercises between the partner delivery agencies.

6.15 These evaluation mechanisms enable Rangers FC and the Glasgow Council on Alcohol to identify pupils and teachers' perceptions of the delivery and immediate impacts of the project. However, there were areas for improvement. The data generated provides general perceptions about whether pupils' awareness has been improved. However, these generate rather vague responses and it would be more effective to ask pupils to specify what new information they have learned. This should be complemented by more summative assessments that establish pupils' actual understanding of key facts and messages. A range of quizzes (including 'before and after' exercises) were used by both the Rangers FC coaches and the Glasgow Council on Alcohol workers but it was not explicitly clear how these were subsequently used for evaluation purposes. These evaluation exercises should also cover the input from Strathclyde Police. Pupils at this age will require more support to complete the evaluation questionnaires. Although Rangers FC have sought class teachers' views on potential additional elements to the project, all the suggested areas for improvement identified through internal evaluation need to be explicitly noted and responded to. Rangers FC need to produce reports that collate, analyse and reflect on the results of their internal evaluation exercises. We do not believe that it is feasible for Rangers FC or its partners to evaluate the longer-term impact of the project on pupils' behaviour, although it is an example of good practice that Rangers FC do attempt to interview teachers to assess impacts on pupils some time after the sessions have finished.

### **Training, expertise and partnership**

6.16 Five of the eight sessions of the project are delivered by a Rangers FC coach, supported in some sessions by an additional coach. Two of the sessions are delivered by two workers from the Glasgow Council on Alcohol (this has been increased from one session on the first block of the programme) and one session is delivered by a Strathclyde Police officer. The Rangers FC coach is present at all of the sessions.

6.17 A key rationale of the Rangers Positive Choices project is to embed it within the partnership structures of the South West CHCP and to ensure that external experts have a significant input to the programme. The CHCP and Glasgow City Council Education Services are strategic partners and the Glasgow Council on Alcohol and Strathclyde Police are operational delivery partners. Rangers proactively approached Strathclyde Police and the CHCP about their involvement in the current project. The CHCP believed that this represented an opportunity to co-ordinate drugs education to P7 children, to plug any gaps in school provision and to pool resources.

Although Rangers FC autonomously invited schools to participate, the CHCP were able to identify schools that are not involved and attempt to provide alternative provision. Strathclyde Police were also enthusiastic about contributing to the project.

6.18 The Rangers FC coaches had a range of football coaching qualifications and had also received in-service training on diet and nutrition, substance misuse, health and safety and diversity and equalities. Strathclyde Police have also provided bespoke drugs awareness training to the coaches. The Glasgow Council on Alcohol provide a wide range of prevention and education services across the city to a variety of schools and community groups. Their sessions on the Rangers Positive Choices project are delivered, on a rota basis, by two full time members of staff and two sessional workers who have each been trained to deliver drugs and alcohol education to the P7 age group. The Strathclyde Police officer is an experienced community and crime prevention officer and his involvement on Rangers Positive Choices is part of his wider remit to deliver education and information to schools and other community organisations.

6.19 The strategic and operational partnership arrangements were robust. A series of planning meetings have been held and discussions had also taken place to evaluate the sessions and review future provision. The Glasgow Council on Alcohol workers and the Strathclyde Police officer met to ensure that their respective inputs complemented, rather than duplicated, each other and they will also be observing each other's sessions. Partnership working is based on the premise that, although all delivery agents need to reinforce consistent messages, each partner agency will focus upon their particular area of expertise.

### **The quality and effectiveness of education**

6.20 The sessions delivered by the Rangers FC coaches combine educational talks and discussions with football coaching. The sessions are supported by written material produced specifically for the project by Rangers FC which covers the benefits of eating well and how this impacts on a player during a game of football, using the examples of current Rangers players. The materials include 'golden rules' of food nutrition such as ensuring the correct balance of different food types and liquids, explanations of different food goods and what foods are healthy, using a Foods Standards Agency resource (the 'eatwell' plate diagram). The pupils also complete food and exercise diaries over the weekend (this is deliberately chosen to focus on home, rather than school meals). The coach provides comments and suggestions for each pupils based on their completed diary. Pupils are also taught about stretching and the muscles of the body. A recap of key messages is used at the beginning and end of each session.

6.21 Two 45-minutes sessions are delivered by Glasgow Council on Alcohol workers (this has been increased from one session in the first block of the project). The first session explores drugs myths and facts, the difference between legal and illegal drugs, what different drugs look like and some of the effects of alcohol. A question and answer session is used to establish pupils' understanding of drugs and alcohol and where they may be purchased. This is followed by a group quiz to establish true and false facts about drugs and alcohol. The final element of the

session is the use of 'beer goggles' in a ten pin bowling game to discuss the effects of alcohol. The second session begins with a recap of messages and information from the previous session. Teaching props such as a Buckfast bottle and a damaged liver are used to discuss effects. Group work is used to match pictures of drugs to their names and to discuss each of their effects. A whole class discussion explores why people do and do not take drugs and what the effects of drugs are. Information is provided on three types of drugs (depressants, stimulants and hallucinogenics) and their effect on the body (using a diagram) and pupils are asked to identify short and long term impacts. Pupils individually complete a short true or false statements quiz (which worker use to check understanding) and the session ends with another 'beer goggles' ten pin bowling game.

6.22 The Strathclyde Police officer delivers a 45-minute session based on the interactive Get Real DVD, complemented by displaying and discussing samples of drugs, including alcohol and tobacco and the impacts of drugs (using the examples of celebrities) and the wider consequences of taking drugs (including legal penalties such as not being able to visit the United States).

6.23 In our assessment, the materials and activities used by each of the three delivery partners were appropriate and effective. The written material used by Rangers FC is based on advice from club medical staff and official sources such as the Foods Standards Agency. The workbook effectively uses the persona of a professional footballer, with appropriate language, clear layout and prominent use of diagrams and images. Our analysis of the diet diaries also indicated that pupils understood their purpose and were able to complete them successfully. The Strathclyde Police officer uses an official DVD endorsed by the Scottish Government and police organisations. The quiz sheets, images and visual aids used by Glasgow Council on Alcohol were appropriate to the P7 age group and imparted a significant amount of information in a clear and engaging way. The Glasgow Council on Alcohol sessions had explicit objectives set out in lesson plans, with activities and exercises clearly linked to meeting these objectives. These are based on robust good practice principles of ensuring that the materials and techniques are age specific, interactive, include a visual focus and link to the wider school curriculum.

6.24 The teachers reported that all the project presenters delivered age-appropriate and informative messages on alcohol and drugs. The fact that this was based on a holistic and positive focus on healthy lifestyles meant that the drugs and alcohol messages were 'not laboured' and two respondents stated that this was more effective than a simple 'don't take drugs' approach. The messages were viewed as being consistent with, and reinforcing, the wider school curriculum. Most of the teachers believed that the balance between the educational and football coaching element was appropriate, although one teacher suggested that the educational element could have been slightly enhanced and another teacher was uncertain about the level of anti-drugs content on the programme. Two teachers stated that the session delivered by the Strathclyde Police officer was particularly effective, and that his use of actual samples of drugs had a very powerful impact on the pupils, although another teacher was less sure some of the images were appropriate.

6.25 The variety of presenters and activities between and within sessions was universally regarded as a major strength of the project, which linked to the effectiveness of alternative providers complementing the messages delivered by teachers. The particular status of Rangers FC and a uniformed police officer and the credibility and role model effect of the Rangers FC coaches were highlighted and this was complemented by the coaches already knowing many of the pupils through street football activities. The educational messages were reported by teachers to be very well integrated into the coaching elements of the programme, with the coaches regularly stopping football exercises to discuss earlier messages or to check pupils' understanding.

