



Impact Report

October 2019

Professor Andrew Parker  
Andrew Parker Consulting Ltd

**Correspondence:**

Professor Andrew Parker

E-mail: [andrewparkerconsultingltd@gmail.com](mailto:andrewparkerconsultingltd@gmail.com)

# CONTENTS

## Acknowledgements

<b>Executive Summary</b>	<b>4</b>
<b>1. Introduction</b>	<b>7</b>
<b>2. The Evaluation</b>	<b>9</b>
2.1 Aims and objectives	9
2.2 Methods and methodology	9
<b>3. Industry Context</b>	<b>11</b>
<b>4. Project Background</b>	<b>14</b>
4.1 Long term goals	15
4.2 Short term goals	15
4.3 Project governance	16
<b>5. Project Partners</b>	<b>19</b>
<b>6. The TTR Programme</b>	<b>21</b>
6.1 Proposed outcomes	22
<b>7. Findings</b>	<b>24</b>
7.1 Quantitative Data: Participant profile	24
7.2 Qualitative Data: Stakeholder Views and Experiences	26
7.2.1. Perceptions of TTR	26
7.2.2. Purposes of TTR	27
7.2.3. Understanding Communities	27
7.2.4. The TTR ‘blueprint’	29
7.2.5. Owning TTR	29
7.2.6. Strengths and weaknesses of TTR	31
7.2.7. Promoting TTR	31
7.2.8. Young People’s Experiences of TTR	32
7.2.9. Case Studies	34
<b>8. Conclusions and Recommendations</b>	<b>38</b>
<b>References</b>	<b>43</b>

## **Acknowledgements**

The author wishes to thank the Take the Reins (TTR) participants, stakeholders and partners who gave generously of their time during the completion of this report.

## **EXECUTIVE SUMMARY**

This report presents the findings of an independent external evaluation of the ‘Take the Reins’ Education Programme (TTR). It charts the establishment, operationalisation and impact of the programme the overall remit of which was to work with the British horse racing industry to improve access to employment and to challenge perceptions of racing at the community level. As a funded, one-year pilot project, TTR was framed as experimental in design and ground-breaking in nature. The project was facilitated via two geographical hubs; one in the north of England (Yorkshire and Humberside) and one in the south (Greater London). The ‘northern pilot’ focused on working with schools, racing yards and the Northern Racing College to support young people’s access to work experience and apprenticeship opportunities. The ‘southern pilot’ focused on working with Lingfield Park race course (Surrey) facilitating access to (and potential work experience opportunities in) an industry-based environment thereby providing wider insight into the commercial operations of a high profile sports and hospitality venue. Delivery partners tasked specialist youth and community development workers to challenge perceptions and build greater links with the industry.

The project sought to engage young people (aged 14-25 years) from socio-economically deprived backgrounds (i.e., ‘at risk’ and/or ‘hard to reach’), many of whom had no previous experience of the racing industry. Project delivery was aimed at education, training and employment opportunities designed to ‘up skill’ and ‘equip’ participant cohorts in relation to industry-based vocational pathways. The pilot phase of the project took place between 1<sup>st</sup> June 2018 – 1<sup>st</sup> September 2019 and was funded by the Racing Foundation. The evaluation of the project comprised a mixed methods design the quantitative aspect of which involved the collation of data concerning participant engagement whilst the qualitative aspect sought to capture stakeholder and participant experiences of the delivery programme. The evaluation focused on the impact of TTR on the young people and stakeholders with whom it engaged and was carried out between May-September 2019. The overall aim was to explore the extent to which the project had met its stated aims. These were as follows:

- To improve access to employment in the racing industry for young people from socio-economically deprived backgrounds;

- To develop an enthusiasm for (and change perceptions towards) horse racing amongst those from targeted communities leading to the industry becoming a realistic and legitimate career option;
- To support the skills development of young people to allow them to be work-ready for transition into the industry or the British Racing School or the Northern Racing College;
- To broaden the horizons and understandings of the industry in relation to engagement with socio-economically deprived communities;
- To improve the transferable life and employability skills of young people.

### **Key findings**

The key findings of the report are as follows:

- Through its promotional work with schools and community groups, TTR was successful in engaging young people from disadvantaged/socio-economically deprived (and wider) backgrounds thereby presenting the racing industry as a potential route to employment;
- TTR participants spoke positively about their experiences of the project and the opportunities on offer in terms of industry insight, educational pathways and work experience;
- Young people reported positive relationships with TTR staff and racing industry personnel. Participants felt enthused, supported and encouraged when engaging with project-based events and activities;
- Through its relationships with key partners, TTR established a series of connections with education, training and employment providers within the racing industry which facilitated potential transitions for young people into apprenticeships, formal training courses, voluntary work and on-going life skills provision;
- Young people were introduced to accessible work experience and potential longer-term employment opportunities across the racing industry which included not only ‘hands on’ work with horses (i.e., racing yard and racecourse experience) but also insight into hospitality services, entertainment and event management;
- Some young people believed that taking part in the project helped to counter their previously held negative views about the racing industry and, in particular, about horse/animal welfare;

- Project stakeholders recognised the way in which the somewhat ‘traditional’ and ‘insular’ nature of the racing industry may, in the past, have acted as deterrent to wider community engagement and the need to breakdown existing barriers around participant diversity;
- Project participants and stakeholders articulated a desire to see an expansion of the project to facilitate more sustained experiences of industry exposure.

## **Conclusions**

This report concludes that the Take the Reins project has been successful in achieving its stated aims and has made a valuable contribution to the personal and social development of those with whom it engaged. The report also demonstrates that the promotion of sport through schools and community groups can be effective not only in engaging disadvantaged youth but in serving as a gateway to broadening young people’s perceptions of and accessibility to employment opportunities in elite sporting locales. At the same, time sport can provide a variety of support mechanisms and life-course pathways for those who choose to pursue these opportunities. In the geographical and industry contexts featured here, TTR has proved itself to be a facilitator of such opportunities.

## 1. INTRODUCTION

This report presents the findings of an independent external evaluation of the ‘Take the Reins’ Education Programme (TTR). It charts the establishment, operationalisation and impact of the programme the overall remit of which was to work with the British horse racing industry to improve access to employment and to challenge perceptions of racing at the community level. As a funded, one-year pilot project, TTR was framed as experimental in design and ground-breaking in nature. The project was facilitated via two geographical hubs; one in the north of England (Yorkshire and Humberside) and one in the south (Greater London). The ‘northern pilot’ focused on working with schools, racing yards and the Northern Racing College to support young people’s access to work experience and apprenticeship opportunities. The ‘southern pilot’ focused on working with Lingfield Park race course (Surrey) facilitating access to (and potential work experience opportunities in) an industry-based environment thereby providing wider insight into the commercial operations of a high profile sports and hospitality venue. Delivery partners tasked specialist youth and community development workers to challenge perceptions and build greater links with the industry.

The project sought to engage young people (aged 14-25 years) from socio-economically deprived backgrounds (i.e., ‘at risk’ and/or ‘hard to reach’), many of whom had no previous experience of the racing industry. Project delivery was aimed at education, training and employment opportunities designed to ‘up skill’ and ‘equip’ participant cohorts in relation to industry-based vocational pathways. The pilot phase of the project took place between 1<sup>st</sup> June 2018 – 1<sup>st</sup> September 2019 and was funded by the Racing Foundation.<sup>1</sup> The evaluation of the project comprised a mixed methods design the quantitative aspect of which involved the collation of data concerning participant engagement whilst the qualitative aspect focused on stakeholder and participant experiences of the delivery programme.

Despite the fact that there is little definitive evidence to suggest that engagement in sport encourages marginalised and disadvantaged (i.e., ‘hard to reach’ and/or ‘at risk’) young people to seek out formal educational pathways, a range of agencies have long since promoted it in this way (Coalter, 2007). That said, it is well documented that sport can be an effective means through which to engage young people in activities that they might typically

---

<sup>1</sup> Racing Foundation grant reference number 188/220.

be reluctant to participate in such as classroom-based education (Sharpe *et al.*, 2004). Nichols (2007) argues that sport has the potential to disrupt cycles of anti-social behaviour in three main ways: (i) as a distraction or as a surveillance mechanism, (ii) as cognitive behavioural therapy; and (iii) as a ‘hook’ or a relationship strategy and related research suggests that such mechanisms can work effectively if intervention occurs before delinquent behaviour sets in (Farrington and Welsh, 2007), and/or when packaged alongside a range of other support structures to minimise socialisation into criminal/anti-social behaviours (Muncie, 2009).

The findings of this report highlight the extent to which exposure to sporting contexts and experiences can positively impact marginalised young people by promoting re/engagement with education, training and work experience. In turn, engagement with sport-based interventions can serve as a powerful tool via which to address issues concerning personal and social education (see Morgan and Parker, 2017; Woods *et al.*, 2017) and as something which has the capacity to nurture a sense of citizenship amongst excluded groups (Theeboom *et al.*, 2010; Parker *et al.* 2019).

## **2. THE EVALUATION**

### **2.1 Aims and objectives (proposed outcomes)**

The evaluation focused on the impact of the TTR project on the young people and stakeholders with which it engaged and was carried out between May-September 2019. The overall aim was to explore the extent to which the project met its stated aims. These were as follows:

- To improve access to employment in the racing industry for young people from socio-economically deprived backgrounds;
- To develop an enthusiasm for (and change perceptions towards) horse racing amongst those from targeted communities leading to the industry becoming a realistic and legitimate career option;
- To support the skills development of young people to allow them to be work-ready for transition into the industry or the British Racing School or the Northern Racing College;
- To broaden the horizons and understandings of the industry in relation to engagement with socio-economically deprived communities;
- To improve the transferable life and employability skills of young people.

