



Sports Programmes

Toolkit technical report

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This report is produced in collaboration with staff from the Campbell Collaboration Secretariat. It is a derivative product, which summarises information from Campbell systematic reviews, and other reviews, to support evidence-informed decision making’.

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Abstract/Plain Language summary

Sports interventions provide a regular, organised sports activity, and may include “sports plus”, in which sports participation is a platform for an additional intervention, such as providing access to services, remedial education or counselling. Participating in sports can promote positive youth development through building self-esteem, pro-social behaviour and social networks. Sports plus components can contribute to better life skills and academic achievement and improve access to services.

Through these benefits sports programmes can build on the strengths of children at risk and so reduce offending. Programmes included in this report may be targeted at children at risk of offending to reduce anti-social and offending behaviour (including children who have had adverse childhood experiences or who live in disadvantaged areas), or children who have already offended.

This report is based on the draft Campbell-registered review of Malhotra et al. (2021) which reviews 61 studies of secondary and tertiary sports interventions. Of these studies, 21 are effectiveness studies, 33 are process evaluations and six are mixed methods studies. Most of the studies are of interventions in the United States, but with a sizeable number from the United Kingdom.

There are multiple causal pathways posited by different criminology theories by which sports may reduce offending.

Overall, sports intervention appears to have a large impact on offending - a reduction of 52%. This conclusion is based on 10 effect estimates from six studies. However, there is substantial heterogeneity, and the studies included in the review are ones for which we have low or moderate confidence in study findings, so the evidence strength is only rated 2. There also appear to be large effects on externalizing behaviour, though again with a weak evidence base (percent reduction 23%, evidence strength 2), and aggression (31%, evidence strength 2). There were also reductions in internalizing behaviour and increases in self esteem and academic performance. There were weak or no effects on social skills and pro-social behaviour. Only one study reported on violent crime, finding a significant reduction.

Moderator analysis suggests that single sex interventions, and those with majority ethnic minority populations, have large effects, as do studies with a longer duration.

Qualitative data provide support for many of the causal pathways, and also contain design lessons from barriers and facilitators to participation and achieving the desired outcomes. This evidence includes support for the idea that sports reduce the time available 'to get into trouble', and the central role of the coach as mentor, role model and advocate, building self-esteem and so on.

Two studies from the UK – Mason et al., 2017 and Meek, 2012 – demonstrate substantial cost savings from the crime reducing effect of sports programmes.

Objective and approach

The objective of this technical report is to review the evidence on the effectiveness of sports participation programmes as a prevention strategy for youth offending. Sports participation programmes are intervention programmes that involve the implementation of an organised sports or physical activity. Also included are 'sports plus' programmes, which are interventions that use sports as a platform for engaging youth in additional interventions, such as, access to services, education, or counselling.

Participating in sports can promote positive youth development through building self-esteem, pro-social behaviour and social networks. Sports plus components can contribute to better life skills and academic achievement and improve access to services. Through these benefits sports programmes can build on the strengths of children at risk and so reduce offending.

The report assesses the impact of sports programmes on offending. The interventions, which may be delivered in any setting, are aimed at youth at risk of offending (i.e., secondary interventions), or with children and young people who have already offended (i.e., tertiary interventions).

This technical report is based on the review by Malhotra et al. (2021), which reports effects on offending and a number of protective factors. This review is registered with the Campbell Collaboration. At the time of writing the review is still under editorial review.

Inclusion criteria

To be included in this report a systematic review must:

- Review sports and physical activity interventions for youth at risk of offending or who have offended. 'At risk' includes young children with disruptive behaviour, as well as from disadvantaged backgrounds and who have suffered from adverse childhood experiences (ACEs).
- Report at least one of our primary outcomes (violence, offending, aggression or externalising behaviour).
- Be conducted to systematic review standards, preferably published in a peer-reviewed journal, within the past 5 years (i.e., since 2016).

Exclusion criteria

We exclude reviews of the association between sports participation and behaviour. We also exclude reviews of primary (universal) sports and physical activity interventions, and interventions focused on physical health (including obesity) and mental wellbeing.

Outcomes

The current technical report is concerned with outcomes of offending, violence, aggression, and externalizing behaviour. Malhotra et al. (2021) contains a meta-analysis and qualitative synthesis for secondary and tertiary sports interventions, assessing the effect on offending, aggression and externalizing behaviour, as well as a range of positive outcomes and protective factors such as pro-social behaviour and academic achievement. Whilst violence was included as an outcome for the review only two of the included studies report this outcome, and there was no separate meta-analysis for violence.

Description of interventions

The review by Malhotra et al. (2021) examines the effectiveness of organised sports and physical activity interventions for children and young people aged up to 25 who are considered at risk for engaging in crime and violence. Sports are defined in line with the Council of Europe's European Sports Charter, in that, sports programmes are those that involve the implementation of a specific intervention programme, the main component is participation in a sport (e.g., football, rugby, tennis) or physical activity (e.g., dance, yoga, hiking), and the programme is implemented in structured and supervised sessions, ideally by trained facilitators.