6.26 Presenters, particularly the Rangers FC coach and the Strathclyde Police officer, were perceived to be excellent at engaging and interacting with the pupils, retaining their attention and getting them to participate in discussions and exercises. The balance between 'fun' and 'discipline' was very good and the Rangers FC coaches were viewed by teachers as being 'very skilled and competent' and 'professional'. All of the providers were reported to have delivered their messages clearly and these messages had been understood by the pupils.

6.27 Our own observations of the sessions confirmed this positive assessment. Most of the pupils were engaged throughout and the session on drugs delivered by Glasgow Council on Alcohol covered both legal and illegal drugs, provided information on a number of drugs and discussed in some detail the impacts of drugs and the motivations for taking, or not taking, them. The activities were used to reinforce key messages. There were some issues that could have been explained further - such as pupils' queries about the term 'Class A' drugs. The South West CHCP also reported receiving very positive feedback from schools about the project.

6.28 Several elements of the project matched the available research evidence on effectiveness and good practice. These included:

- The messages were clear and, particularly in relation to the Glasgow Council on Alcohol input, were based on explicit learning objectives for each session linked directly to activities and techniques to achieve these outcomes;
- The sessions were very interactive and combined a range of activities and educational approaches;
- The sessions covered legal and illegal drugs and their short and long term effects and the motivations for individuals taking, or not taking, drugs;
- The sessions were based on a holistic model of integrating messages on drugs and alcohol within the positive promotion of healthy lifestyles and empowering individuals to make their own informed choices;
- Presenters from each of the delivery agencies sought to establish pupils' existing knowledge prior to delivering key messages and facts and encouraged pupils to think and reflect;
- The sessions were effective in promoting key messages in a 'real world context' making use of examples of football players and celebrities combined with pupils' own daily experiences;
- Each session included recap periods and quizzes to check and clarify understanding and key messages and the educational messages were integrated with the football coaching;

- The sessions enhanced additional social skills of cooperation and respect for the self and others;
- The project facilitated continual learning between sessions through the use of the diet and exercise diaries;
- The project combined inputs from a range of presenters with expertise in their own fields.

6.29 All of the teachers would welcome the project being delivered in their school again and would recommend it to other schools. Two research respondents compared the project favourably to other external providers who they stated did not necessarily achieve the correct educational content for this age group and/or did not possess the correct presentational and interactive skills.

### **Project outcomes**

6.30 Figures provided by Rangers FC based on analysis of 154 pupils' surveys from the first block of the project indicated that both the delivery and impacts of the project were viewed very positively. 80 per cent of pupils indicated that the project had increased their knowledge of specific topics in 'excellent' or 'good' ways. 31 per cent and 57 per cent of pupils stated the projects was 'significantly likely to' or 'likely to' influence their lifestyles respectively. Pupils in non-denominational and Roman Catholic schools were equally positive about the project. Six class teachers also completed questionnaires and all six rated the project's effectiveness in increasing pupils' knowledge, influencing and instigating lifestyle habit changes and the role of the coaches as 'excellent' or 'good'. However, more summative assessments of pupils' actual acquired knowledge would be required to verify these findings.

6.31 The Rangers Positive Choices staff, teachers and strategic and delivery partners all acknowledged that it was not possible to identify the longer-term impacts or impacts on many individual pupils or *"how many children will be dissuaded from taking drugs later in life as a result of this intervention"*. One teacher made the point that, whilst the difficult background of many pupils justified the targeting of the project, this also meant that pupils were more likely to be exposed to risks that would counter the drugs education. Although it was evident that pupils *"took the messages on board in class"* it wasn't certain if and how these messages *"would be taken home"*. However, another teacher stated that there was definitely an impact as the pupils had gone home and spoken to their parents about the project and its messages, evidenced by parents discussing the project at a parents' evening.

6.32 One teacher suggested that, although the sessions had a clear impact in promoting anti-drugs messages and that there had been a beneficial short-term impact on three quarters of the pupils in her class, she was not sure how much this would prevent the pupils from using drugs or alcohol when they reached secondary school and were subject to peer pressure. It was difficult to determine the specific impact of the project as these messages were also delivered by other sources.

6.33 The CHCP believed the earlier that messages about drugs, alcohol and healthy lifestyles were delivered to pupils the more impact they would have and that

it was not effective to wait to intervene with individual pupils. In this regard, the project was viewed as being 'crucially important' to getting key messages across.

6.34 Glasgow Council on Alcohol workers believed that in the short-term the project assisted in equipping children with the basic skills to make positive lifestyle choices. In the longer-term they viewed the project as having the potential to prevent or delay pupils' experimentation with drugs and alcohol in secondary school. Similarly, the Strathclyde Police officer believed that the project's messages did have some impact and that it may prevent some pupils from becoming involved with drugs and alcohol in the early stages of secondary school.

6.35 Teachers identified a number of short-term outcomes, including pupils being receptive to, and understanding, key educational messages, including those on the impacts and consequences of drugs and alcohol. One teacher believed that *"the lasting impact of the programme will be to reinforce messages provided to the children at all school stages about healthy eating and looking after your body."*

6.36 Teachers reported that some pupils who were usually reluctant to engage in physical education took part enthusiastically. One teacher believed the project had been influential in encouraging pupils to join sports clubs outside school and stated that that some pupils in her class would be likely to join local clubs as a result.

6.37 The teachers believed that the project fitted well with the school curriculum and complemented other class-based work with pupils. The project also linked effectively to the *Choices for Life* events. One teacher said *"The Rangers programme provides an all round series of messages that reinforce other key initiatives and messages"*. A number of teachers (in both non-denominational and Roman Catholic schools) had used the presence of Rangers FC to undertake anti-sectarianism education with their pupils. One teacher stated that she had used the project in Personal and Social Development classes to highlight links between drug addiction and criminality. Another teacher reported that she had benefitted from the project by learning from the Rangers FC coaches about how to make physical education lessons more fun and effective in encouraging exercise.

6.38 Some teachers also felt that the project had tangibly enhanced some other skills. For example they noted the high levels of cooperation and effective group work and partnership amongst the pupils during the sessions. They also believed that the sessions had encouraged pupils to think and reflect on their lifestyles, to take responsibility for organising themselves and had promoted good sportsmanship.

6.39 The project was reported to have enhanced partnership working through strengthening the link between the South West CHCP and Glasgow City Council Education Services and to have improved the previous 'patchy' coverage of drugs and alcohol education in local schools.

### **Value for money**

6.40 Rangers Positive Choices was delivered to 371 pupils in the first two blocks of the programme. If we calculate the average number of pupils for these blocks and



estimate that this number of pupils will participate in the third block, the total number of pupils participating will be 557. Relating this to the Scottish Government grant of £26,566 provides a unit cost for each pupil of **£47.69**. This unit cost is greater than the Celtic Against Drugs project, but would still appear to be a modest sum, given the additional inputs of partner agencies and the participation of some pupils in further signposted activities through the Rangers Football Centre and holiday coaching programmes. However, it was not possible to quantify the number of participants for these additional activities.

6.41 Budget data provided by Rangers FC indicates that the Scottish Government grant funding was being spent appropriately and efficiently. Two thirds of the funding (£17,761) was spent on staffing, 11 per cent was spent on additional activities, through places in Rangers Football Centre and 14 per cent was spent on equipment and facility hire. The remainder of the grant was spent on office administration.

6.42 Budget data provided by Rangers FC suggests that Rangers made an in-kind contribution of £14,400. Half of this contribution was accounted for by match tickets for participating pupils (£7,200). £5,000 was used for the project launch and media and advertising. The remainder (£2,200) was for additional office administration. Rangers FC had also managed to generate significant additionality for the project through securing the in-kind contribution of the Glasgow Council on Alcohol (funded by the South West CHCP) and Strathclyde Police.