With these issues at its core, the project sits comfortably amidst broader debates surrounding young people ‘at risk’ (Bateman, 2017; Home Affairs Committee, 2019) and social and political agendas concerning criminal justice, social inclusion/cohesion and youth/community development (see HM Government, 2018; Jolliffe and Farrington 2011; Jacobson 2012; Banks 2013).

### **2.2. Methods and methodology**

A youth-based methodological approach and a mixed method research model was utilised in order to investigate the overall impact of the TTR project. The evaluation involved both quantitative and qualitative elements. Quantitative data collection focused on the number and nature of project participants and was carried out with organisations responsible for project delivery. The qualitative element of the evaluation involved one-to-one, semi-structured interviews with members of the TTR Advisory Board (i.e., partner organisations and industry representatives) and focus groups with participants (young people) concerning their experiences of the project. Interviews were carried out either in person (young people), or via

telephone/Skype call (stakeholders), the latter being preceded by initial telephone conversations which aimed to gain a sense of respondent experience of (and engagement with) the project. Interview discussions lasted between 15 and 70 minutes and explored participant and stakeholder perceptions and experiences of TTR. All interviews were recorded digitally and transcribed verbatim.

Qualitative data was analysed using a grounded theory approach whereby respondent interpretations of their experiences were explored in detail as were the meanings which they attached to these experiences (see Glaser and Strauss, 1967; Strauss and Corbin, 1998; Bryman, 2015). The questioning style during interview was open-ended and, where necessary, further probing took place to clarify responses (see Hammersley and Atkinson, 2011). Grounded theory methodology allows for the systematic analysis of data through a process of open, axial and selective coding, and the formation of a conceptual narrative that explains the experiences of participants from their perspective (Charmaz, 2014). Data were coded, managed and organised manually and were subsequently analyzed in four stages (Giorgi and Giorgi, 2003). First, transcripts were read in full to gain an overview of the data. Second, each transcript was individually coded and indexed allowing the different aspects of respondent experience to be captured. Third, these experiences were clustered and inductively rationalized into a number of over-arching topics. The final stage of analysis involved the formal organization of these topics into generic themes in line with which the qualitative data are presented. The empirical findings of the evaluation are located and contextualized against an analysis of existing research into the horse racing industry and it is to this that we now turn.

### **3. INDUSTRY CONTEXT**

In recent years, consultations with young people, charities and sports partners at the community level have pointed to a lack of connection between socially deprived young people and perceptions of/access to horse racing. It is clear that such cohorts of young people have little, if any, knowledge of the industry or potential points of entry. TTR sought to utilise the reach of its delivery partners (Active Communities Network and Flying Futures CIC) to promote the industry across a series of key networks with the aim of inspiring young people to consider racing as a viable career option by bringing together a range of assets, stakeholders and partners. Building on the existing work of Racing to School and Careers in Racing, TTR sought to introduce a diversity of community groups (i.e., young people) into a range of industry settings.

Of course, TTR did not emerge in a social and cultural vacuum. It is widely acknowledged that the British horse racing industry has, for some time, experienced a staffing crisis with recruitment and retention proving especially problematic (see, for example, Stable and Stud Staff Commission, 2004; Board, 2006; Barber, 2017; Butler, 2017; Butler et al., 2019a). The British Horseracing Authority (BHA) (2014) workforce analysis acknowledged the need for the industry to diversify in terms of its recruitment strategies and in 2015 a survey by the National Trainers Federation identified a shortfall of some 500 stable-based roles. Numerous reasons and explanations (anecdotal and otherwise) have been put forward for this crisis, including: changing social and demographic trends, the preferences of young people not to move away from home for work, and general working conditions within the industry, i.e., the relatively unattractive combination of unsociable hours, demanding daily schedules and modest pay (Rock, 2000). For some time racing has attempted to address problems surrounding staff shortages and retention/high turnover with estimates suggesting that of the 1,700 vacancies advertised each year, shortfalls of up to 400-500 are not uncommon. Industry bodies are united in their recognition of this problem and the urgency to attract young people amidst an increasingly competitive market (Jackson, 2017).

Previous research findings have verified these concerns. According to a survey of trainers and their workforce commissioned by the Racing Foundation in 2016 (in partnership with the

National Trainers Federation, National Association of Stable Staff and BHA),<sup>2</sup> ‘24% of all permanent posts in racing yards require recruitment activity annually due to staff turnover or growth’ equating ‘to an estimated 1,750 jobs per annum’.<sup>3</sup> Further findings suggested that: 48% of permanent vacancies in the racing industry were hard-to-fill (compared with 33% nationally). Trainers stated that the two main reasons for recruitment difficulties were ‘a lack of staff’ and ‘a lack of sufficiently skilled staff’ (especially amongst rider/groom and work rider roles). The survey further revealed that 19% of trainers experienced staff retention difficulties (compared with 8% of businesses nationally); and 29% stated that there were skills gaps amongst their existing workforce, (compared with 14% of businesses nationally). In total, 51% of trainers had not funded or arranged training/development for their staff in the previous 12 months (compared to 34% of businesses nationally) whilst 38% expressed that recruitment, skills and retention issues were a problem for their business (Racing Foundation, 2016).

Outlining some of the key challenges that staff shortages might bring to racehorse welfare (as perceived by racing industry stakeholders), Butler et al. (2019a) argue that at present there are around 550 licensed training yards in the UK training approximately 16,000 horses at any one time. These authors further state that in 2018 the industry hosted 6734 registered employees of which 4428 were full-time and 2306 part-time (3241 were female and 3493 male) and that the industry currently has a shortage of 500-1000 stable staff. Such shortages, they suggest, could be exacerbated if changes are made to British immigration policy around worker entry (see British Horseracing Authority, 2017). With reference to the work of Hemsworth and Coleman (2010), Butler et al., go on to highlight the way in which staff shortages might impact standards of racehorse care and how poor employee relations (i.e., a lack of recognition, communication and respect) may have a detrimental effect on employee attitudes, behaviours and ultimately retention levels which, in turn, may impact the welfare and health of the horses in their care. Drawing upon earlier research into the gendered nature of ‘apprenticeship’ in horse racing (see Butler, 2017), Butler et al. (2019a) present a historical

---

<sup>2</sup> This research focused specifically on training and staffing within the industry especially in relation to trainers as employers and identified recruitment, skills and retention as key issues.

<sup>3</sup> These findings are based on the survey responses of 457 trainers (79% response rate) and 936 racing staff (14% response rate). The report goes on to note that ‘larger yards are more likely than smaller yards to experience hard-to-fill vacancies, retention difficulties, and skills gaps, and for recruitment, skills and retention issues to be a problem to their business’ whilst ‘smaller yards are less likely to fund or arrange training or development for their staff’ (Racing Foundation, 2016: 2).

analysis of vocational pathways into the industry and the extent to which staff recruitment and retention has been an on-going issue in Britain since the 1970s.<sup>4</sup> Critical here is the identification of wider social and structural changes that impacted the industry around this time. One consequence of widespread labour shortage was the introduction of women as stable staff (see Board, 2006). Other significant shifts included the introduction of the national minimum wage for racing staff in the late 1970s (see Filby, 1987), the abolition of indentured apprenticeship in 1976 (the traditional route into racing), an increase in the number of horses in training and in the fixture list, the introduction of Sunday racing, and more stringent regulation around the working hours and payment of stable staff.<sup>5</sup>

Amidst this contextual backdrop, TTR was designed to facilitate the re/engagement of marginalised and disadvantaged young people with the racing industry, especially in relation to the development of educational and vocational pathways and career opportunities and it is to a more in-depth exploration of the project that we now turn.

---

<sup>4</sup> For more up-to-date discussion on the gendered complexion of the horseracing industry see: Oxford Brookes University Centre for Diversity Policy Research and Practice. (2017). *Women's Representation and Diversity in the Horseracing Industry*. Oxford: Centre for Diversity Policy Research and Practice.

<sup>5</sup> For related discussion on stakeholder perceptions of racehorse welfare see Butler et al. (2019b).

#### **4. PROJECT BACKGROUND**

Established in 2014, Take the Reins initially emerged as an informal initiative aimed at promoting a greater sense of awareness about the horse racing industry with a particular emphasis on engaging young people from socio-economically deprived communities. Influenced by the 5 Star Active programme and seed funded by local businesses, TTR was designed to facilitate greater access to the industry as a whole and to educate young people about racing as a realistic employment/career pathway.<sup>6</sup> More specifically, it was designed to recruit young people from previously untapped communities into accredited education and training in order to ‘up skill’ and ‘equip’ participants to meet the growing recruitment/employment needs of the industry. As part of the Racing Together campaign, since 2016 TTR has operated by way of a formal partnership between Flying Futures CIC and Active Communities Network providing enrichment activities, work experience, vocational training and mentoring support. During 2016-2017, TTR carried out informal educational delivery to cohorts of young people through schools and community groups, with others accessing ‘taster’ sessions and hands on work experience opportunities at race courses and horse racing (training) yards. This work was supported by in-kind and core resource contributions from industry stakeholders and project partners.

In 2018 TTR entered a formal pilot phase funded by the Racing Foundation to further embed the initiative via the delivery of a one-year programme of events across two geographical regions led by Flying Futures in the north of England (Yorkshire and Humberside) and Active Communities Network in the south (Greater London). The overall remit of the pilot was to work with the industry to improve access to employment and to challenge perceptions of racing at the community level. The ‘northern pilot’ focused on working with schools, racing yards and the Northern Racing College to support young people’s access to work experience and apprenticeship opportunities. The ‘southern pilot’ focused on working with Lingfield Park race course (Surrey) facilitating access to (and potential work experience opportunities in) an industry-based environment thereby providing wider insight into the commercial operations of a high profile sports and hospitality venue. These delivery partners tasked specialist youth and community development workers to challenge perceptions and build greater links with the industry.