The review includes both sports and sports plus interventions in which additional activities are provided such as social skills training, counselling, or basic education.

The review only includes secondary and tertiary interventions. Secondary interventions are those implemented with at-risk children and young persons (CYPs) and tertiary interventions are programmes implemented with CYPs who have already offended. Sports and physical activity interventions open to all CYPs are not included unless they are targeted by

geographical placement in areas with a disproportionate share of at-risk youth, and so are classified as a secondary intervention.

Examples of interventions from four included studies are:

- Spruit et al. (2018) report an evaluation of a sports intervention programme developed and funded by the Dutch government; “Only You Decide Who You Are” [Allen jij bepaalt wie je bert]. They compared 248 intervention youth with 120 comparable control youth, identified through a matching process. The programme established partnerships between existing sports clubs and local vocational and special education schools. Participants attended training sessions at indoor soccer, baseball, or basketball sports clubs twice per week and the intervention lasted for one sports season (approximately one year). Youth did not have a choice about which sport they played, as partnerships were created based on the locale and proximity of the school and sports club. Coaches were selected based on their ability to act as role models for youth and to manage problem behaviours but were not provided with training. Coaches were told to provide “regular sports training” and were required to provide youth with feedback on their behaviour and create a positive environment and relationships.
- Jones and Offord (1989) conducted an evaluation of the PALS, “Participate and Learn Skills”, programme with children in Ottawa, Canada. They compared an experimental social housing complex that received the intervention with a comparable control social housing complex. The intervention is described as a skill-development programme that included mainly sports programmes, but also other skills such as guitar, ballet, and scouting. The target group were children living in housing complexes for low-income families. The primary objective was skill development in many areas, and eight hours of instruction was required to progress through levels of the programme. Other objectives of the programme included encouraging children to join on-going leagues or organisations in the relevant skill-based activity in the wider community. Jones and Offord (1989) also measured the ‘spillover’ effects of the programme on participants’ antisocial behaviour and school performance.
- Meek (2012) evaluated the ‘2nd Chance football and rugby academy’ in an English Young Offender Institution (YOI). The programme aimed to use sports training as a way to engage youth and improve their behaviour, skills and attitudes to increase the likelihood of their successful reintegration into the community after release. The football and rugby academies took place over 12-15 weeks and involved intensive sports coaching. Participants also completed general fitness training and competed in matches against community and student teams. Sports activities were supplemented by several skills-based interventions, such as goal setting, thinking skills, and peer review exercises. Resettlement needs for individual participants were also addressed by an expert. Following completion of the programme, participants in both the football and rugby academies were awarded with a qualification certified by the

relevant organisation in either coaching (football academy) or first aid (rugby academy).

- Mason (2017) reports findings from an evaluation of the Youth Crime Reduction and Sport Pilot Project which examines neighbourhood sports interventions aimed at reducing demand for police service in relation to youth crime and anti-social behaviour (ASB) within seven existing projects in the StreetGames network. The projects typically were targeted to an area experiencing ASB issues. They offered a sport-based project activity, involving at least 20 participants, for one or two evenings per week.

A wide range of sports and physical activities were included in the review. The most commonly studied sport was basketball ($n = 20$), followed by soccer ($n = 18$), American football ($n = 16$), and martial arts ($n = 12$). There were also a reasonable number of evaluations for boxing ($n = 5$), and volleyball ($n = 5$). There were evaluations for cricket, tennis, swimming, yoga, aerobics, hiking, badminton, hockey, baseball, and squash.

Theory of change/presumed causal mechanisms

There are many possible causal pathways linking participation in sports activities to supporting self-esteem and positive behaviours and so resulting in reductions in offending, aggression, and externalizing behaviour .