6.43 It was not possible to relate this spend to long-term outcomes and impacts or to compare it directly to other drugs education initiatives (Audit Scotland, 2009). However, the unit costs per pupil and the in-kind contribution of Rangers FC and the delivery partner agencies suggest that the project is achieving value for money as a preventative programme aimed at delivering key messages to pupils in some of the most deprived communities in Scotland.

## **Summary**

6.44 The Rangers Positive Choices project delivers messages on drugs and alcohol to P7 whole-class groups linked to a positive promotion of healthy lifestyles and equipping pupils for the transition to secondary school. The project is targeted on primary schools in the most deprived wards of the South West Community Health Care Partnership (CHCP) area. The project is delivered in schools by Rangers FC coaches, the Glasgow Council on Alcohol and Strathclyde Police.

6.45 The project has appropriate organisational, financial management and training systems, although internal evaluation processes and communication with schools could be improved. The project was very positively viewed by teachers, pupils and delivery partners, utilised effective educational content, materials and techniques and appeared to represent good value for money. Short-term impacts included increased awareness amongst pupils of drugs, alcohol and healthy lifestyles and enhanced partnership working and coordinated drugs education provision in the CHCP area. The project would benefit from the addition of a parents' event.

## 7 CONCLUSIONS AND RECOMMENDATIONS

### Introduction

7.1 This chapter summarises the assessment of the delivery, impacts and value for money of the two projects. The chapter discusses the comparative effectiveness of the projects related to other initiatives and alternative models of intervention and sets out a number of recommendations.

### Evaluation of delivery and impacts

7.2 Although both projects deliver messages about drugs and alcohol within a wider promotion of healthy eating and exercise, there are some differences between the two projects in terms of the aims and focus of their drugs education elements. Celtic Against Drugs is delivered to P5 pupils and is focused upon introductory messages about drugs and alcohol, although it is apparent that many pupils already have (often inaccurate) personal knowledge. Rangers Positive Choices is delivered to P7 pupils and is focused on providing drugs and alcohol messages and resistance skills to equip pupils for the transition to secondary school, thereby complementing the *Choices for Life* events. Celtic Against Drugs includes a multi-school event and parent's seminar and Rangers Positive Choices is more explicitly linked to a Community Health Care Partnership. Each project also uses a different model of delivery. Celtic Against Drugs is primarily delivered by Celtic FC coaches with inputs from delivery partners at culminating multi-school and parent's events. In contrast, three of the Rangers Positive Choices school-based sessions are delivered by external partners. In our assessment, the targeting of the respective age groups is appropriate and both delivery models are effective in that they combine messages on drugs and alcohol delivered by the football clubs' coaches with further expert inputs from the Glasgow Council on Alcohol and Strathclyde Police.

7.3 Despite these differences, it was striking that very similar perceptions about both projects were shared by teachers, delivery partners and our own observations. Both projects were positively viewed by pupils, teachers and delivery partners and were based on clear and robust rationales, appropriate training and effective financial and operational management. The professionalism of the project staff was noted by all research respondents and it was evident that the projects had engaged with boys and girls, children who did not like football or support the two teams and children with special needs. There was scope in both projects to improve evaluation, formalise partnership working, clarify the specific inputs of each delivery agent and enhance the provision of information to class teachers.

7.4 Both projects fit with the *Road to Recovery* and *Changing Scotland's Relationship with Alcohol* prioritisation of prevention (Scottish Government, 2008b: 8). The projects make a significant positive contribution to key health and wellbeing outcomes of *Curriculum for Excellence* (Scottish Government, 2008c), including developing children's understanding of the use and misuse of a variety of substances and enabling pupils to experience positive aspects of healthy living and activity for themselves. It is not possible, in a process evaluation, to determine other

goals such as establishing a pattern of health and well being that will be sustained into adult life or whether the projects enabled participants to make informed personal choices with the aim of promoting healthy lifestyles.

7.5 Both projects also met a number of good practice principles as set out in the *Road to Recovery* (2008b: 17). In our assessment, both projects utilised appropriate teaching materials and activities and these were used effectively. The projects delivered culturally appropriate and relevant education targeted to needs and context, mixing football with real life and recognising the home and neighbourhood circumstances of pupils. Celtic Against Drugs also included engagement with parents. The projects were delivered by appropriately trained practitioners (and it should be noted that less than a third of school teaching staff have received such specialist training, Stead et al., 2007b). Although the projects linked well to other health education and promotion in the primary schools, we believe that they could be more proactively and effectively integrated.

7.6 Our study confirms previous research findings that external providers of drugs education achieved the most positive outcomes in terms of clarity of message, drugs awareness being enhanced and pupil engagement (Stead et al., 2007b). This is based partly on the novelty and expert status identified by Stead et al., but there also appeared to be an additional appeal arising from the use of football and the Old Firm clubs, and this appeal extended beyond their own supporters. Stead et al. found that external visitors were often the least interactive and did not employ the most effective teaching methods, but our study indicated that the football club coaches and their delivery partners used very interactive and effective teaching techniques.

7.7 Both projects met some of the key success criteria identified in previous research, including being:

- Very interactive;
- Multi-component;
- Appropriate to the age of the pupils;
- Relevant and socially and culturally specific to the targeted population;
- Based on a broad definition of drugs including medicines and legal substances;
- Focused upon normative and social influences, although we have insufficient evidence on the impact of this;
- Based upon a positive and holistic promotion of healthy lifestyles;
- Ensuring information and skills are translated into pupils' everyday lives, although again we do not have sufficient evidence to indicate whether pupils had learned and retained skills that they would subsequently utilise;
- Coordinated amongst partners, although there is a need for a clearer assessment of learning outcomes achieved by the projects.

7.8 The Rangers Positive Choices sessions and the Celtic Against Drugs Day at Celtic and parents seminar matched the research evidence that messages can be most effective if delivered in partnership with a range of agencies and integrating inputs from different sources (Scottish Government, 2008b: 18). Both projects also appeared to be meeting one of the other aims of the Scottish Government funding: providing diversionary activities and healthy alternatives to drugs and alcohol and anti-social behaviour. Both projects had provided direct opportunities for pupils to

participate in out-of-school football activities and, certainly in the case of Celtic Against Drugs, had also informed pupils of other local sporting and exercise opportunities. The projects appeared to have had other impacts, including encouraging pupils to participate in physical education in schools and enabling teachers to address the issue of sectarianism. The Day at Celtic provided a direct opportunity for pupils to interact with children from other faiths, ethnicities and neighbourhoods although the impact of this is not known.

### **Comparative effectiveness**

7.9 It is not possible to compare the effectiveness of the Celtic Against Drugs and Rangers Positive Choices projects directly with other preventative initiatives for young people as the longer term impacts of preventative programmes are unknown (Audit Scotland, 2009). Previous evaluations found that the key messages from the *Know the Score* media campaigns and the *Choices for Life* events for Primary 7 pupils were clearly understood (TNS System Three, 2007; Phillips and Kinver, 2007; Menzies and Myant, 2006). However, the extent to which these messages increased factual knowledge varied. Celtic Against Drugs and Rangers Positive Choices also appeared to have delivered key messages and pupils' survey data and teachers' perceptions indicate that the pupils understood these key messages.

### **Comparing the projects to alternative delivery models**

7.10 Both the Celtic Foundation and Rangers FC delivered a whole-class preventative model. This was different to previous programmes that had worked with pupils referred to the projects based on them being perceived to be at risk. There are three major differences between these two models. Firstly, the current model is geographically concentrated in particular areas of Glasgow rather than being city wide. Secondly, the group dynamics and intensity of interventions have been altered (i.e. most of the sessions do not bring pupils together from different schools and the size of pupil groups is considerably larger). Thirdly, the educational content of the sessions and activities are different. It may be argued that public funding is most effective when it is targeted at individuals identified as being at particular risk and provides more intensive supportive interventions to this group, which in turn is more likely to have a significant impact.