---

<sup>6</sup> Hosted by Active Communities Network, 5 Star Active is a collaboration of UK-based sport for development charities which provides services to marginalized and vulnerable (‘hard to reach’ and ‘at risk’) young people (see: <http://5staractive.com/>).

The racing industry hosts a number of charitable initiatives and core programming around diversity and inclusion agendas, including careers and employment and TTR was engaged with a range of the lead partners and initiatives. The programme was developed in acknowledgement of, and in response to, the on-going challenges that the industry faced in relation to staffing and retention. Underpinning the project was the belief that facilitating connections for ‘at risk’ youth with the industry had the potential to offer significant opportunities both for the young people concerned and for the industry itself in terms of its objectives around diversity and outreach. The stated goals of the project were as follows:

#### **4.1. Long term goals**

- By June 2019 to have a sustained programme of activities bringing racing into communities and vice versa, with communities having greater opportunities to access racing;
- By January 2020 TTR to be an established programme in the racing industry promoting and supporting youth at risk;
- By June 2020 TTR to have expanded its breadth of delivery across three additional (UK) regions in addition to the two pilot areas;
- By December 2020 TTR to be recognised and considered a ‘best practice’ example of a sport working with charities and community groups in the wider Sport for Development/Sport for Social Good sector.

#### **4.2. Short term goals**

Initial goals over the 12-month pilot (2018-2019):

- To provide an informative and educational programme of work, targeting key members and stakeholders in the industry in relation to working with youth at risk and significantly deprived communities;
- To increase programme exposure within the industry, utilising key supporters and project partners to message and communicate;
- To execute an income generation strategy to ensure that TTR is able to offer new opportunities beyond existing contracted deliverables;
- To develop a ‘blueprint’ for the delivery of TTR and to establish a licencing agreement to be embedded across a selection of key network partners to support growth (with longer-term ambitions to licence across the sector);

- To deliver an impact report to evidence how TTR and the wider partnership provides solid and meaningful outcomes for the industry – and to provide recommendations for future programming and interventions.

The proposed outcomes were as follows:

- The racing industry will be better informed and have a stronger understanding of the issues faced by youth at risk and how sport (and racing) can contribute to their development;
- Widen the audience of racing by both challenging and changing perceptions of the industry and youth at risk;
- Improve pathways for youth at risk into the industry, offering a package of development and the facilitation of new partnerships;
- Produce a set of transferable materials which can be licenced across network partners that supports others in the industry.

### **4.3. Project governance**

During the pilot phase, the governance of TTR was facilitated by a national Advisory Board made up of representatives from Active Communities Network, Flying Futures and wider industry stakeholders, including: Lingfield Park (ARC), Richard Fahey Racing, Racing to School/Racing Together, Careers in Racing and the Northern Racing College. In addition, the programme was supported by Mark Johnston Racing and by jockeys and patrons including Hayley Turner, Adam McNamara, Sammy Jo Bell, Michael Owen and Jack Berry.

### **The Terms of Reference of the Advisory Board were as follows:**

#### **Purpose**

- To provide oversight of the strategic direction of TTR, supporting the project in the delivery of long term vision and programming across the horse-racing industry;
- To support Active Communities Network and Flying Futures in implementing the TTR programme, offering operational oversight and advice on key outcomes and objectives;
- To support TTR to develop sustainability pathways and models to ensure that the northern and southern pilot hubs have strong sustainability roots and that programming becomes embedded within the racing industry;

- To support and advise TTR in building evidence of project impact and applied learning;
- To advise TTR on how and where to attract future resources to the project in order to grow and sustain its footprint and outcomes;
- To advise and support TTR to devise and execute a communications, public relations and marketing strategy to promote and further embed the project in the racing industry, in government circles, and within other priority areas.

### **Membership**

- The membership of the group to comprise representatives from the TTR programme and a selection of identified individuals from the racing industry;
- Subject to consent from the existing membership, the group may invite/co-opt new members to the group;
- Membership is indefinite so long as TTR continues to deliver a programme within the geographies targeted and identified;
- Members will represent their respective organisations who have been identified as project partners;
- The group aspires to convene on a quarterly basis to discuss the project with more regular communication being facilitated remotely to keep all parties abreast of programming and strategic developments;
- Papers and information to be circulated one week in advance of the agreed meeting dates.

### **Accountability**

- Active Communities Network are the key accountable body in relation to the advisory group;
- Both Active Communities Network and Flying Futures as the delivery partners are required to provide the group with project information and updates;
- Active Communities Network will provide strategic updates with input from all parties and be responsible for implementing actions and matters arising;
- TTR is co-owned by Active Communities Network and Flying Futures and should be presented as such by all parties;

- TTR to sit as a distinct employability-themed project within the industry's Racing Together campaign.

**Information and confidentiality**

- TTR communications will be the responsibility of Active Communities Network;
- Members are advised that any confidential matters relating to the project should be marked as such and all parties must adhere to keeping confidences within the group;
- Any materials produced and content developed to be co-owned by the party (parties) that created it.

## **5. PROJECT PARTNERS**

Active Communities Network and Flying Futures offer high-output, engagement programmes in disadvantaged communities and collaborate extensively on youth sports projects. Their work is underpinned by an established evidence-based methodology which has been externally verified by previous research findings (see, for example, Parker et al., 2012). The TTR programme sits comfortably within the everyday operations of both organisations given that connecting ‘youth at risk’ with the racing industry offers significant opportunities for young people to access a broader range of vocational/career pathways.

Flying Futures is a not-for-profit Community Interest Company (CIC) that delivers a variety of social programmes across Yorkshire, the North East and Humberside to bring about effective change to communities. This is achieved through initiatives involving sport, mentoring, training and employment and citizenship targeted at children and young people aged 14-25. Active Communities Network is a youth and community development charity which utilises sport as a pathway into education, training and employment. The charity operates across England and Northern Ireland and in several international locations. Since its formation in 2007, Active Communities Network has supported over 150,000 young people across the UK and overseas through its delivery and management of programmes.

Through the work of Flying Futures, the ‘Northern Pilot’ recruited young people from Yorkshire and Humberside (with an emphasis on deprived rural and urban areas) to access work experience opportunities across a network of horse racing trainers who made formal commitments to the programme. Education and skills development work took place through accredited training (Employability and Enterprise). Work experience opportunities offered comprehensive insight into the operations of managing stables and elite horses. On completion of work experience, young people were signposted to the Northern Racing College with the offer of further support through a 12-week residential programme and beyond to access formal racing apprenticeship opportunities.

The ‘Southern Pilot’ worked with young people from South London (Lambeth, Southwark, Lewisham) who reside in the top 20% most deprived wards in the UK. In turn, Active Communities Network partnered with Lingfield Park race course to utilise its commercial environment in order to inspire young people to engage with racing and to provide insight into the wider career opportunities available in the industry. This experience comprised day

visits to the course where young people were exposed to various industry roles including: grooming and preparation, public relations, media/communications, and hospitality and administration. The longer term aim was that Lingfield Park would offer further opportunities to extend work experience with the possibility of formal recruitment.

Throughout the duration of the TTR pilot phase both Active Communities Network and Flying Futures provided in-kind support through their staffing resources and by aligning a proportion of their existing work with project objectives. In the south, there was also an in-kind commitment from Lingfield Park (ARC). In the north the project received support from a number of high profile training yards including Richard Fahey Racing which comprised in-kind staff time and resources. Racing Together also provided in-kind support via staff contributions from Racing to School and Careers in Racing. As noted above, the project benefitted from the work of its industry-based Ambassadors, Hayley Turner, David Crosse, Adam McNamara and Sammy Jo Bell.

## **6. THE TTR PROGRAMME**

Take the Reins is based on the delivery of a five-stage programme. Each stage is designed to challenge participants in terms of personal and educational progression. Delivery staff are key to the programme's success, providing inspiration and motivation to young people while also acting as role models and mentors. The five stages are as follows:

### ***Stage 1: Promotion***

This takes place in schools, colleges and alternative education settings and comprises inspirational presentations by project stakeholders to encourage young people to engage with the TTR programme.

### ***Stage 2: Insight***

This involves taking young people into the racing environment. During visits to professional race yards and/or race courses that are working in partnership with the programme, young people are exposed to the wide range of vocational/career possibilities that exist within racing. Harnessing the drive and excitement of the industry serves to inspire and empower young people with the aim of motivating them to move on to the next stage of the programme.

### ***Stage 3: Education***

TTR includes a Level 1 'Employability and Enterprise' qualification that has been carefully tailored so that it is industry specific. Delivered either in community or school settings the course provides young people with a broader understanding of career opportunities in racing and begins to equip them with the skills and knowledge required for applications into formal roles/courses.

### ***Stage 4: Experience***

This involves working in partnership with race courses and racing yards where young people are given the opportunity to take part in a range of work experience placements. In order to meet the varying needs/desires of the young people concerned, placements range from frontline involvement with horses to backroom/support roles in administration or hospitality services.

### ***Stage 5: Transition***

The final stage of the programme involves transitioning those graduating from TTR into selection processes around continuation training either within the industry itself or via course completion through the British Racing School or the Northern Racing College.

#### **6.1. Proposed Outcomes**

The stated outcomes of the project were as follows:

##### ***Industry focused***

- To improve access to employment in the racing industry for young people from socio-economically deprived backgrounds;
- To develop an enthusiasm for (and change perceptions towards) horse racing amongst those from targeted communities leading to the industry becoming a realistic and legitimate career option;
- To support the skills development of young people so that they are prepared/work ready for transition into the industry or the British Racing School or the Northern Racing College.