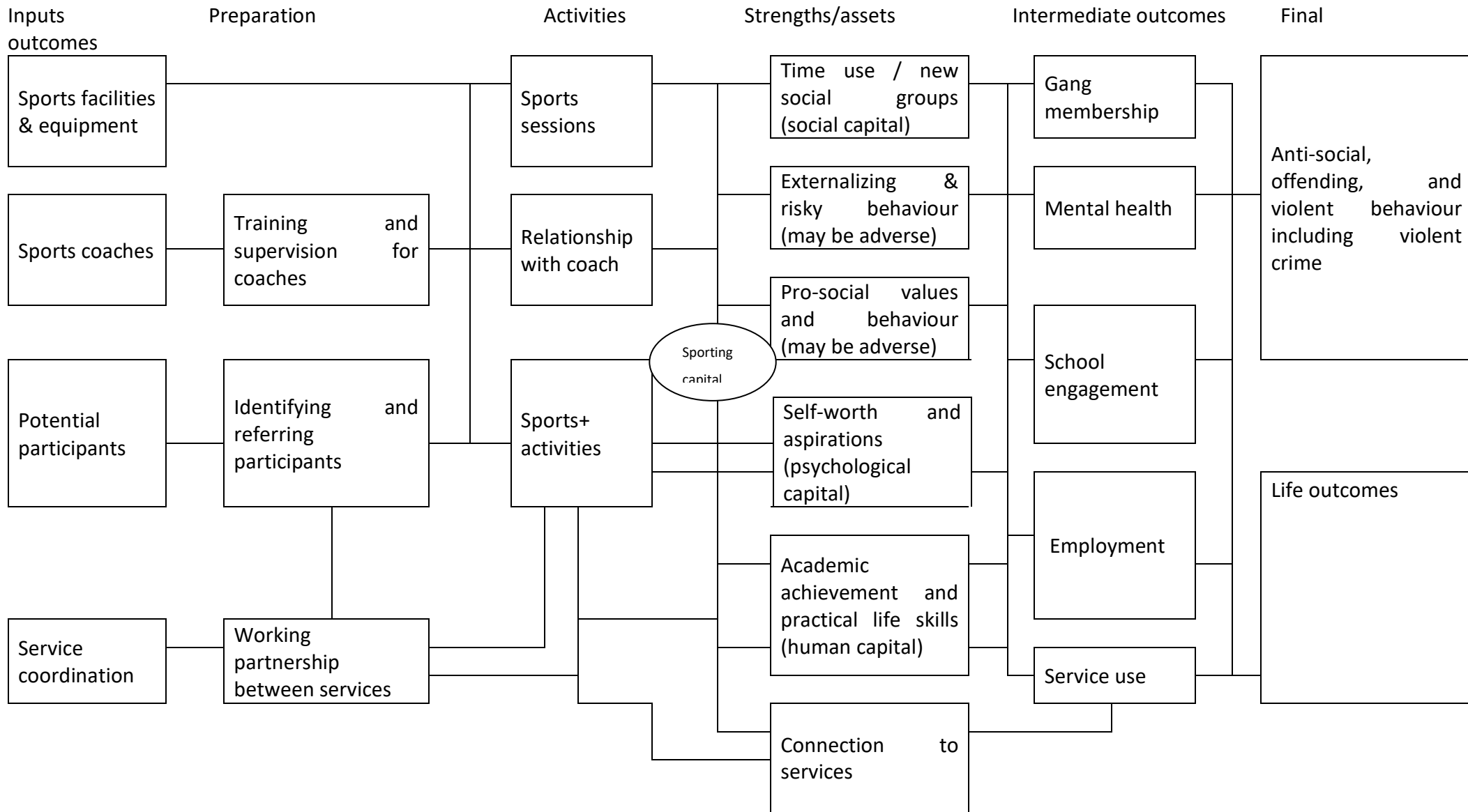
Figure 1 outlines the theory of change presented by Malhotra et al. (2021). As this figure demonstrates, there are a number of different possible causal mechanisms involved in sports interventions and many underlying assumptions to consider. However, it is important to emphasize that there is no guarantee that carrying out these activities results in these outcomes: the assumption as to what has to be in place as regards to the venue, facilities and staff skills matter a great deal.

The theory of change represented in Figure 1 includes several existing theories, such as:

- Social bonding theory: where children and young people (CYP) may meet and identify with new pro-social peers through sport, and as such will learn prosocial behaviours and may want to do well for the sake of the team.
- Boredom theory: by spending time in a sports programme, and possibly training for the programme, CYP have less spare time on their hands to become involved in crime and violence.

- Role models: coaches, or other team members, may act as role models that encourage positive behaviour and increase aspirations beyond the programme. This could include desisting from crime and violence or pursuing participation in the specific sport after the intervention.
- Mentoring: Coaches, team leaders, and facilitators may, either formally or informally, act as a mentor providing support of positive youth development.
- Self-esteem: performing well in sports, or improving physical fitness, can build self-esteem, which can improve mental health and encourage good behaviours including academic achievement.
- Incentives/sanctions: the programme may have explicit incentives or sanctions for good and bad behaviour respectively. Youth may also be motivated to better behaviour (e.g., abstaining from drugs and alcohol) to stay in the programme. However sanctions may also have adverse effects if it means CYP miss out on beneficial activities.
- Sports plus elements, such as life skills training or remedial education, can directly affect their intended outcomes.
- Connection to services: the intervention may have activities to connect participants to other services they require such as accommodation or support with applying for jobs, or this may happen through the coach or other contacts who can act as an advocate.