7.11 However, there are a number of benefits to the current whole-class approach that justifies this model being retained. Audit Scotland (2009) has identified the relative lack of funding of preventative approaches across Scotland. A range of projects in Glasgow, including some delivered by Celtic and Rangers, already provide targeted support for at-risk young people, whereas there is a current gap in preventative projects. A focus on prevention rather than remedial intervention links to the strategic priorities of the Scottish Government's national drugs and alcohol strategies. The current model delivers preventative education to larger numbers of pupils at key stages (P5 and P7). This increases the education provided to children who may be at risk but who have not yet been identified as being so by agencies, and class teachers were not necessarily confident that schools could identify these children.

The current model also provides opportunities for larger numbers of pupils to participate in sport and healthy exercise diversionary activities.

7.12 Although the projects are not individually targeted on at-risk pupils, their focus on primary schools in some of the most deprived areas of Glasgow results in messages being delivered to young people who are statistically more likely to be exposed to the risks of drugs and alcohol (in their home and neighbourhood environment) and less likely to be able to access sports activities. Previous evaluations of drug education campaigns have identified socio-economic status as a key determinant of how educational messages are perceived and interpreted (TNS System Three, 2007: 20). Teachers believed that the most vulnerable children in their class had engaged with the projects.

7.13 There is a need for Glasgow City Council and its partners, including the two clubs, to consider how similar preventative messages may be delivered to primary schools in other areas of the city. The need for preventative messages at earlier ages is supported by previous research with 13-15 year olds (TNS System Three, 2007). This research identified a lack of basic understanding about some drugs, reliance upon family and friends for (often inaccurate) information and a belief that national publicity campaigns such as *Know the Score* were not relevant to their own lives. Similarly, research with pupils moving from P7 to S1 (Menzies and Myant, 2006: 30) revealed pupils' misconceptions about situations involving drugs.

### **Value for money**

7.14 The unit (per pupil) costs of both projects appear relatively modest and both projects have also generated significant additionality through in-kind contributions from the clubs and delivery partners. Given that the projects complement, rather than replace, current drugs education, they represent a significant increase in the amount of drugs education pupils receive, as previous research indicated an average of 3 and 4-5 hours provided annually to P5 and P7 pupils respectively (Stead et al., 2007b). The projects are also delivering significant diversionary programmes free of charge to pupils. At a basic level, the total combined grant to the two projects was only slightly more than the estimated annual economic and social cost of an individual problematic drug user (Casey et al., 2009), although the complexity of influences on drugs use and the lack of longer-term outcome data about the projects prevents any clear correlations being made here. Of course, other projects may be *more* effective, but it is simply not possible to establish this (Audit Scotland, 2009) and it should be noted that several research participants compared the two projects favourably to other external drugs education initiatives operating in schools. The fact that Strathclyde Police was reported to have recently reduced its own in-schools drugs education capacity suggests that that the projects may be plugging an important emerging gap in provision in the schools in which they operate.

### **Funding and partnership considerations**

7.15 The Scottish Government's funding of the Celtic Foundation and Rangers FC may be justified on the grounds that Glasgow City has the highest numbers and

prevalence of problem drug users in Scotland (Hay et al., 2009). Other football clubs in Scotland have either obtained funding for projects from a range of sources, including local authorities, public agencies and the private sector or funded projects themselves. It is particularly noteworthy that this includes some of the smaller clubs in the SFL. However, it is also evident that local authority funding sources are constrained and attempts at consortia funding arrangements are often complex (as in the case of Heart of Midlothian's Onside programme). Many SPL and SFL clubs are not in a financial position to provide substantial funding for such projects. The evidence from the English Premier League shows that even comparatively wealthy clubs rely on a national framework to maximise the effectiveness of educational projects. This suggests that the national Citizenship Through Football partnership will be very important, both in terms of facilitating Scottish football clubs' contribution to drugs and alcohol education and diversionary activities and evaluating existing projects and disseminating good practice. It is evident that football and football clubs do have a particular ability to engage some young people and act as effective providers of drugs, alcohol and healthy lifestyle messages and there is scope to build on this potential.

## **Recommendations**

7.16 The recommendations arising from the research are:

- For both Celtic Against Drugs and Rangers Positive Choices, class teachers (as well as head teachers) should be provided in advance with more detailed information about the aims, content and intended learning outcomes of the projects in order to enable teachers to plan their own in-class activities accordingly.
- For both Celtic Against Drugs and Rangers Positive Choices, pupils and teachers' surveys should be complemented by an end of project assessment of each individual pupil's understanding of key information and messages and the specific new information that they have acquired as a result of the projects. These assessments will need to be developed in conjunction with key strategic and delivery partners. Pupils will also require further support to ensure that they fully understand, and are able to complete, evaluation exercises.
- Any future reports on the projects submitted by the Celtic Foundation and Rangers FC to the Scottish Government (and other funders and/or partners) should provide data disaggregated by the gender and ethnicity of pupils and school type (non-denominational / Roman Catholic / special) and quantify the numbers of pupils participating in the clubs' additional football or other sporting activities as a direct result of the projects.
- Rangers Positive Choices should include a parents evening and a Pathways to Participation-type event or session.
- The Scottish Government should work with the Citizenship Through Football Partnership to consider the findings of this report and to explore how football can contribute more widely to drug and alcohol education in the future, given the

evident power of football to engage with many young people. Partners should work together to consider existing best practice in this area and disseminate this to clubs and others.

- Where, possible, this work should draw on evidence and good practice from other educational campaigns and initiatives that use sports personalities to inspire children and young people (such as the Sporting Champions programme). The most effective campaigns are both positive and seek to challenge peer-group influences by framing some risky behaviours as social conformity and appealing to young people's autonomy and self-direction (see Stead et al., 2009 for some international examples).

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## ANNEX 1: SURVEY OF SCOTTISH FOOTBALL CLUBS



### Survey of Scottish Football Clubs' Involvement in Drugs Awareness and Healthy Lifestyle Education Projects

Please complete the following details:

Your Name:
Your Football Club:
Your Position/Job Title:
Phone Number:
E-mail address:

#### **Section A.**

A1. Does your club deliver any projects or initiatives **to children in Primary 5, 6 or 7 or S1 age groups** which include any of the following education activities:

- Drugs awareness
- Alcohol awareness
- Healthy eating
- Healthy lifestyle/fitness/ sports
- Tackling racial intolerance
- Tackling religious intolerance

Yes  *Please go to Section B below*       *No Please go to Section C on page 4*

#### **Section B.**

**B1. What is the project called?** *(Please write in answer)*

--

**B2. What are the aims and objectives of the project? (Please write in answer)**

**B3. What age groups does the project work with? (Please tick all that apply)**

P5  P6  P7  S1

**B4. How are children selected to participate in the project? (Please tick all that apply)**

Individually referred by other organisations

Delivered to whole school class groups

Other (please write in):

**B5. Who delivers the project? (please tick all that apply)**

Club coaching staff

School teachers

Youth workers

Drug/alcohol workers

Police officers

Other (please write in):

**B6. What partner organisations are involved in the project? (Please write in answer)**

**B7. How is the project funded and resourced? (Please write in answer)**

**B8. How many children participate in the project? (Please write in answer)**

**B9. What is the content and activities of the project? (Please tick all that apply)**

- |   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| Presentations/ activities on drugs awareness    | <input type="checkbox"/> | Presentations/ activities on alcohol awareness    | <input type="checkbox"/> |
| Presentations /activities on healthy eating     | <input type="checkbox"/> | Presentations/ activities on healthy lifestyles   | <input type="checkbox"/> |
| Presentations/ activities on racial intolerance | <input type="checkbox"/> | Presentations/activities on religious intolerance | <input type="checkbox"/> |
| Football coaching                               | <input type="checkbox"/> | Other physical or sports exercises                | <input type="checkbox"/> |
| Trips to the football ground/match tickets      | <input type="checkbox"/> |   |                          |

Other (please write in):

**B10. Where are project activities delivered? (Please tick all that apply)**

In schools       At the football club       Local community facilities

Other (please write in):

**B11. How successful do you believe the project has been and why? (Please write in answer)**

**B12. Would you be willing to speak to a University researcher about the project?**

Yes       No

**Section C.**

**C1. Does you club deliver any project focusing on drugs, alcohol, healthy lifestyle education to children in other age groups?**

Yes  *Please go to C2 on page 5.*

No  *This is the end of the survey- thank you- please see the instructions on page 5.*

**C2. Please provide brief details of this project in the space below:**

A large, empty rectangular box with a thin black border, intended for the respondent to provide brief details of their project.