##### ***Community focused***

- To broaden the horizons and understandings of the industry in relation to engagement with socio-economically deprived communities;
- To improve the transferable life and employability skills of young people.

These outcomes were to be facilitated by way of the following targets:

- Engage 1000 young people to excite, motivate and inspire them to get involved in the racing industry;
- Educate 200 young people through the delivery of the Employability and Enterprise (OCN Level 1) qualification across the UK;
- Deliver over 100 work experience opportunities to young people through work with industry leaders;
- Recruit 50 young people into British Racing School or the Northern Racing College. and 50 young people into vocational opportunities with ARC.

Stated outcomes per pilot region were as follows:

### **Northern Pilot**

- 500 young people to be exposed to a career in racing via schools, colleges and community activities;
- 100 young people to take part in visits to racing yards across the North of England;
- 60 young people to receive vocational accredited training in employability across Yorkshire, Humberside and North East regions;
- 25 disadvantaged young people to be supported into the Northern Racing College.

### **Southern Pilot**

- 500 young people to receive informal education and knowledge-based learning around the industry through school visits and community activities;
- 125 young people to take part in visits to Lingfield Park race course;
- 60 young people to receive vocational accredited training in employability across South London;
- 25 young people to have access to work experience at Lingfield Park race course.

During National Careers Week in March 2019 two showcase events took place.<sup>7</sup> Firstly, a group of 12 young people from London (Lambeth and Southwark) visited Lingfield Park and received a comprehensive tour of the course with further information about wider employment and careers opportunities. The aim of this event was to break down some of the barriers that young people often have in terms of their perceptions of the industry by exposing them to the breadth of opportunities and careers on offer. Secondly, a young person who graduated from the programme, Ellie Cross, was featured as part of a showcasing event. Ellie now works in the industry and was inspired to do so via Flying Futures. Ellie went on to graduate from the Northern Racing College and was mentored and supported by staff at Richard Fahey Racing. This showcase served to highlight how the work of Flying Futures engaged young people who ordinarily would not be offered careers advice in relation to the racing industry in their school environments.

---

<sup>7</sup> National Careers Week (NCW) is a celebration of careers guidance and free resources in education across the UK. The aim is to provide a focus for careers guidance activity at an important stage in the academic calendar to help support young people with their choices upon leaving education.

## 7. FINDINGS

### 7.1. Quantitative Data: Participant profile

In total, TTR engaged 2842 participants during the course of the pilot phase. In so doing, the project worked with 37 schools and 23 community groups and delivered 146 accredited qualifications.

- Participant gender breakdown: Female 1277; Male 1565.
- Participant age breakdown: 14 – 15 yrs: 1692; 16 – 19 yrs: 894; 20 – 24 yrs: 256.
- Participant ethnicity: White British/Irish: 61%; Black Asian & Minority Ethnic: 39%

#### *Northern Pilot:*

White British/Irish = 88%

Black Asian & Minority Ethnic = 12%

#### *Southern Pilot:*

White British/Irish = 11%

Black Asian & Minority Ethnic = 89%%

### **Northern Pilot**

In relation to the stated objectives/outcomes of the project (and in line with the previously outlined stages of the TTR programme), achievements by the Northern Pilot were as follows:

#### ***Stage 1: Promotion***

Flying Futures engaged with 24 secondary schools/colleges, two independent youth groups and one umbrella youth organisation. This equates to 1789 young people being exposed to opportunities in the racing industry.

#### ***Stage 2: Insight***

All young people were offered the opportunity to further engage with the project by expressing an interest in taking part in racing yard or racecourse visits.

#### ***Stage 3: Experience***

106 young people undertook a racing yard or racecourse visit at either Richard Fahey Racing, Mark Johnson Racing or Scott Dixon Racing. Flying Futures took young people to various racecourses including York, Doncaster and Ripon.

#### ***Stages 4: Education***

Of the young people who engaged with Flying Futures at Stages 1-3, 25 gained vocational accredited training in employability, i.e., Level 1 'Employability and Enterprise' qualification, with a further 32 awards pending.

#### ***Stage 5: Transition***

It is unknown how many young people formally engaged with NRC as a consequence of their involvement with TTR.

#### **Southern Pilot**

In relation to the stated objectives/outcomes of the project (and in line with the previously outlined stages of the TTR programme), achievements by the Southern Pilot were as follows:

#### ***Stage 1: Promotion***

Active Communities Network engaged with 13 secondary schools and 20 community groups. This equates to 1053 young people being exposed to opportunities available in the racing industry.

#### ***Stage 2: Insight***

Of these 1053 young people, 109 undertook a visit to an industry-related environment. These visits can be broken down as follows: Lingfield Park race course (n=58), Newbury race course (n=10), British Horseracing Authority (n=29) and British Racing School (n=12).

#### ***Stage 3: Experience***

As a consequence of their engagement at Stages 1-2, 6 young people completed work experience placements with Active Communities Network having decided that sport and community development was something that they were interested in pursuing. Some of these young people continued with ACN in volunteering roles.

#### ***Stages 4: Education***

Out of the young people who engaged with Active Communities Network at Stages 1-3, 121 gained vocational accredited training in employability, i.e., Level 1 'Employability and Enterprise' qualification.

### ***Stage 5: Transition***

As a consequence of their engagement with TTR, 1 young person hoped to gain work experience with Sky Television in order to obtain a better understanding of film and media in the sports industry. In addition, after visiting the British Horseracing Association head office, 3 young people decided that events and hospitality was an area that they were interested in pursuing and are now working for a catering provider that specialises in high quality service at sport events/venues including The Oval and Wembley Stadium.

## **7.2. Qualitative Data: Stakeholder Views and Experiences**

This section explores stakeholder experiences of their involvement in the project during the pilot phase and aims to provide insight into their individual and collective views of the key issues in play. These fall into six categories: (i) Perceptions of TTR, (ii) Purposes of TTR, (iii) Understanding Communities, (iii) The TTR blueprint, (iv) Owning TTR, (v) Strengths and Weaknesses of TTR, and (vi) Promoting TTR. We consider these in turn.

### **7.2.1. Perceptions of TTR**

One of the central challenges for any new initiative is that of perception. TTR is something of a departure for the racing industry in terms of outreach and engagement in that it seeks to connect with a previously untapped audience. During interview, the overall view from stakeholders was that the project had gained a degree of support within certain sections of the industry but that there was further work to do in this area. Central here was the negotiation of a ‘traditional’ industry mind-set and gaining access to schools:

I think that they [the industry] do get it. I think that there’s been some good awareness ... I think the difficulty we’ve got is that the industry itself is relatively closed because it’s so well regulated so it’s always difficult when you’ve got something on the outside that has to be integral to the actual industry itself. [Stakeholder B]

I don’t think it’s ... delivering enough at the moment to be well known. It’s definitely known about because we’ve got some key industry stakeholders on the Steering Group [Advisory Board]. But, at the same time, I think there’s more that could be done. There are so many things going on across racing, it’s just one small part of the bigger picture ... and until it’s nationwide, delivering more to more people, I don’t think it’ll get the recognition that it deserves. [Stakeholder F]

I think ... people are still not quite sure ... It's a difficult market to crack in the schools and it's a traditional industry and so it's difficult for people to take on new ideas and things like that ... It's more about encouraging schools to participate than encouraging racing to participate ... It's a tough market because they [schools] focus so much on the curriculum ... [Stakeholder G]

### 7.2.2. Purposes of TTR

The purposes of the project were also central to stakeholder thinking. As noted above, it is clear that TTR was designed, first and foremost, as a means by which to engage marginalised and disadvantaged young people. At the same time, it was seen as a broader form of recruitment:

[Racing] struggles with staff because they are always moving on and Brexit will probably have an impact because they have a lot of foreign staff ... The [project] driver initially was to get more young people into racing but it just so happened that it tied in with the fact that we were struggling for staff and the kinds [of young people] that we were getting [on the project] were ... 15-16 [year olds] not knowing what they wanted to do. Which is why we decided to bring in the racing colleges because they could give us ... information about ... what they [the young people] could do next.

[Stakeholder E]

It's two fold. Not only are they [the racing industry] helping these young people by opening up their [career] horizons, they are also showcasing what a race course can do for the local community ... So, it helps them achieve their CSR [Corporate Social Responsibility] goals and it also helps groups of young people ... who have never had the chance - or thought that they would be able to [access this kind of work].

[Stakeholder A]

It's about bringing young people into racing to build their personal skills and ... people who might not have come into racing otherwise ... Probably depends who you talk to because for people like the racing schools who stand to benefit from recruiting young people that would probably be part of the reason that they're involved ... but then if you speak to [others] its very much about building their skills ... Yes, it's about recruiting young people but equally [it's about] the skills building and [for] racing to give back ...

[Stakeholder F]

### 7.2.3. Understanding Communities

As we have seen, a number of stakeholders recognised (and articulated) the way in which the 'traditional' nature of the racing industry may, in the past, have acted as deterrent to wider community engagement. That said, there was also a recognition that things may be changing:

It is a problem and I think that most people recognise it now. It's been a really insular industry. It has been the daughter or a son of a racehorse owner or a jockey and that's how it's carried on but actually now I think that racing realises that it's got to open its doors to everybody.

[Stakeholder E]

Equally problematic was the way in which external communities themselves could be difficult to engage:

... Even the schools and the Careers Advisors don't ... think about a career in racing because ... they just don't know enough about it. And that's one of the things that we need to do more of, get ... Careers Advisors ... together and bring them to the racecourse for the day and let them know what's going on ...