Figure 1 Theory of change for sports and sports+ interventions



Assumptions

Venue in right location and accessible at right time; Facilities available; Coaches available

Referral agencies aware of programme; Right groups are targeted; Offered activities are attractive to target group; Participants show up

Coaches have hard and soft skills; Activities have the right style. Participants remain engaged

Services engage with programme; Coaches aware of services

Evidence base

Descriptive overview

The review by Malhotra et al. (2021) includes 27 evaluations of the effectiveness of sports intervention programmes and 39 process evaluations, with six of these being mixed methods studies which are included in both categories, so there are 61 included studies in total. Over half the studies refer to programmes in the United States ($n = 34$), followed by the U.K. ($n = 16$), and Australia and South Africa have three studies each.

The reported outcomes from meta-analysis are: offending (nine effect sizes from six studies), aggression (16 effect sizes from six studies), externalizing behaviours (19 effect sizes from eight studies), internalizing behaviour (13 effect sizes from six studies), social skills (eight effect sizes from four studies), academic achievement (seven effect sizes from three studies), prosocial behaviour (11 effect sizes from four studies), and self-esteem (four effect sizes from three studies).

Assessment of the strength of evidence

A modified version of the AMSTAR critical appraisal tool was used to evaluate the quality of the review used to inform the current report. The review by Malhotra et al. (2021) was deemed to be of high quality as assessed by the AMSTAR critical appraisal tool.

Malhotra et al. (2021) is an ongoing Campbell systematic review, which are known to be of very high methodological standards. The protocol for the review is under review at the time of writing this technical report. That protocol (and the draft review) adequately specified the research questions and the inclusion/exclusion criteria. The inclusion criteria included components relating to the population, intervention, comparison group and outcome of interest. Specifically, Malhotra et al. (2021) state that evaluations must have included a secondary or tertiary sports intervention for CYPs at risk of offending aged up to and including 24, based in any setting and having used an experimental or non-experimental design with a comparison group.

The review included both randomised controlled trials and non-experimental designs with a comparison group. Studies without a comparison group were excluded.

The review reports a comprehensive literature search strategy including a number of different databases, designated keywords and search strategies. The review was not restricted to only peer-reviewed publications, though the review only included reports in English.

Screening and coding were carried out by two people. Malhotra et al. (2021) also provide a list of excluded studies with the reasons why they were excluded.

The review critically appraised studies using a tool developed by Keenan and White, which covers both effectiveness and implementation studies, and which has been used in other Campbell publications. The review also assesses publication bias. The team state that the review was funded by the Youth Endowment Foundation, but no conflict of interest is reported.

The review team conducted a meta-analysis and reported detailed information on the synthesis and estimation of weighted effect sizes and adequately reported the heterogeneity between primary effects. Each of the meta-analyses reported separate weighted effect sizes for independent outcomes and assessed multiple moderators as possible explanations for heterogeneity between primary effect sizes.

Malhotra et al. (2021) report a direct estimate on offending based on nine effect sizes from six evaluations of sports programmes with high heterogeneity ($I^2 = 80\%$). The evidence strength rating is 2, marked down due to the small number of evaluations and high heterogeneity. All other effect estimates have an evidence strength rating of 2 for the same reasons. The exception is the estimate for externalizing behaviour, for which there are 8 studies and a rating of 3.

Impact

Summary impact measure

Overall, sports intervention programmes are effective across numerous outcome domains. The effect sizes estimated by Malhotra et al. (2021) are summarised in Tables 1 and 2.

Overall, there was a desirable effect on offending, aggression, and both externalizing and internalizing behaviour (i.e., a reduction in these outcomes). There was also a desirable effect on prosocial behaviour, self-esteem, and academic achievement outcomes though none of these were statistically significant. Malhotra et al. (2021) reported an undesirable effect on social skills outcomes, though this is also not statistically significant. Most results are based on a small number of studies, and there are high levels of heterogeneity in all cases, other than for offending (for which it is moderate), self-esteem and academic achievement.

Only one study with a comparison group reported an effect size for violence (Hartmann and Depro, 2006), which was not included in the meta-analysis. Their study of midnight basketball in the United States found the rate of violent crime was around 2,000 per 100,000 people pre-intervention in cities which adopted the programme, and half that in cities which did not. Violent crime then dropped by 90 per 100,000 more in cities adopting the programme than those which did not, and property crime by 390 per 100,000 (Hartmann and Depro, 2016: 189).

Table 1

Effect sizes for externalising behaviours, aggression, and delinquency

Review	OR	CI (ES)	<i>p</i>	<i>I</i> ²	% reduction	Evidence rating
Offending / delinquency	2.47 (<i>n</i> = 6)	1.20 – 5.07	< .05	80%	52%	2
Aggression	1.60 (<i>n</i> = 6)	0.93 – 2.76	< .10	93%	31%	2
Externalising behaviour	1.39 (<i>n</i> = 8)	0.95 – 2.04	< .10	91%	31%	3

Note: OR = the weighted mean effect size; (odds ratio) CI = 95% confidence intervals for the mean OR; *p* = the statistical significance of the mean ES; *I*² is a measure of heterogeneity; and the % reduction is in the final column; OR > 1 represents a reduction in outcome (or a desirable intervention effect); OR < 1 represents an increase in outcome (or an undesirable intervention effect); OR = 1 represents a null intervention effect.