THIS IS THE END OF THE SURVEY

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE IT

## ANNEX 2: PARTICIPATING PRIMARY SCHOOLS

Table A2.1 provides details of the primary schools who participated in the first two blocks of the Celtic Against Drugs and Rangers Positive Choices projects.

**Table A2.1 Primary Schools Participating in the Projects**

<b>Celtic Against Drugs</b>	<b>Rangers Positive Choices</b>
<p><b>Block 1 (March 2009- June 2009)</b></p> <p><u>Non-denominational schools</u>            Avenue End            Alexandra Parade            Carntyne            Golfhill            Royston            Sighthill</p> <p><u>Roman Catholic schools</u>            St Benedicts            St Cuthberts            St Gilberts            St Maria Gorreti            St Marys            St Philiomenas            St Rochs            St Rose of Lima            St Stephens            St Timothys</p>	<p><b>Block 1 (March 2009 to June 2009)</b></p> <p><u>Non-denominational schools</u>            Crookston Castle (2 P7 classes)            Drumoyne            Elder Park            Greenfield            Sir John Maxwell</p> <p><u>Roman Catholic schools</u>            St Convals (2 P7 classes)            St Georges            St Saviours</p>
<p><b>Block 2 (September 2009 to November 2009)</b></p> <p><u>Non-denominational schools</u>            Antonine            Cardonald            Craigton            Garrowhill (2 P5 classes)            Langfaulds            Stonedyke            Saracen</p> <p><u>Roman Catholic schools</u>            St Bernards            St Clares            St Georges            St Monicas            St Marnocks            St Saviours            St Theresa</p>	<p><b>Block 2 (September 2009 to October 2009)</b></p> <p><u>Non-denominational schools</u>            Ashpark (2 P7 classes)            Cleeves (2 P7 classes)            Darnley (2 P7 classes)            Gowanbank</p> <p><u>Roman Catholic schools</u>            St Monicas</p> <p><u>Special Educational Schools</u>            Howford</p>

Table A2.2 provides information on the primary schools who participated in the evaluation research:

**Table A2.2 Primary Schools Participating in the Evaluation**

<b>Celtic Against Drugs</b>	<b>Schools</b>
Block1 teacher interviews	Alexandra Parade Avenue End, Golfhill Royston St Rochs St Stephens
Block 2 teacher interviews	Cardonald St Bernards St Marnocks St Monicas
Observation of sessions	Antonine, St Monica's
Observation of Day at Celtic	Craigton St Georges St Monicas St Saviours
<b>Rangers Positive Choices</b>	<b>Schools</b>
Block 1 teacher interviews	Drumoyne Sir John Maxwell St Convals St Georges
Block 2 teacher interviews	Cleeves Darnley St Monicas
Observation of sessions	Ashpark Gowanbank



## **ANNEX 3: CLASS TEACHER INTERVIEW SCHEDULE**

- Introduce yourself and the project
- Tell the teacher the interview should last no more than 20 minutes
- Tell the teacher that their answers will be anonymous and that they will not be identified in any report

1. Can you describe what activities the Celtic/Rangers coaches or their colleagues undertook with the children in your class?

2. What did you think about the balance between the educational parts of the programme sessions and the football coaching?

3. What did you think about the quality or effectiveness of the educational parts of the programme? (*Did they link to the curriculum on healthy lifestyles?*)

4. How effective do you think the sessions were in promoting healthy lifestyle and anti-drug/alcohol messages to the children in your class?

5. Did the sessions especially benefit (or not benefit) any particular groups of children in your class? (*Probe for boys/girls, those that like/do not like football?*)

6. How effective were the sessions for those children in your class who were most vulnerable or most at risk of engaging in risky/unhealthy activities?

7. Were there any elements of the sessions that you thought were particularly good or effective?

8. Were there any elements of the sessions that you felt could have been improved?

9. Do you think that the sessions had any positive impacts or outcomes for the children in your class? (*Why/ why not?*)

10. How did the sessions compare to other ways of promoting healthy lifestyle messages to children in this age group?

11. Would you recommend the sessions to other class groups? (*Why/ why not?*)

12. Is there anything else that you wish to say about the sessions that we have not covered already?

END

## ANNEX 4: FURTHER INFORMATION ON FOOTBALL CLUB INITIATIVES

### Introduction

A4.1 This annex provides further information about national football initiatives in Scotland and provides additional details of the survey of SPL and SFL football clubs and the educational projects that they deliver. The annex also provides further information on national football initiatives in England and additional details of the survey of a sample of English Premier League clubs. This annex complements the data presented in Chapter 4 of the main report.

### National football initiatives in Scotland

A4.2 A number of national initiatives have been developed in Scotland, including:

- *The Bank of Scotland Soccer One* project which provides a 20-week games and training programme to S1 pupils in secondary schools in all 32 local authority areas, with to date 307 schools and 5,006 pupils taking part.
- *The Bank of Scotland Midnight Leagues* which provides organised football in 119 venues across the country.
- Cashback for Communities Funding has supported *street football schemes* in areas where anti-social behaviour is a particular problem with the aim of using football to divert young people from involvement in anti-social behaviour. In 2008 7,500 young people in 272 locations across Scotland took part in the initiative.
- *The Scottish Premier League Reading Stars initiative*, funded by the Scottish Government's Big Plus adult literacy scheme, involves a player from each of the 12 Scottish Premier League clubs choosing a favourite children's and adult's book and working with partner libraries through player visits, free books, match tickets and club merchandise to undertake literacy work with 250 children and 250 adults.
- Scottish football clubs support the work of the *Show Racism the Red Card* charity through the delivery of educational workshops and coaching sessions in schools by professional footballers.
- *Kick Start* is a Scottish Premier League and Scottish Government initiative working with children and young people who are at risk of falling out of education, employment or training to encourage them to re-engage with schools and/or to move into further education, training or employment. The project aims to harness the appeal of SPL clubs and the persuasive power of football to engage, inspire and motivate children and to provide a return on direct Scottish Government investment in SPL clubs by addressing social issues (Scottish Premier League, 2009). Each of these aims mirror some of the rationales underpinning the Celtic Against Drugs and Rangers Positive Choices programme. The project was also

aimed at 'kick starting' partnership relationships between local services and professional football clubs (Scottish Premier League, 2009). The SPL clubs were invited to apply for funding of £33,333. Twelve SPL clubs were involved, with 490 young people aged 14 to 16 years participating in 24 courses. The majority (403) of these participants were male. An evaluation of the project found that 84.2 per cent of the young people who participated achieved a positive outcome, including re-engaging with school, taking up apprenticeships, job training or employment or moving into further education (Scottish Premier League, 2009). The evaluation also found the need for the development of a robust system of monitoring and evaluation, including formal analysis of participants' and parents' views and greater consultation with, and partnership involvement of, schools. Sustaining the localised funding for the project will require the development of partnerships at the local level (Scottish Premier League, 2009).

These initiatives co-exist with other educational initiatives delivered by schools and a range of public, private and voluntary organisations, for example the school resources on sectarianism developed and delivered by the Nil by Mouth charity.