[Stakeholder E]

[There is] some frustration about the careers advice given in schools to young people and particularly when it comes to racing there's a lack of knowledge about the support and the journey that you can take through the racing industry. And the fact that training's funded and you ACN travel the world and it's not just that you can work in a racing yard and muck out but that there are a number of different careers ... [is] not communicated to young people the way that it could be.

[Stakeholder F]

Whilst this perceived shortfall in wider understanding, i.e., amongst teachers, careers advisors and others who lack in-depth knowledge of the horseracing industry, was a cause for concern amongst the stakeholder group, this was matched by a desire to break down existing barriers around participant diversity:

The uniqueness [of TTR] of getting the accessibility and having that engagement from different backgrounds is really important and that's something as an industry we have done in terms of a specific targeted approach ... We talk about engaging with different communities but the reality is ... when we're talking about ... the lack of diversity in the workforce ... you may then find that a new community may not relate to you ... in any way because of the difference and so actually having that connectivity and that engagement ... is so important and I think that's where this project has so much potential.

[Stakeholder D].

Of course, amidst all of this is the need to remain realistic about the fact that irrespective of how successful TTR is in promoting the industry to external communities (and recruiting participants), there will always be a significant number of participants who do not progress through the system:

I think that these projects are sometimes started with the expectation that this is going to solve our staffing crisis and the reality is that that's never going to happen because training people to ride racehorses isn't easy and your numbers are going to be very high and there's always going to be fallout and so we always need to be realistic about what each project can achieve.

[Stakeholder D].

#### **7.2.4. The TTR ‘blueprint’**

What then, we might ask, did the pilot phase achieve in terms of the creation of a blueprint or framework (route or pathway) to take the project beyond its current status and how might this be further developed? In terms of the overall package on offer, stakeholder views suggested that there was a clear delivery framework in place which was ready to roll out on a wider (national) basis as per the following elements:

- (i) A multi-media-based presentation for secondary school aged children;
- (ii) Connections to racing yards via a network of Trainers;
- (iii) Connections to race courses via the Arena/ARC network;
- (iv) Next-step introductions to the racing colleges (Northern Racing College and the British Racing School) and/or work placements.

I think it’s getting there, it’s nearly there ... but I think there needs to be people that go to the [racing] yards and the racecourses and then go on to the colleges ... So [they] do the yard visits for those that are interested the NRC [Northern Racing College] offer taster days. It just needs to be a steady flow not one every few months.

[Stakeholder E]

I think we’re almost there ... I believe that the concept will work ... I’ve certainly met young people who have expressed a real interest in either coming back for work experience or ... as a casual [worker].

[Stakeholder B]

You’ve got these two slightly different ways of working. The southern one is the racecourse day and the northern one is the yard day so they’re slightly different models but both are really effective. So there’s definitely something that could be expanded ...

[Stakeholder F]

As to further developments, a number of stakeholders identified the need for a period of forward/strategic planning and the possible appointment of a national co-ordinator for the project. Critical here was the issue of who should own TTR in the post-pilot phase.

#### **7.2.5. Owning TTR**

As we have seen from the quantitative data on display, in terms of outcomes, the pilot phase of TTR achieved significant impact and success. However, without exception stakeholders were of the opinion that in order to grow and develop, the project would require a revised governance structure and one that was more readily embedded in the everyday realities of

racing itself. Given this collective view and the complex nature of the industry, who then was best placed in terms of project ‘ownership’?

Ideally, I’d like the BHA (British Horseracing Authority) to own it because they’re the governing body [and] if they take it on then it’s coming from the top ... Whether it could have a project manager on its own ... I’m not sure how ... I’d like it to be Racing To School and the BHA ... I’d rather it work alongside Racing To School ... I think that would work.  
[Stakeholder E]

Part of me wants to say Racing Together ... The problem with that is that they are under-resourced as well ... I think the solution is probably at the BHA but they need to then accept that ... It would be good if it did as it then becomes an industry-led project ... I think there’s potential to take this much bigger ... and to get proper sponsorship potentially even from within the industry and its stakeholders ... I think we’ve proved the concept and how well it can work ... It’s the sustainability of it that we now need to prove ...  
[Stakeholder B]

The [current] Steering Group [Advisory Board] works well because it’s a really nice collaboration between Active Communities Network, Flying Futures and the industry bodies ...and ACN and FF are great as delivery partners for recruiting the young people from those communities. But I think there’s a [need for a] second delivery partner to link up and plan the visits ... so I think the Steering Group [Advisory Board] could still own it ... just for it to be a bit more sustainable and manageable.  
[Stakeholder F]

In terms of management I would say that RTS [Racing To School] is the best option if they can expand their age group but I don’t know if they can do that ... We need to strengthen the racing industry element of it to get a bit more kudos ... a national manager role to represent the industry ...  
[Stakeholder G]

In terms of options around a revised governance structure, Stakeholder C offered the following:

I think it needs to be a new organisation ... that has clear governance around responsibility, perhaps a new racing charity or, before that, perhaps a well-defined Advisory Board with clear Terms of Reference of what it needs to do and with a clear vision of how to engage corporate ... opportunities ... I think it needs to be an independent organisation with clear representation from trainers, race courses, owners, a young people’s organisation and a couple of corporates with a clear vision ... With the right people involved we would be able to have the conversations with the corporates ... and the major stakeholders within the industry. There’s a lot mentioned about not being able to get young people into the industry and if we positioned the new entity in the correct way we would get a lot of support ...

### **7.2.6. Strengths and weaknesses of TTR**

In the previous section we have seen how stakeholders saw the future of TTR and how the hosting of the project might take shape. In turn, the following interview extracts highlight their overall views about programme delivery during the pilot phase and outline the perceived strengths and weaknesses of the project.

Strengths, definitely innovation and I think in terms of the type of communities that we're targeting ... it's brilliant. Some of these young people have never been outside their borough so the impact is really strong. Weaknesses is definitely the lack of sustainability and the focus on strategy ... how we can take this forward and ... be ambitious about that next stage ... On paper it's been fine. In reality we could have done more.  
[Stakeholder B]

Strengths, definitely the fact that that group of young people are a group that racing doesn't have access to currently ... and the help of ACN and FF. The Steering Group [Advisory Board] is a good group of really passionate people who have done really well with it so far. Weaknesses, I don't think it's got an overall plan ... there's not a lot of forward planning ... For it to really work well it needs to roll and roll ... and more structure  
[Stakeholder F]

Stakeholder D summed up the overall challenge:

It's about making the most of the opportunities a project like this can present ... and about the long terms relationships with individuals. So they might come to a day at a race course as part of the project but then what is the pathway for that individual and how do we make sure that they continue to be engaged with the sport ... and are we doing all that we can to keep them ... There's that big challenge of how we make sure that they continue to be engaged in the sport as a whole.

### **7.2.7. Promoting TTR**

One of the key learning points of the project was the identification of what a number of stakeholders referred to as the secondary school 'gap', i.e., in the current absence of a focused initiative promoting the racing industry to this age group. Indeed, the TTR programme emerged not simply as an initiative for marginalised/disadvantaged young people but for this entire age group. As Stakeholder C explained: "That's where the gap is and that's where ... we can play a better role in ... exposing more young people to the industry".

As we have seen, in terms of the pathway that it provides for those of secondary school age, collectively the TTR project facilitated the development of a discrete delivery package or blueprint. It is clear that industry-based visits were geographically specific during the pilot phase, i.e., connections to racing yards were a central feature of the northern pilot and the race

course experience (and the multiple vocational opportunities therein) were a feature of the southern pilot. These differences were intentionally structured around available personnel and resources. According to Stakeholder C, each geographical area “morphed into their own [delivery] style based on where we had the assets to be able to maximise the opportunity of being able to get more young people interested.”

### **7.2.8. Young People’s Experiences of TTR**

#### ***The Lingfield Park Experience***

Jack: We had a tour round all the shops and the stalls and then we went round the stables and we went to see the horses ... and we watched the horses warm up ... and have a run around and then we watched the race, had a little bet ...

Rosie: We went to a separate stables and we went to the Lingfield stables as well to see the race horses ... we walked round and go to pat the horses and stuff and then we went to watch lesson take place ... and we went to the indoor school and then we went to a field across from the actual stable yard ...

Ben: I do think that places like Lingfield – compared to small riding schools – are this massive thing. And when you first go to a big race course like that it’s quite overwhelming ... it’s just massive and there’s loads of people and they’re all dressed up and I think that it seems a bit unaccessible (sic) because it’s so huge ...

Greg: there’s nothing bad to say about it ... it would have been good to have some 1-1 time with people but apart from that, nothing bad ... to go out there [away from school] and learn something fresh it’s good ...

#### ***The Racing Yard Experience***

David: We went to Richard Fahey’s racing yard and it was a good experience going round all the horses ... and then learning about all the different jobs in the yard ... which opened my view on the racing industry because I thought it was just about stable lads and jockeys but there’s a lot more jobs and a lot more going on ...

Callum: People were working all the time. Walking around the yard with different jobs to do. There were people washing the horses and cooling them down and people getting the ready to go out on the gallops

Matthew: It’s quite interesting to see what happens that you don’t see normally, behind the scenes, how it all happens and to see how much effort goes into it that you don’t see if you go and watch it for a day or just see it on the telly or whatever.

Charlotte: We also saw the vets on site and the farriers as well they were shoeing some of the horses so we saw some of the trades that come in to actually service the yards as well.

#### ***Working with horses***

Matthew: You get to learn loads of things that you wouldn’t know. Like you learn about how people have to be qualified to work with horses and all about their muscles and things.