Malhotra et al. (2021) transform these mean effects to a percentage relative change to improve communication about the effectiveness of sports intervention programmes. This is achieved by assuming equal numbers in the experimental and control conditions (e.g., N = 200 in each condition) and that the prevalence of offending in the control condition is 25% (i.e., 50 delinquents out of 200). Thus, the odds ratio for of 2.47 for delinquency outcomes corresponds to 24 offenders in the experimental condition, a relative decrease of approximately 52%. This estimate is not greatly affected by different assumptions. For example, if we assumed that the prevalence of delinquency in the control condition was 20%, the relative decrease in delinquency for an odds ratio of 2.47 would be 54%, and for a control group prevalence of 30% the reduction is 51%. Similar calculations can be performed for the other outcomes shown in Table 1.

These assumptions about the prevalence of offending are not too unreasonable in light of UK criminological research. For example, in the Cambridge Study in Delinquent Development, which is a prospective longitudinal study of London males, 34% were convicted of criminal offences up to age 21, as were 20% of their sons (Farrington et al., 2015).

Other outcomes/Protective factors

The theory of change identifies a number of intermediate variables which may act as risk or protective factors which are reported on in Malhotra et al. (2021). The mean effects suggest that sports programmes had a desirable effect on internalizing behaviour, self-esteem and academic achievement, with a small improvement in prosocial behaviour and deterioration in social skills. No studies reported outcomes related to time use or relationship with an adult. These results are summarized in Table 2.

Table 2

Effect sizes (odds ratios) for mediating variables

Review	OR	CI (ES)	<i>p</i>	I ²	% improvement	Evidence strength
Internalizing behaviour	1.52	1.09 - 2.12	< .05	90%	52%	2

Prosocial behaviour	1.10	0.86 - 1.41	0.39	69%	7%	2
Social skills	0.88	0.55 - 1.42	0.55	60%	-10%	2
Self-esteem	2.08	0.42 - 10.33	0.24	74%	44%	2
Academic achievement	1.61	0.50 - 5.25	0.36	81%	31%	2

Note: OR = the weighted mean effect size (odds ratio); CI = 95% confidence intervals for the mean OR; p = the statistical significance of the mean ES; I^2 is a measure of heterogeneity; and the % reduction is in the final column. OR > 1 represents a reduction in outcome (or a desirable intervention effect); OR < 1 represents an increase in outcome (or an undesirable intervention effect); OR = 1 represents a null intervention effect.

Moderators

The small number of studies overall means that moderator analysis will rely on a small number of studies in each sub-group, so significant differences are unlikely. For example, there was no association between confidence in study findings and the size of the effect, though this could not be assessed for most outcomes as most studies are rated low for most outcomes.

For all outcomes there is a larger effect for single sex groups, sometimes very substantially, so than for mixed groups, though the difference is only statistically significant for offending and academic achievement.

For all but one outcome (the exception is pro-social behaviour), the effect size is larger for studies with a majority ethnic minority population, though this difference is only significant in the case of aggression, and the conclusion is based on the small number of studies for which this moderator could be coded.

Longer duration interventions were associated with larger effects on aggression and externalizing behaviour; there is also a relationship for offending but it is not statistically significant.

It was not possible to analyse the effect of 'plus' components, whether formal or informal.

There is no association between the age of participants and any of the outcomes, though that does not mean that any specific intervention works just as well with any age group.

Implementation (barriers and facilitators)

Descriptive overview

Malhotra et al. (2021) conduct a qualitative synthesis of 38 process evaluations and other qualitative studies of which 12 are from the UK. We present the main findings from that analysis. These are presented as: (i) barriers and facilitators to participation, (ii) barriers and facilitations to achieving outcomes, (iii) design (though findings relevant to design appear throughout); and (iv) illustrating causal processes. Note that it is common when synthesizing findings on barriers and facilitators to find that the same factor is both a barrier and a facilitator: skilled staff are a facilitator or success factor if available and a barrier if not. Likewise, for an appropriate venue. That was found to be the case here.

(i) Barriers and facilitators to participation

The interventions took place in various settings: (1) school-based studies taking place in schooltime; (2) after-school clubs; (3) residential institutions for offenders or CYP at risk; (4) an established sports club; and (5) another community setting.