### **Survey of SPL and SFL clubs**

A4.3 Table A4.1 provides information on the 23 Scottish football clubs from the SPL and SFL who participated in the survey.

**Table A4.1: Scottish Football Clubs Participating in the Survey**

<b>League/Division</b>	<b>Participating clubs</b>	<b>Total</b>
SPL	Aberdeen, Dundee United, Heart of Midlothian, Kilmarnock, Motherwell, St Johnstone	6
SFL Division 1	Airdrie United, Inverness Caledonian Thistle, Ross County	3
SFL Division 2	Arbroath, Cowdenbeath, Dumbarton, Stenhousemuir	4
SFL Division 3	Albion Rovers, Annan Athletic, Berwick Rangers, East Stirlingshire, Elgin City, Forfar Athletic, Livingston, Montrose, Queens Park, Stranraer	10
All		23

### ***Projects Delivered by SPL and SFL clubs***

A4.4 Tables A4.2 and A4.3 present data about the educational projects being delivered by SPL and SFL clubs.

**Table A4.2: Scottish Premier League Clubs' Projects**

Club	Project(s)	Age Groups	No. of children	Funding Partners	Delivery	Activities
Aberdeen	HHEAPs	P5-P7	650	Food Standards Agency	Delivered by club coaching staff and school teachers to whole class groups in schools and at Aberdeen FC.	Healthy eating Healthy lifestyles Football coaching
	McDonalds Schools Programme	P5-P7	650	McDonalds		
Dundee United	Schools Football Initiative	P5-P7	400	Self-funded	Delivered by club coaching staff to whole class groups in schools	Healthy lifestyles Football coaching
Kilmarnock	HHEAPs	P5	Varies between projects	Various funding partners including Food Standards Agency, McDonalds, SPL and local authority	Delivered by club coaching staff, school teachers, police officers and college staff in schools, other community facilities and Kilmarnock FC, to whole school classes and to pupils referred onto courses by school guidance staff	Drugs and alcohol awareness Healthy eating Healthy lifestyles Racial intolerance Football coaching Other sports and physical exercise
	Goals Project-Kick Start	S3-S6				
	McDonalds Schools Programme	P7				
	Show Racism the Red Card	P4				
Motherwell	Eat with the Players	P5-P6	900 per season	NHS Primary Care Lanarkshire	Delivered to whole school classes at Motherwell FC by club coaching staff and professional footballers Delivered to nominated pupils through a 10 week programme at Motherwell FC	Drugs and alcohol awareness Anger management Healthy lifestyles Football coaching
	Score Goals	S1-S2				
St Johnstone	Show Racism the Red Card	P6- P7	191	Local authority	Delivered to nominated pupils by club coaching staff, school teachers and professional footballers in schools Delivered in schools	Racial intolerance Healthy eating Healthy lifestyles Football coaching
	McDonalds Schools programme	P7				
	Soccer One and Soccer Two	S1-S6				
	Support Employment	16+				

Source: Survey of Scottish Premier League clubs, 2009

**Table A4.3: Scottish Football League Clubs' Projects**

Club	Project(s)	Age Groups	No. of children	Funding Partners	Delivery	Activities
Airdrie United	Untitled	P5-P7		Self-funded	Delivered in schools by the managing director and professional footballers	Healthy eating Healthy lifestyles Football coaching
Albion Rovers	Monklands School Project- be All You Can be	P7	1,800	BE COGENT LTD	Delivered by club coaching staff and police officers to whole class groups in schools	Drugs and alcohol awareness Healthy eating Healthy lifestyles Racial and religious intolerance Football coaching Other sports and physical exercise
Annan Athletic	Coaching	P5-S1	200	Self-funded	Delivered by club coaches	Drugs and alcohol awareness Healthy lifestyles Football coaching
Elgin City	Soccer Fit	P5-S1	200	Elgin City Supporters Trust	Delivered by club coaching staff to whole class groups in schools, community facilities and at Elgin City FC	Healthy lifestyles Football coaching
Inverness Caledonian Thistle	Soccer School Footworx	P5-S1	150	LIFESCAN	Delivered by club coaching staff in schools and local facilities	Healthy lifestyles Football coaching
Livingston	Livingston FC in the Community	P5-P7	500	Self-funded	Delivered by club coaching staff	Healthy lifestyles
Montrose	Coaching	P5-P7	500	Self-funded	Delivered by club coaching staff	Football coaching
Ross County	Lifeskills Through Sport	S1		Self-funded	Delivered by club coaching staff, drug/alcohol workers and police officers	Drugs and alcohol awareness Healthy lifestyles Racial and religious intolerance Football coaching
Stenhouse-muir	Young Maroons Twilight Leagues	P5-S1	190	Forth Valley Development Agency	Delivered by club coaching staff, police officers and volunteers	Healthy lifestyles Racial and religious intolerance Football coaching
Stranraer	Coaching	P5-S1	120	Self-funded	Delivered by club coaching staff, police officer, drug and alcohol workers, former addicts	Drugs and alcohol awareness Healthy lifestyles Football coaching

Source: Survey of Scottish Football League clubs, 2009

## ***Projects including drugs education***

A4.5 Projects which include drugs education are described in chapter 4.

## ***Projects Aimed at Healthy Eating and Lifestyles***

A4.6 A number of clubs delivered projects focusing on healthy eating and healthy lifestyles. These included:

- Aberdeen, Kilmarnock and St. Johnstone Football Clubs were each involved in delivering the McDonalds School Programme. This programme is delivered in schools to whole class groups of P7 pupils by club coaching staff and teachers, using funding and resources provided by McDonalds. The aim of the programme is to encourage pupils to participate in sport and exercise and to keep fit.
- Aberdeen and Kilmarnock Football Clubs deliver a programme in partnership with the Food Standards Agency to P5 pupils in schools to whole class groups. The programme aims to make pupils aware of safe food handling and hygiene, healthy eating and the importance of keeping fit.
- Dundee United Football Club's School Football Initiative aims to make P5-P7 pupils aware of the importance of a healthy lifestyle and fitness. The initiative is delivered by the club's coaching staff to whole class groups in schools and to date 400 children have participated.
- Motherwell Football Club delivers an Eat with the Players initiative which aims to use professional footballers as role models to increase pupils' awareness of the importance of healthy eating and healthy lifestyles. The initiative is delivered by Motherwell players and coaching staff to P5 and P6 pupils in schools to whole class groups. The initiative is funded by NHS Primary Care Lanarkshire and an average of 900 children participated in the initiative each season.
- Airdrie United's Good Choices initiative is delivered by players to P5-P7 whole class groups in schools and focuses upon healthy eating and healthy lifestyle messages.
- Inverness Caledonian Thistle Football Club's coaching staff deliver a number of initiatives in schools and local communities to children in the P5- S1 age range, including soccer schools, Footworx and Nessie's Soccer Stars, which comprise a mixture of football and other activities such as dance to promote involvement in sport and exercise.
- Elgin City Football Club's Soccer Fit project aims to promote health and wellbeing, encourage healthy lifestyles and raise self esteem and confidence amongst P5-S1 pupils in schools, community venues and at Elgin City's football ground. 200 children participated in the initiative in 2008-09.
- Livingston Football Club's In the Community Schools initiative is delivered in partnership with West Lothian Council and works with P5-P7 age children in schools to promote healthy lifestyles. The project is delivered to 500 pupils a year in 8-week blocks.
- Stenhousemuir Football Club's Young Maroon's and Twilight Leagues initiatives provide football coaching activities for young people in the evenings and weekends and promote healthy lifestyles.