Rosie: So we learnt about like the Grooms and how they sometimes have to sit in the travel car with the horse cos some of the horses are really jumpy and stuff and just that it's such a big role in racing cos the horse has to be well maintained as well as trained.

Tom: And the trainers ... they are working the horses, looking after the horses, doing everything to make sure that this horse is going to win a race making sure that the horse has no injuries so that it's perfectly fit to win the race ...

Gregg: We also learnt about the fact that it's important that the horses are kept to a high standard while there ... so when they come out of the horse box there's this massive programme of care and their not allowed certain foods because they get tested to see if they're on steroids ... It was mainly about the treatment of the horses how ... they are being taken care of and not treated badly, plus you get to see them in action as well ... it gives you a different perspective on things and how you see things really ...

Ben: There were people who told us about how important it is to maintain the actual track as well. So they have two people who walk round with a cane to see how hard it is by digging it into the ground and so if it's too hard or too soft, like if it rains the night before, then that could be a problem because the ground might be too soft ...

Ben: I think it was useful because there's quite a big stigma on racing. I think it's perceived by people as quite a dangerous sport and wrong for the horses involved and I think that people think that they're going to get hurt and it's not fair on the horses and that it's quite cruel whereas they taught us that it's the complete opposite of that. They care about the animals because of the way they talk about the animals and the way they care for them and I think that that was really important to see.

### ***Industry roles and career possibilities***

Rosie: Yes, there were a lot of jobs, some of them not even linked with racing like there were opportunities there like entertainers, chefs, caterers, jockeys, stewards, trainers, groomers ... [so there are all these other jobs that] are loosely linked with a racing event cos like at Lingfield after a race they have a professional singer come on they have a professional stage set up and they cater and stuff like that ...

Ben: And there was a lot about how becoming a jockey is really slow. Like you start off in the stables and riding the horses and they talks to us about a college course at the BRS and how you start off small and they help you work your way up ... and if you decide that you don't want to be a jockey anymore then you can stay in that job like grooming horses or something.

Ben: Because jockeys have to work their way up I'm sure if you had a 1-1 with [a] jockeys who are people like ourselves then you know that you can have the opportunity and that you don't need to be born into it. You can live in a place like this in a built up area and still go out there every day and ride and you can work your way up ...

### ***What young people would have liked more of***

Tom: Yeah, more about balance, speed. Trainers; how they train them ... slightly different like a day or two before the races. I've seen it an' I think all these people that are sat here now they'd like to see the behind the scenes before races on the day, like how they train and how they're being looked after and things like that.

Tom: It would have been better if we'd started by meeting the people who own the horses and getting to know more about them to let us get a feel for what it's about cos some people have bad things going on in their minds but when they get on a horse it just disappears ...

David: Like we learnt about how when the back legs are more finely toned then the horse is more likely to be faster ... but I think they should go into more depth about how you can look at a horse and see how that one has more muscle tone and more power but also is a bit slimmer so it can go faster ...

Greg: Yeah, maybe go there for longer for say 2 or 3 days rather than for one day and grabbing lots of information about horses ... if you spent more time there you would kind of feel the pressure of what the jockeys had to do and what the groomers had to do and so on ...

Ben: I think if we were given the opportunity to stay overnight at Lingfield that would be really good cos you get to see the other side of things like the people who have to manage the place that you're going to stay for jockeys and for people who are visiting and I think that would be a great opportunity to see the other side of things besides the groomers and the horses ...

Tom: I'd probably say 2 or 3 days; 4 days at most. The resort there is massive. I mean they've got a golf course, they've got the racetrack, they've got the stables, they've got hotels, they've got very important people working around there and I think it would give us a really good idea of what it would be like work at Lingfield ...

Greg: Carrying on from what Tom was saying, if we had more days it would give us more time to look at specific parts of things. Cos we were like there for one day and we got an idea of it but if we were there for 2 or 3 days we could get much more of an idea of the techniques, the preparation of the horses, the dangers and the safety ...

Rosie: Yeah, it would give us like a better insight into specific jobs if people had 1-1 with say the jockeys ... and just staying longer we could meet more people and have a chance to see more of the different roles that they have ...

Matthew: Make it longer so that you have the chance to see more things. Because if you just go for a morning you see a lot but it would be more interesting to go for a week just to see how every day is different or progress throughout the week.

## **7.2.9. Case Studies**

### **Case Study 1: Ellie Cross (Blog)**

#### ***Part 1***

*Ellie Cross was exposed to the racing industry via a TTR school assembly before being inspired following a visit to Richard Fahey Racing at Musley Bank. Further encounters with jockeys Adam McNamara and Sammy Jo Bell encouraged Ellie to join, and subsequently graduate from the Northern Racing College. Here the 17 year-old talks about how attending a charity talk at her secondary school last winter was the first exciting step in her career in racing.*

I always liked horses but it wasn't until my Granddad, who is a big racing fan, started taking me to Beverley racecourse when I was 13 that I realised that I really enjoyed it. It was a

totally new sport that I hadn't really experienced before. I attended Goole Academy Secondary School and the youth charity Flying Futures were giving a talk about the Take The Reins initiative, which aims to provide young people with career opportunities in the racing industry. Although I had no background in the sport like some of the others in my school, I decided to go along with two friends to listen what they had to say.

We were keen to go on an organised trip to Richard Fahey's Musely Bank yard in April and this was my first time visiting a stable. I was amazed to see all the training and preparation that takes place. On the same trip we also attended Jack Berry House. They gave us a tour and I met someone there from the Northern Racing College who told us about the courses that were available. I took the application form home, showed my Mum and decided that I would go for it. I signed up and posted off the form.

Take The Reins was able to arrange for me to have three days' work experience at Richard Fahey's yard, which gave me a good head start in learning what goes on when working at a trainer's yard. I started my placement at the Northern Racing College in July and finished in October, successfully completing the 12-week Diploma course in Horsecare and Riding. It was a great course, which I enjoyed. We learnt a lot of riding skills and racing techniques; how to brush and groom horses and how to travel horses. I really liked learning about how to travel horses for the races, plating them, use of travel boots and tail badges.

The next step for me was to get a placement and I was so pleased that the college arranged for me to join Jedd O'Keeffe's yard in Middleham, and I have been here ever since. I currently live in a house share with three other stable staff, which was arranged through the yard and is a big help.

My current working day is not exactly like my school years. I start with an alarm call at 5:30am and my lift picks me up at 6am. We're mucking out until 7am, which is when the first lot pulls out. Back on the ground, we then have various yard duties and walkers to complete until 12:30pm. We then get the chance to go home and at 4pm start the evening stables, which finishes at 6pm. A long but rewarding day. Even on cold mornings when it's snowing and I begin to question what am I doing, I know that it's all worth it. I can't see myself typing behind a desk and I'd much rather be outside doing something that I love. I've just received my racing pass so I'm really excited about attending some races in the coming months.

My main advice to anybody looking to start in the racing industry is to work hard, listen to the instructors because they know what they are talking about and never lose focus on what you want in life. My future plans are to stay in racing for the long term. I hope to be head lass or travelling head lass taking winning horses to the races.

## ***Part 2***

My year since getting my racing pass has flown by filled with lots of great times and fantastic memories from my first day on the yard to the present day I have absolutely loved it. The first few months were hard I'm not going to lie, being away from my family and not knowing my way around the yard had its challenges. I live in a house with other people on the yard and soon became great friends with them all. I soon got into the routine of waking up early, mucking out horses and doing other jobs on the yard. After short few weeks I began to know the team a lot better and felt more at ease. We all sit in the house in the morning for breakfast after 1<sup>st</sup> lot with Jedd and Andrea and talk about racing, what's been happening during the week and it's the perfect time for a good gossip.

In January I got to pick which horses I would like to look after for the year, I choose two horses I had last year and got two new ones because mine went elsewhere. I have been racing numerous amounts of times. The first time I ever went racing was at Newcastle with a horse called Pretty Moi. Since then I have led up at many different courses such as; Doncaster, Haydock Park, York, Ayr, Sedgefield and many more I've even led up a few winners and best turned out awards.

Apart from the very cold and dark mornings there is nothing else I don't really like about my job apart from when the horses you adore leave or become retired for various reasons. I get to do things with the farrier and vet which I find interesting and learn new things all the time. The best part of my job is going to the races and turning the horse out to a high standard.

My career highlight so far has got to be leading up my very first winner at Newcastle racecourse. No words can describe the feeling of seeing a horse that you look after and have a very strong bond with win a race. I cried and jumped for joy whilst my parents watched it on television.

I feel very proud to have been asked to be an ambassador for Take the Reins and would encourage everyone out there who loves horses as much as I do to follow their dreams. Even though it is very hard work and challenging at times you have to love your job and push yourself and the rewards will come to you. I hope by being a part of Take the Reins it shows other people an insight into the racing industry and how wonderful it actually is.

### **Case Study 2: Richard Fahey (Blog)**

*Flat trainer Richard Fahey talks about the value of teamwork in his yard and why he is passionate about opening racing's doors to young people of all backgrounds.*

I was delighted to read the recent blog written by Ellie Cross on the Racing Together website. Ellie was among the first group of young people to visit my yard in Malton as part of Take The Reins and we are so pleased that she has gone on to start her racing career with Jedd O'Keeffe. We co-founded the Take The Reins project along with youth charity Flying Futures with the aim of getting young people from a variety of backgrounds involved in our sport.

I don't come from a racing background. I was born in Nigeria as my dad was an engineer and he worked all over the world. I was brought up in Ireland and got the riding bug after sitting on a pony called Snowball. I was champion conditional when I moved to England but to be honest I was a bad jockey. I decided to give up riding and started buying and selling horses. I was then asked to train a couple and that's how my training career started.