In all cases participation is voluntary. Reaching CYP in school and residential settings is easier compared to community settings, as is maintaining their participation. Challenges arise in community settings, where CYP may be referred to a sports intervention, recruited, e.g. by visiting locations where CYP hang out, or using networking in which participants and others are encouraged to invite eligible participants. Hence for community-based programmes, the programme needs to be known by referral agencies and intended participants. It is important to establish a good relationship with service providers the participant uses or may be hoped to use: doing this has frequently proved problematic. These considerations mean that the programmes need to have a clear ethos or identity as to what it is, who it is for, and what it hopes to achieve.

Sports is a hook for some, but not all children. In community-based programmes it is to be expected that not all the target group, nor even all those explicitly invited or referred, will attend. In a community programme in the United Kingdom, the study author commented that having 40% of the target group complete the programme was a good result (Nichols, 2007).

The type of activity matters, as different activities appeal to different people. One programme experienced a substantial reduction in the number of participants - from 70% to 49% of the target population - when it reduced the number of activities being offered. Certain activities, such as dance or yoga, are more likely to appeal to a larger number of girls, and there is some evidence that CYP with higher baseline aggression are more attracted to contact sports (Anderson, 1999).

Take up rates are higher when CYP have expressed an interest in the activity rather than just being referred without consultation. Where CYP are simply referred without contact then participation is low not only as the person referred may have no interest, but even because the referring agency doesn't have correct contact information for the person.

What is referred to as "the right offer" goes beyond the sport, it also concerns both the venue and the staffing, which matter to getting youth to attend in the first place and for them to stick with the programme. Several aspects of the venue matter: being somewhere youth can and are happy to attend, having the equipment and facilities for the intended sports activities, sessions are at a time youth can attend (preferably at a time which achieves the maximum diversion effect and with some flexibility over time to meet the individual participant's needs), to have all weather facilities (such as both indoor and outdoor facilities). Finally, the offer has to be attractive to girls as well as boys, which affects the sports offered, the facilities available and the sex of the sports leaders. Having the right offer includes the right 'ethos'.

Community-based programmes are also more likely to lose people along the way. Studies with less attrition are in other settings such as residential homes (D'Andrea, 2013), school-based (Olive, 2021), home and school-based Fung (2018) and custodial settings (Williams, 2015). The various reasons CYP leave community programmes include:

- Natural attrition: There are a number of valid reasons why CYP may leave a programme: 'ageing out' (Antonio 2016 and 2017), moving out of the area; injury; time constraints (Spruit, 2018; Shacher, 2016); and the sports club discontinued programme (Spruit, 2018).
- Progression: Take up or be referred to another sport or programme or follow the same sport in regular club (Antonio 2016 and 2017; Jones and Offord, 1989).
- Sanctions: A CYP may be required to leave from bad behaviour either in the programme, or in school more generally; e.g. Zivin (2001) lost several children from her study - all from control – as they were expelled from the school. Some programmes have academic requirements or the requirement to abstain from drugs and alcohol, so students may be required to leave the programme. Temporary suspension from games has also resulted in CYP leaving the programme (Antonio 2016 and 2017). Such sanctions can have an adverse effect, leaving CYP disgruntled and losing the benefits of the programme.
- Lose interest; some CYP say that they lost interest in the programme (e.g. Nichols, 2007).

But there are also programme features which encourage CYP to stay with programmes. These include:

It's fun: Those that do attend usually enjoy the intervention which is a reason for staying on, and support for the idea that sports is an effective hook. In a survey at the end of the Streetgames pilot, responses indicated that the programme had been well received by participants. 92% of young people indicated they enjoyed the sessions and 94% would recommend the programme to a friend. The majority of participants (60%) also indicated that they were motivated to engage in other activities following completion of the programme and generally felt they were more active and confident. Other examples of participants enjoying the programme come from a prison-based programme in the U.K. two programmes in the U.S., and in Australia:

'It gives me a real buzz, running about an' that. An', y' know, sports really push you to the limit an' I really enjoy that' (respondent; Andrews, 2014)

'I like physical activity classes because I have fun and play different games that I can't do in other classes' (Abuga 2007)

'It was so fun, cause like playing with firefighters and police officers was so fun' (Brake, 2020)

I play soccer, I'm feeling so happy (Male; Nathan, 2013).

Career advancement: Some interventions lead to coaching accreditations which may be useful in gaining employment

Something to do: CYP in some studies echoed the boredom hypothesis and diversion saying that sport gave them something to do; e.g. from a soccer programme in South Africa, and a sports programme in a deprived area of Wales (U.K.):

“It would have been the same with me because one did not have anything to do [before the intervention], so drinking and smoking is the only form of socializing” (Swendeman et al., 2019: 9);

'[before the programme I used to go “either round my friends' house or families or I used to hang round down the street but I don't no more' (Barnes, 2010: 18)

The latter study goes on to report 'Most of the respondents stated that they go to the youth centre 'all the time, every day it's open' because they wanted 'to keep out of trouble'. The interview responses suggest that there has been a change in the interviewees' behaviour, primarily as a result of reducing the boredom factor' (Barnes, 2010: 18); and from an after-schools programme in the United States:

'After school at home, I would sit around, watch TV, play video games, fall asleep, and you know, I would be bored. And it is hard for me to get up in the morning early and practice basketball. I'm not bored any more because I get to practice more basketball in the afterschool program' (Abuga, 2007: 80).