## **Other Projects**

A4.7 Heart of Midlothian is encouraging businesses to fund their local school's breakfast club. Hearts have also developed an Xtra Time initiative aimed at inspiring and motivating S4 and S5 school leavers into further education or employment. A number of clubs, including Kilmarnock, St. Johnstone, Hearts and Inverness Caledonian Thistle are delivering support for employment, Skills for Work or Kick Start projects aimed at facilitating and supporting older children's entry into further education, training or employment. Kilmarnock and St. Johnstone were involved in delivering Show Racism the Red Card projects in local schools. Elgin City's Friday Night Football programme is aimed at those aged 15 up to adults. It is explicitly aimed at bring youth people and adults together to foster mutual respect and inter-generational learning. The initiative has been expanded to include individuals with mental or physical disabilities.

A4.8 *Onside* is Heart of Midlothian Football Club's flagship social programme. It aims to engage and work with young people aged 13-15 who have been involved in anti-social or criminal behaviour, including misusing drugs and alcohol. The programme aims to raise the youngsters' self esteem and confidence, to encourage responsibility, respect and positive behaviour, improved health and fitness and ultimately to reduce offending behaviour and improve participation in mainstream education. The programme combines football activities delivered by Hearts coaches with other activities designed to teach life skills and citizenship skills, including outdoor education and cookery. The programme is explicitly designed to work with young people already engaged in challenging behaviour, rather than as an early messages or early intervention initiative. The programme has been developed in partnership with six local authorities- Edinburgh, Fife, East Lothian, Mid Lothian, Scottish Borders and West Lothian. Funding for the programme has come from a range of sources including the Heart of Midlothian Education and Community Trust, local authorities and the Clydesdale Bank. The exact referral procedures, number of pupils and content varies between local authorities, for example one local authority requested a musical component. As a result, the club now has a fully equipped music centre. The individual pupils are nominated and referred by local authorities, but are subject to an interview process by Hearts coaches. Each session combines education and other activities with football coaching. The programme has received very positive feedback from local authorities and has reduced the rate of offending amongst many participants. For example, 60 young men were referred on to the programme by West Lothian Council Youth Justice Family Support Team. According to an internal evaluation, at the end of the programme the offending behaviour of the young men had been reduced, only one participant had subsequently been charged with an offence, five participants had re-engaged with mainstream education and parents had noted a marked improvement in their sons' behaviour.

## **National initiatives in England**

A4.9 A number of initiatives are provided by several of English Premier League clubs such as: *Kickz* which involves engaging with the police; the *Double Club* which is an educational programme first established by Arsenal Football Club but which

has since expanded and now includes around 30 clubs across all divisions and the *Reading Stars* literacy initiative.

A4.10 The Kickz concept was born out of discussions between the Metropolitan Police and the Football Industry. It was piloted at Tottenham Hotspur, Fulham and Brentford Football Clubs in April 2006, and Manchester City from August 2006. Government support for the programme through the Respect Task Force saw the programme extend nationally and led to the involvement of the Association of Chief Police Officers and Association of Police Authorities. The programme name and logo *Kickz – Goals Thru Football* was designed by participants on the programme. With funding from HM Treasury via the Football Foundation and additional support from the Department for Culture Media and Sport (DCMS), the youth volunteering charity V, the Respect Task Force and the Department of Health, 25 Kickz projects were launched at clubs nationally during the 2006/2007 season. In September 2007, the Prime Minister announced a further expansion of the Kickz programme. This was part of a three year, multi million pound investment from the Football Foundation and Metropolitan Police, along with support from the DCMS via the English Premier League's good causes fund. The joint investment meant that the Kickz programme could reach up to 100 projects and engage over 15,000 teenagers in the most deprived areas of the country, more than four times the previous provision. At present 39 different clubs are involved in the programme. Kickz aims to:

- Engage young people in a range of constructive activities which link to the *Every Child Matters* framework.
- Break down barriers between the police and young people.
- Reduce crime and anti social behaviour in the targeted neighbourhoods.
- Increase the playing, coaching and officiating opportunities for participants.
- Create routes into education, training and employment.
- Encourage volunteering within projects and throughout the target neighbourhoods.
- Increase young people's interest in and connections with the professional game.

Further information is available at:

<http://www.footballfoundation.org.uk/our-schemes/kickz/>

A4.11 Gray and Seddon (2005) reported findings from an evaluation of the Kick It project delivered by Manchester City Football Club. The project was designed as a supplement to an existing drug education programme launched in 1996 at Manchester City. Training and coaching sessions were coupled with classroom-based drug education sessions delivered by the project worker. The target group was also children in their final year of primary school. To supplement this programme, it was decided to use Health Action Zone (HAZ) funding to develop a targeted mentoring component for secondary school children. The idea was for participating schools to refer children who were starting to get into 'trouble' or to truant and who already had an allocated education mentor. The young people referred were those who had usually already been identified as having some problems in school and were already working with education mentors. They were disaffected, on the verge of getting into or already in some trouble, and turned off by



the education system. However, they were also willing to respond to instructions, interested in attending the project, and had a sufficient degree of understanding of what was required for their participation. Each pupil referred to the project was given a training session at the football club where the project, and what it does in primary schools, was explained to them. The pupils then accompanied the Kick It project workers on their visits to primary schools and helped to deliver the drug education sessions. After an agreed attendance, the pupils received certificates, and in some cases tickets for football matches.

A4.12 The Kick It project was intended to have a preventative impact through four principal mechanisms:

- raising the self-esteem, confidence and enthusiasm of participants;
- providing a positive role model in the project co-ordinator (a former footballer at the club who was originally from the local area);
- communicating messages about healthy living and the value of physical activity through the football activities; and
- communicating drug education messages through participation in the primary school sessions.

A4.13 As an additional side-benefit, the involvement of older children in the primary school drug education sessions was intended to enhance their credibility and effectiveness by, in effect, introducing a peer-education dimension to the programme. As a model, the Kick It mentoring component was viewed as being an economical and imaginative way of adding to an existing successful programme.

A4.14 Interview data suggested some important limitations to the effectiveness of Kick It as well as some areas of potential. The young people interviewed said that they enjoyed the mentoring programme but felt that the relatively short period of participation (in practice, only two or three sessions) meant that it was more of a taster rather than an intervention likely to lead to any sustained change. No needs assessments or any tailoring of the programme to individual needs took place either. Despite this, all the project staff interviewed felt that the young people had generally benefited in some way from attending the Kick It mentoring programme but this was restricted primarily to perceived increases in confidence and self-esteem. Overall, the evaluation suggested that the mentoring component of Kick It had great potential but, at the time of the research, this had not been realised. The evaluation suggested that a longer-term, more intensive and tailored programme might well achieve some successful prevention outcomes as the project model was a theoretically promising one.

A4.15 *Premier League Reading Stars* is an educational project, which aims to harness the motivational power of football to encourage families to enjoy reading. It targets those hard to reach groups in society who may not have shown an interest in reading, but who do have a passion for football. Each of the 20 Premier League clubs nominate a 'Reading Champion' player to recommend his favourite book. Each club then adopts a maximum of three public libraries who then host a reading club based on the book choices of all 20 Premiership Reading Champions. Both children and parents attend the reading club, visit to a bookshop, and participate in a session

with a published football author. Some readers may also get to meet their favourite team's Reading Champion.

A4.16 An evaluation of *Reading Stars* found positive short term impacts, including high levels of participation, a direct impact of professional footballers as reading role models, 89 per cent of parents reporting an increase in their child's reading activity, 70 per cent of parents feeling they spend more time reading with their children, 92 per cent of participating children and 87 per cent of parents claiming they will visit libraries more frequently and 42 per cent of children believing that their own reading ability had improved (Football Foundation, National Literacy Trust and Arts Council England, 2008).

### **Survey of English Premier League clubs**

A4.17 Seven English Premier League clubs participated in the survey: Arsenal, Bolton, Burnley, Fulham, Hull, Sunderland and Wolves. Table A4.4 presents summary data about the educational projects being delivered by these clubs, which are also discussed in chapter 4.