My first winner was a horse called OK Bertie. I will never forget that feeling in September 1993 of walking into the winners' enclosure at Haydock. I have trained some special horses since, including Wootton Bassett, Mayson and Garswood. The highlight of my career so far has to be Ribchester. He won four Group One races and watching him break the track record at Royal Ascot in the Queen Anne Stakes was something special. He's now starting a new career at stud and we are on the lookout for the next star. This is always an exciting time of year – breaking in the yearlings with everyone having high hopes for the season ahead.

I have been very lucky to always have fantastic staff and without them I wouldn't have had the success I've had. It's well documented that racing yards are struggling to find workers, yet

there is a whole pool of talented young people who have never thought about a career in racing.

By opening the doors to my yard, allowing young people to speak to my staff and see how we work, I hope we can inspire them to consider new possibilities within racing. Working with racehorses is a unique and rewarding job and it's not all about riding horses. Yard staff are vital to what we do and we rely upon their commitment and hard work. Accompanying horses to the races, making sure they look their best is also a key part of any yard's success

This year already looks exciting for Take The Reins with yard visits arranged not only here at Musley Bank but with my fellow trainers Mark Johnston and Jedd O'Keeffe. Lingfield, together with other racecourses will also be offering work experience and we will be asking many more trainers and others in our industry to get involved.

### **Case Study 3: Sammy Jo Bell (Blog)**

*Former jockey Sammy Jo Bell might be best described as having an old head on young shoulders, having navigated the emotions and uncertainty of hanging up her saddle earlier this year to adapt to other roles in racing, including as ambassador to the youth project Take The Reins.*

Having grown up around horses and being on a pony from as young as I can remember, horseracing is something I have always been passionate about. I started in a racing yard when I was 17 and it just snowballed from there. I worked for some fantastic trainers, including Jim Bolger, Kevin Prendergast and most recently Richard Fahey.

I rode for seven seasons as an apprentice jockey and during that time I had 83 winners, over 700 rides and earned over £660,000 in prize money. I had some of the most fantastic days of my life and winning the Shergar Cup and the silver saddle award when I was still an apprentice was easily the greatest of my achievements.

In February this year, I decided to make the difficult decision to retire from race-riding but I was in no doubt that I wanted to still be involved in the sport. I am very pleased to have become an ambassador for the Take the Reins programme through the Flying Futures community group. This is such a fantastic opportunity for me and it's great to go into schools and share my experience as a jockey and the great times I've had as a way of hopefully inspiring young people about the possibilities for their careers.

The main aim is to try to encourage young people into the horseracing industry, not just to be a jockey but to explore some of the other outstanding opportunities that come within the sport. Take the Reins want to connect young people with the sport, including those interested in an apprenticeship at one of the two training colleges.

Alongside this role, I've just started working at York racecourse as a marketing assistant, which is a great opportunity for me to learn another side of the sport. It's all very exciting and a great insight to all that is involved to make these magnificent race days come together – I'm amazed at how much hard work goes into the organisation of it all.

I'm very much looking forward to the next few months in my new career and hopefully the Take The Reins programme can help change some of the young people's lives in the same way that being involved in horses changed mine.

## **8. CONCLUSIONS AND RECOMMENDATIONS**

The overall aim of the Take the Reins project was to work with the British horse racing industry to improve access to employment and to challenge perceptions of racing at the community level. More specifically, the project sought to establish a framework or ‘blueprint’ to engage marginalised and vulnerable (i.e., ‘at risk’ and/or ‘hard to reach’) young people (aged 14-25 years) many of whom had no previous experience of the racing industry. Project delivery was aimed at education, training and employment opportunities designed to ‘up skill’ and ‘equip’ participant cohorts in relation to industry-based vocational pathways.

The purpose of this report has been to provide evidence of the extent to which the TTR project delivered on its stated aims and thus met the needs of the young people with whom it engaged. To this end, the report has highlighted a number of issues in relation to the impact and wider operationalization of the project. A funder requirement (i.e., the Racing Foundation) was that the report provided an assessment and further recommendations in respect of the following matters: (i) the role of the industry in relation to supporting ‘youth at risk’; (ii) the replicability and/or scalability of TTR across the UK and mechanisms to deliver this; (iii) locating the role of TTR within the context of the racing industry’s employment shortage; (iv) capitalising on the importance of promoting the programme and raising awareness within the industry; (v) recommendations for the Racing Foundation and the industry as a whole; (vi) recommendations for Active Communities Network and Flying Futures in relation to intervention and programme mechanics. These issues are addressed below. In turn, this section puts forward a number of conclusions that may be drawn from the preceding discussion. These are presented as a template of ‘good practice’ in relation to the further development of the project and the establishment of initiatives of this nature within wider geographical contexts. They also constitute a series of key learning points which have emerged during the course of the evaluation and which may be applied across the racing industry and beyond.

### **(i) The role of the industry in relation to supporting ‘youth at risk’**

During the pilot phase TTR proved successful across a range of outcomes and for this reason consideration should be given to embedding the project into wider youth programming (rather than it simply continuing as a stand-alone intervention) thereby contributing to a broader offer for excluded young people. For example, in future the project may include specific aspects of personal and social development (i.e., horse therapy) thereby tapping into (and partnering

with) existing interventions/agencies both within and outside of the racing industry. In turn, there may be opportunities for the project to partner with broader programmes across sport and/or criminal justice settings via agencies such as the Alliance of Sport. The sport development sector is replete with small-scale projects focusing on the needs of ‘at risk’ youth but rarely do these programmes come with such sound endorsement from governing bodies of sport or such an array of key stakeholders and partners. At one level, it could be argued that racing has an obligation to support marginalised groups of this nature and this would sit comfortably amidst the scope and remit of the industry’s diversity agenda which encourages the prioritization and incentivisation of ‘meaningful change’ in this area (see Diversity in Racing Steering Group, 2018). In turn, the industry should be mindful of the way in which projects such as TTR bring with them specific reminders in relation to issues of diversity and inclusion, i.e., how role models might be better used to encourage engagement by marginalised groups and how established initiatives within the industry such as the *British Horseracing Graduate Development Programme* and *Careers in Racing* might be expanded to facilitate accessibility for young people and ‘understand how the sport can be more effective’ in ‘attracting diverse audiences’ (see Diversity in Racing Steering Group, 2018: 5). Examples of such audiences include: care leavers, young people with disability, the homeless, and ex/offenders. The industry might also wish to consider the way in which projects such as TTR can encourage on-going recruitment and employment pathways by way of peer mentoring in schools by project participants.

**(ii) The replicability and/or scalability of TTR across the UK and mechanisms for delivery**

The project delivered on its stated outcomes in relation to the original funding application. The TTR Advisory Board should be commended for this and for their ambition to go beyond the project’s agreed objectives. It is collectively recognised that TTR has not progressed entirely in line with expectation around industry positioning and that the tracking of young people post-engagement (i.e., connections with the Northern Racing College and British Racing School) requires further consideration. However, it is important to note that such shortfalls are common in projects of this nature (especially within the ‘youth at risk’ sector) and that the evidence presented in this report is based on a one-year pilot with the intention of working towards a sustainable future delivery model. Indeed, any such shortfalls are entirely understandable given: (a) the complex nature of the racing industry and its various stakeholder groups; (b) the geographical spread of TTR activities and personnel; and (c) the

limited timescale of the pilot phase. Many areas of the project have exceeded expectations. It is clear from the evidence on display that the project has been (and continues to be) a success not only in its awareness raising and engagement of young people in relation to the racing industry but also in terms of the learning that has taken place between stakeholders as to how TTR might be taken forward. To this end, the pilot phase has produced a clear ‘blueprint’ for the scaling-up of the project with the Advisory Board now in a position to take TTR beyond its current status using the delivery mechanisms developed.

In terms of project progression, the recommendation is that resourcing is now required for a further 3-5 year intervention with clear targets and milestones around the current five-stage TTR programming model (i.e., awareness raising/promotion, insight, experience, educational and transition) and the building of positive relationships between the industry and a wider selection of disadvantaged communities/groups. The geographical sites at which project delivery took place developed their own ways of working, i.e., connections to racing yards were a central feature of the northern pilot whilst the race course experience (and the multiple vocational opportunities therein) was a central feature in the south. These differences were intentionally structured around available personnel and resource. Such a finding bears testimony to the variety of experiences available to participants. However, if the project is to continue then further consideration needs to be given to the way in which the current menu of TTR activities might (or might not) be replicable in other geographical contexts (especially at the national level) stimulating a move away from the present delivery model which promotes specific events/opportunities within particular locales. It is clear that Advisory Board members have both the appetite and the networks to facilitate these developments.

### **(iii) The role of TTR within the context of the racing industry’s employment shortage**

The industry continues to experience staff shortages and this situation has the potential to become more acute if changes are made to British immigration policy around worker entry. However, the project should not be seen as a panacea to this problem nor should it become pre-occupied with resolving this issue. It is clear that on account of its community-based partners, TTR has the potential to act as an effective interface between the industry as a whole and what might be seen as a relatively ‘untapped pool of ability’ in terms of socio-economically deprived communities. However, the industry must be mindful of framing youth labour in this way and must make explicit the benefits and advantages that occupational entry and progression brings to such individuals and groups. One of the

potential challenges amidst the growing interest and activity around the programme is the maintenance of focus on providing meaningful outcomes for marginalised and disadvantaged young people ahead of the staffing needs of the industry per se. In turn, racing should be mindful of the on-going lack of connection between these communities and the industry itself. Stakeholders openly recognise the ‘traditional’ and ‘insular’ nature of racing and a greater degree of proactivity in relation to the engagement of these communities (and the building of genuine and sustainable relationships) should be encouraged, especially regarding opportunities for increased visibility, presence and social impact/benefit.