Incentives: Some interventions pay for training courses, fitness centre access, and coaching programmes for accreditation, giving an incentive to stay on. Or the fees may be subsidized: “Compared to other dance clubs, here it is much cheaper. That is very important for me, because if it would be more expensive, I would not be able to continue.” (Schaillee, 2017: 33)

(ii) Barriers and facilitations to achieving outcomes

The following success factors were identified by Malhotra et al. (2021) which facilitate achieving the intended outcomes): (i) good relationship with the coach which is the basis for developing trust, and which includes the feeling of being treated with respect; (ii) structured pathways so the programme supports positive youth development; (iii) ensuring that the programme offers activities which match the child’s needs.

There are also factors which may be barriers to achieving these outcomes: (i) engaging with anti-social peers reverse gains; (ii) transgression can mean being removed from the programme or at least disrupting the intended structured pathway, although it is likely to occur in the intended target group; (iii) stereo-typing by those in authority or the community more generally which may lead CYP to revert to bad behaviours; (iv) initial resistance from participants; (v) lack of soft skills in coaches; (vi) lack of transport; and (vii) lack of family support.

(iii) Design

Programme establishment: It is important to ensure that the intervention involves the right staff, who can understand participants, establish good relationships, and have authority, and the right young people. It is also important that the intervention is delivered in the right style (e.g., needs-based, accessible and respectful to participants) and place (e.g., a safe environment). Shortage of – or lack of continuity – such staff is flagged as an issue in several studies. Ideally the sports leader can play the role of both mentor and role model: a trusted person who the participant will turn to for advice. The structure of the programme, and the individual sports leaders, will provide rewards and recognition to participants.

(iv) *Illustrating causal processes*

Two causal pathways for which there are no quantitative data are supported by the qualitative findings. These are diversion and the role of the coach. In addition, we also highlight evidence of connections to services, and supporting the personal development of participants more generally, the role of incentives and sanctions and non-sports elements such as life skills training. Whilst the support for diversion theory suggests that sports programmes in general may have positive effects on offending in at risk populations, much of the evidence is in support of the + in Sports+ whether it is formal or informal.

Something to do: Giving children something to do is mentioned in several studies by CYP and their families: *'it keeps me away from the negative things because mostly weekends I am here or I am with the guys playing a match'* (Draper, 2016); *"it's keeping me off the streets and stopping me from getting into trouble"* (Barnes, 2010).; and Beumel (2013: 91) soccer coaching Belgium: *'You see, youngsters nowadays are always alone on the streets, doings things that aren't right. My mind is 24 hours of the day on soccer. That's better than stealing or smoking or doing weird things'* (Buelens. 2015).

Role of coach: The coach or mentor is usually the main contact in sports programmes and the relationship with that person important in how the programme is seen and the benefits obtained. These benefits go well beyond sporting performance:

"I think the mentors were absolutely terrific, they helped us do many things, and not only that, they became our friends" (Armour, 2013). *'It's not always with the training. When you have, for example, a problem in the neighbourhood or at home in, you can always go and talk to him [the head coach] about it. About anything"* (Haudenhuyse, 2012).

From a dance programme in Belgium: *'Coaches showed interest in participants' everyday life, through informal interaction, occasional meetings outside dance classes, and contacts through social media. In that respect, participants who had participated in other urban dance initiatives considered the caring climate (i.e. the feeling of being part of a family) at JES and*

Zwartberg and the relationship with coaches as better than in other dance settings they experienced before' (Schaillee, 2017: 36).

And from a soccer coaching programme: *"To begin with he was just another coach but when he brought out his funny side you felt he was getting personal to you. You felt if you needed someone he would I will be there for you."* Cowan (2012). However, the same author notes that authoritarian coaching styles are common in professional sports which when applied to this group can be ineffective and even have adverse effects.

Positive pathways and connection to services: To maintain programme benefits, the programme needs to include a plan for post-programme activities. This may include continued participation in sports activities, but could also involve help with engagement with the justice system and social services, continuing education, employment, and accommodation. Some of these elements may be included in sports plus programmes, but the sports leader may play these roles even when it is not formally part of the intervention.

Incentives / Sanctions:

Interventions may provide both implicit and explicit incentives to change behaviour. For example, *'this program really helped in limiting the amount of alcohol that we consumed because we had a busy schedule at Champions League'* Swendeman 2019; and *"That [incentives] really helped a lot to encourage them to stay clean. Had there been no incentives they would not have been tested... it sort of became a competition as to who tested positive or negative as they would brag about being negative ... Towards the end of the program, testing was something they were looking forward to and enjoyed doing."* Similarly, one young man said: *"Yes, whenever I tested positive [for drugs or alcohol] I did not get the incentives and I felt bad and that also made me to seriously consider the consequences that this will have on my health'* Swendeman et al. (2019: 9).