**Table A4. 4 English Premier League Clubs' Projects**

Football Club	Projects & Focus	Comments
Arsenal FC	<p><b><u>Positive Futures</u></b> - a social inclusion programme which seeks to identify vulnerable young people and comprises a range of activities such as away trips and team-building with workshops on drugs and health. There is also a session on sexual health and relationships. This scheme also involves pupil referral units for those pupils not attending school.</p> <p><b><u>Kickz</u></b> - see above</p> <p><b><u>Arsenal Double Club</u></b> - Arsenal were pioneers of this scheme which provides educational units on English, Maths and Geography linked to the school curriculum. There are 3 significant aspects of relevance of this wide ranging programme:</p> <ul style="list-style-type: none"> <li>• <b>Arsenal 4 Everyone</b> - programme focused on religious diversity and raising awareness and respect of different beliefs. Involves one-off visits to 30 primary schools (Y4-Y6). Religious sessions are delivered to schools alongside football coaching. At the end of the programme the schools are paired up for a visit to the Emirates stadium comprising a tour of the ground and a quiz on religion.</li> <li>• <b>World on our doorstep</b> - raises awareness about different nationalities and cultures. Typically involves Q&amp;A sessions with Arsenal's foreign players.</li> <li>• <b>Victory through Harmony</b> - is Arsenal's motto and this scheme encourages respect by drawing parallels with the Arsenal football team and the classroom i.e. working together, respecting each other, team-working etc.</li> <li>• <b>Double Club</b> also has a healthy eating module which looks at how to cook healthily, consequences of obesity etc</li> </ul>	<ul style="list-style-type: none"> <li>• All the schemes contain elements on drugs/alcohol awareness, healthy lifestyles, eating. Drugs sessions are delivered by local drugs teams in the Emirates Learning Centre.</li> <li>• work closely with local schools but also further afield</li> <li>• most funding comes from the EPL</li> <li>• close ties to education authority in terms of linking with curriculum</li> <li>• 18 FT staff and 50 PT coaches, 100 volunteers</li> <li>• <b>Kickz</b> programme particularly successful - police report fall in crime when programme is running and many participants have gone on to work for the Arsenal community team and other employers</li> </ul>
Bolton FC	<p><b><u>Gold 4 Life</u></b> - healthy eating and fitness awareness project involving practical sessions alongside classroom sessions</p>	<ul style="list-style-type: none"> <li>• Drug awareness begins at older age groups - not delivered until Y7</li> <li>• partnerships with Football Foundation, Bolton Council, PCT</li> <li>• Funding through grants (e.g. Football Foundation)</li> </ul>

<p>Burnley (Community Trust)</p>	<p><b><u>Fit Kids</u></b> - scheme whereby staff from the Community Sports Trust (CST) visit schools and bring gym apparatus with the aim of encouraging fitness and physical activity. Children participate for 6 weeks. Their fitness is assessed in week 1 and they participate in circuits training every week before being re-assessing fitness in the final week to see progress. <b><u>Scarf</u></b> - 8-week project aimed at encouraging racial integration. 4 different schools are chosen based on the ethnicity of their pupil population. Works with schools individually through sports activities and then brings different schools together in the final week to encourage mixing.</p>	<ul style="list-style-type: none"> <li>• CST is funded through central govt.</li> <li>• Drug awareness activities begin at ages 14 to 15</li> <li>• Partnership with schools and teachers</li> <li>• Positive feedback from pupils and teachers</li> </ul>
<p>Fulham FC</p>	<p><b><u>Double Club</u></b> - Education focused on improving literacy and numeracy skills. Two hour lessons are delivered by class teachers followed by coaching sessions with Fulham FC coaches. <b><u>Kickz</u></b> initiative which involves 7 different projects around drug awareness, sexual health, anti-social behaviour but this is delivered to older children. <b><u>Anti-racism</u></b> A range of anti-racism projects are delivered.</p>	<p>Fulham's community development activity has four broad functions: education; disability; social inclusion; and sports development. The focus is area rather than school-based. For example Fulham decide in partnership with the police which areas will receive the Kickz programme. Broad range of partners and funders</p>
<p>Hull City FC</p>	<p><b><u>Fit to Play</u></b> - This is delivered to Year 5 schoolchildren by 5 FT staff and is a diverse 6 week programme delivered direct to classes. It covers healthy eating and lifestyles and drugs and alcohol awareness. Coaches visit the school for one afternoon every week and spend an hour in the classroom and an hour doing practical exercises, followed by after-school activities. The class-based activities follow a workbook developed by FitC. At the end of the project the class spends a day at the KC Stadium and participate in a Q&amp;A session with a Hull FC player. <b><u>Kickz</u></b> - Hull FC have only recently become involved with this scheme and it is due to start being delivered very shortly. It is focused at 11-16 year olds and joint funded is provided by the Football Foundation (50 per cent) and the local police and youth services (50 per cent).</p>	<p>The <b><u>Fit to Play</u></b> initiative is funded by the Premier League, PFA and Hull and East Riding Councils. The project is targeted at areas of deprivation and higher levels of obesity as identified by the PCTs and healthy schools departments of the two local authorities.</p>

Sunderland FC	<p><b>Fit 4 Football</b> - project delivered in schools in 6-week blocks by Sunderland FC coaches. The project is focused on Y6, Y7 &amp; Y8 and typically an hour session is split between a P.E. lesson and a workshop which discusses and raises awareness of issues such as health, diet, fitness and the consequences of an unhealthy lifestyle in the short and long term.</p> <p><b>Tackle It Team</b> - runs a range of projects which seek to address citizenship; drugs and alcohol awareness, knife crime and bullying, based on educational workshops linked to practical exercises. For example, pupils wear 'beer goggles' and negotiate an obstacle course to show the effects of alcohol.</p> <p><b>Football First</b> - A coach with experience of working with BME groups runs this project which encourages ethnic mixing by getting children to work together to achieve tasks. Linked in with a BME group called 'Young Asian Voices'. Another project provides separate female-only schemes for young Muslim girls who want to engage with sport.</p> <p><b>Active Bus</b> - bus with IT facilities which goes to schools and community events to raise awareness about fitness</p> <p><b>Lifestyle &amp; Fitness Programmes</b> - Delivered at the stadium to whole families who have been referred by GPs. Targeted scheme tackling obesity.</p>	<ul style="list-style-type: none"> <li>• Foundation established which is accountable and professional</li> <li>• Different departments with different remits</li> <li>• Foundation responsive to local needs i.e. obesity and substance misuse highlighted as local issues</li> <li>• Many links with other agencies e.g. police, Council, PCT, BME groups, schools and referrals from GPs</li> <li>• Sunderland no longer advertise as sessions are constantly fully booked - not targeted, open to all schools</li> </ul>
Wolves (Community Trust)	<p><b>Healthy Eating</b> - Coaches visit schools to discuss healthy eating by focusing on what constitutes a footballer's diet, delivered in partnership with teachers</p> <p><b>Dusk/Twilight League</b> - This is a football league targeted specifically at deprived areas where alcohol and drug issues are more common among youngsters. The project is delivered to a range of ages - the younger groups start at earlier times and the midnight league is for those aged 18+. The scheme involves workshops on alcohol and drug awareness which run alongside the football sessions. Outside agencies take the lead on delivering the educational element of the scheme.</p>	<ul style="list-style-type: none"> <li>• Most projects aimed at primary aged children</li> <li>• Involved in <i>Show Racism the Red Card</i></li> <li>• Funds come from Birmingham Midshires and the Football Foundation.</li> <li>• Partnership with schools and teachers</li> </ul>

Source: Survey of English Premier League clubs, 2009

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# Sheffield Hallam University

*A Process Evaluation of Celtic Against Drugs and Rangers Positive Choices*

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