**(iv) Capitalising on the importance of promoting TTR and raising awareness within the industry**

There is a need for wider knowledge dissemination and awareness raising within targeted communities in order to increase understanding about the industry as a whole especially in relation to school teachers, careers advisors, youth workers and others who lack knowledge and experience in horseracing. To this end, consideration should be given to the ways in which industry representatives might regularly visit and participate in community activities thereby gaining a more in-depth understanding of the social context from which ‘at risk’ youth emanate and to further dispel industry-related myths and stereotypes. This would be beneficial both for the industry representatives themselves and for youth workers and others in those communities who lack knowledge and understanding about the industry. A key benefit of TTR is the level and scope of participant accessibility that it provides. Unlike many projects of this nature which simply present young people with a ‘grassroots’ perspective of the sports industry, through its five-stage programme participants have the opportunity not only to enter elite sporting environments and to transition smoothly from initial awareness raising to occupational progression, but to experience a wide range of industry-related roles and settings.

**(v) Recommendations for the Racing Foundation and the industry as a whole**

Racing has a clear educational/vocational pathway in place which appears to be effective in terms of the way in which TTR participants are referred into and transitioned through each phase/stage of the project. There are ‘best practice’ elements to this particularly around transition into the Northern racing College and the British Racing School. However, the industry should be mindful (and open to learning) from other professional sports/governing bodies in relation to wider ‘apprenticeship’ models and pathways (i.e., in other areas of the

industry). In turn, racing should consider future ‘ownership’ of TTR amidst the complexity of its existing structures. Given the range of independent bodies and groups within the sport, strategic thought needs to be given as to whether or not an existing body/agency is (or could be) equipped to host the TTR programme or whether an entirely new body should be formed (either from within or outside of the industry). Options here include: (i) the creation of a separate (i.e., independent) legal entity; (ii) an application for core funding to stimulate a temporary national co-ordination/leadership position to head up the project; (iii) continuation funding to facilitate the current organisational model. Assuming that further funding will be forthcoming, the project may be best served by an existing body with a view to transitioning to a separate (legal/sustainable) entity by the end of the next funding period. In terms of where future funding may come from, there is an appetite amongst Advisory Board members to approach various agencies (corporate and otherwise) both within and outside of the industry with regards to funding applications and this should be encouraged.

**(vi) Recommendations for Active Communities Network and Flying Futures in relation to the TTR intervention and programme mechanics**

It is clear that Active Communities Network and Flying Futures have much to bring to the further expansion of the TTR programme given their delivery expertise. As a consequence of their established reputations in the sport development sector and their geographical reach, both organisations are ideally placed to upscale into other priority areas via their local and regional networks. There are also issues to explore in relation to the overall focus of the project. For example, TTR was initially designed as an intervention for marginalised young people, yet practically speaking it has proved to be an effective mechanism of engaging a much wider cohort from within the secondary school age group. Before TTR moves forward, time should be spent re/defining the focus of the project in terms of target audience. There is no reason why TTR cannot service both of these ends. However, strategic thinking is required in relation to these matters given the potential impact on the reach and resourcing of future implementation and the identity of the TTR brand. Consideration should also be given to the additional resourcing that may be required if the project is to be scaled-up across wider criminal justice contexts especially the need for relevant staff training and one-to-one mentoring support for young people (see Parker et al., 2012).

## REFERENCES

- Banks, C. (2013). *Youth, Crime and Justice*. London: Routledge.
- Barber, B. (2017). 'Stable staff shortage having major impact on industry'. *Racing Post*. Available online: <https://www.racingpost.com/news/recruitment-and-lack-of-training-having-big-impact-on-industry/276532> (Accessed on 30 June 2019).
- Bateman, T. (2017). *The State of Youth Justice 2017: An Overview of Trends and developments*. London: National Association for Youth Justice (NAYJ).
- Board, J.R. (2006). *Report of the Committee into the Manpower of Racing Industry: The Jockey Club*: London, UK, 2006.
- British Horseracing Authority. (2017). *Migration Advisory Committee: EEA Workers in the UK Labour Market. Call for Evidence, October 2017*. British Thoroughbred Racing and Breeding Industry Response. London: British Horseracing Authority.
- British Horseracing Authority. BHA Racing Data Pack January. (2019). Available online: <https://www.britishhorseracing.com/wp-content/uploads/2019/02/January-2019-Data-Pack.pdf> (accessed on 30 June 2019).
- Bryman, A. (2015). *Social Research Methods (5<sup>th</sup> Edition)*. Oxford: Oxford University Press.
- Butler, D. (2017). *Women, Horseracing and Gender: Becoming One of the 'Lads'*. London: Routledge.
- Butler, D., Valenchon, M., Annan, R., Whay, H.R. and Mullan, S. (2019a). Stakeholder Perceptions of the Challenges to Racehorse Welfare. *Animals*, 9(6): 363. <https://doi.org/10.3390/ani9060363>
- Butler, D., Valenchon, M., Annan, R., Whay, H.R. and Mullan, S. (2019b). 'Living the best life' or 'one size fits all'. *Animals*, 9(4): 134. <https://doi.org/10.3390/ani9040134>
- Charmaz, K. (2014). *Constructing Grounded Theory (2<sup>nd</sup> Edition)*, London, Sage.
- Coalter, F. (2007). *A wider social role for sport: who's keeping the score?* London: Routledge.
- Diversity in Racing Steering Group. (2018). *A Diversity and Inclusion Action Plan for British Racing*. London: Diversity in Racing Steering Group.
- Farrington, D. P. and Welsh, B. C. (2007). *Saving children from a life of crime: early risk factors and effective interventions*. Oxford: Oxford University Press.
- Filby, M.P. (1987). The Newmarket Racing Lad: Tradition and change in a marginal occupation. *Work Employment and Society*, 1(2): 205–224.

- Giorgi, A. and Giorgi, B. (2003). The descriptive phenomenological psychological method. In P.M. Camic, J. E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association, pp.243–273.
- Glaser, B.G. and Strauss, A.L. (1967). *The Discovery of Grounded Theory*, Chicago, Aldine.
- Jacobson, J. (2012). *Stories of Resettlement*, London, Clinks.
- HM Government. (2018). *Serious Violence Strategy*. London: HM Government.
- Hammersley, M. and Atkinson, P. (2011). *Ethnography: Principles in practice* (4<sup>th</sup> Ed.). London: Routledge
- Hemsworth, P.H. and Coleman, G.J. (2010). *Human-Livestock: The Stockperson and the Productivity and Welfare of Intensively Farmed Animals*. Oxford: Cab International.
- Hemsworth, L.M., Jongman, E. and Coleman, G.J. (2015). Recreational horse welfare: The relationships between recreational horse owner attributes and recreational horse welfare. *Applied Animal Behaviour Science*, 165, 1–16.
- Home Affairs Committee. (2019). *Serious Youth Violence. Sixteenth Report of Session 2017-2019*. London: Home of Commons.
- Jacobson, J. (2012). *Stories of Resettlement*, London, Clinks.
- Jackson, B. (2017). ‘End for lads and lasses in new BHA initiative’. *Racing Post*. Available online: <https://www.racingpost.com/news/end-for-lads-and-lasses-in-new-bhainitiative/278009> (Accessed on 30 June 2019).
- Jolliffe, D. and Farrington, D.P. (2011). *A Rapid Evidence Assessment of the Impact of Mentoring on Reoffending*. London, Home Office.
- Morgan, H.J. and Parker, A. (2017). Generating recognition, acceptance and social inclusion in marginalised youth populations: the potential of sports-based interventions. *Journal of Youth Studies*, 20(8), 1028-1043.
- Muncie, J. (2009). *Youth and crime*. London: Sage.
- Nichols, G. (2007). *Sport and crime reduction: the role of sports in tackling youth crime*. London: Routledge.
- Parker, A., Pitchford, A. Moreland, B. and Farooq, S. (2012). *Urban Stars*. London, Active Communities Network /Laureus Foundation.
- Parker, A., Morgan, H., Farooq, S., Moreland, B and Pitchford, A. (2019). Sporting intervention and social change: football, marginalised youth and citizenship development. *Sport, Education and Society*, 24:3: 298-310.

- Racing Foundation (2016). *Racing Industry Recruitment, Skills and Retention Research 2016*. London: Racing Foundation (in association with the British Horseracing Authority (BHA), the National Association of Stable Staff (NASS) and the National federation of Trainers (NTF).
- Rock, G. (2000). 'Sixpence for the Kitchen Floor'. *The Observer*, 3<sup>rd</sup> December. Available online: <https://www.theguardian.com/observer/sport/story/0,6903,406236,00.html> (Accessed on 30 June 2019).
- Sharpe, C., Schagen, I. and Scott, E. (2004). *Playing for success: the longer term impact*. London: Department for Education and Science/National Foundation for Educational Research.
- Stable and Stud Staff Commission (2004). *Report of the Stable and Stud Staff Commission*. British Horseracing Board: London, UK.
- Strauss, A.L. and Corbin, J.M. (1998). *Basics of Qualitative Research*. London, Sage.
- Theeboom, M., Haudenhuyse, R. and De Knop, P. (2010). Community sports development for socially deprived groups: a wider role for the commercial sports sector? A look at the Flemish situation. *Sport in Society*, 13(9): 1392–1410.
- Woods, D., Breslin, G. and Hassan, D. (2017). A systematic review of the impact of sport-based interventions on the psychological well-being of people in prison. *Mental Health and Physical Activity*. 12: 50-61.