But the same author notes that there may be adverse effects, especially from paying cash incentives, as it can create the wrong motivation for participants.

Life skills: In several studies the development of life skills is mentioned. For example, in an eight-week sports programme for girls in New York with a range of sports and life skills training: "it was a lot of things I learned from it that I will take with me for life, and a lot of things I gained from it, like sports and my resume and my business card and my cover letter. All the things I've done will help me, not just for high school or college, but for life" Markowitz (2011). In another case "it's helping me because we have life skills" (Draper, 2016).

Friends: Some studies confirmed that participants establish new social networks: 'The friends I have now because of dancing also hang around with me at school. It means a lot to me, because before that they didn't notice me' and 'So when I came here and I started playing Football United, I met people from other countries, Iraq, Congo, Cambodia, and if it wasn't for soccer ... I wouldn't know these people. So that's a good thing about Football United' (Nathan, 2013).

Mental health, self regulation and aggression. CYP mentioned ways in which mental health and behaviour had changed: 'I have never been able to control my temper. I have always done stupid things when I get mad, but since I started practicing, I have been doing better. I look forward to practicing and meeting with the sangha. I think I'm beginning to understand myself better. I might be learning who I really am. I still get angry but I am trying to see things from other people's eyes' (Medenhall, 2006) and 'I think there should be less fighting because I don't really think that it's cool [to fight]. You can get killed while you are fighting. [You should] not fight as much. If you were fittin' to say something ugly, you should stop and think about what you were going to say and then you should change the sentence around" (Martinek, 2001); and 'I have felt more relaxed, since I started Yoga I don't fight as much, when I have homework to do I don't get stressed, I do them well, with care and I am very relaxed, that's why I like Yoga classes, because I feel relaxed,' (Velasquez, 2015).

Cost effectiveness

Mason et al. (2017, p. 10) also reported on the cost-effectiveness of the intervention. Using data on the fiscal costs of antisocial behaviour (from December 2016), they found that the statistically significant benefits of the intervention were achieved with an investment of £263,800 and that it resulted in a net saving of £149,804. These savings were based on the

reduced demand for police calls and services relating to youth anti-social behaviour. However, as noted above, the causal validity of the impact estimates in this study are weak.

The study by Meek (2012) of the sports intervention for youth in detention also reported a cost analysis. Meek reported that the Ministry of Justice give a cost figure of £47,137 per year for each prisoner to be held in a Young Offender Institution (under 21 years of age). This compares to the cost of the 2nd Chance Project at £1,130 per prisoner per year. This suggests that, if just two of those individuals who would have reoffended are prevented from doing so in one year, the project would have more than saved the initial expenditure. The actual reduction in reoffending is greater, so the programme is cost effective.

Findings from UK/Ireland

There have been several evaluations and reviews of sports participation programmes commissioned in the UK, though not all have considered offending. For example, Sport England (2017) conducted a rapid evidence review of the impact of sports participation on outcomes of physical wellbeing, mental wellbeing, individual development (for young participants), and social/community development. However, no direct outcomes on any problem behaviours are included.

As mentioned, Meek (2012) explored the effectiveness of a two-year initiative called '2nd Chance Project football and rugby academy' that was implemented at HMP YOI Portland. Participants were 81 young male adult offenders who were identified as being at risk of reoffending. In total, 54 participants fully completed the programme. Participants were aged 18-21 years old; 46% were White and 33% were Black. The remaining 21% of participants identified as Mixed Race, Asian or 'other' ethnicity. Participants were convicted for a range of offences, including: offences against the person (40%), robbery (20%), drug offences (18%) or burglary (13%).

Several outcome measures were included to evaluate the effect of the programme, including reconviction data, and psychometric measures of beliefs about aggression, use of nonviolent strategies, self-esteem, self-concept, impulsivity, conflict resolution and attitudes towards

offending. Qualitative analyses were also used to evaluate participants' experiences and perceptions of the programme.

The results of the reconviction analysis found that, of the 50 participants who completed the programme and were released from the YOI in the preceding 18 months, 41 (82%) were not convicted of a new offence or recalled to prison. Nine offenders were convicted of another offence after release or were recalled to prison, representing a reoffending rate of 18%.

The authors state that the comparable reconviction rate for other prisoners not involved in the programme 1 year after release was 48%. However, of the 41 experimental participants who were not reconvicted after release, only 9 had been at risk for at least one year. Fifteen others were at risk for at least 6 months, and 15 were at risk for less than six months (risk for 2 participants was unknown). In light of the long delays between committing an offence and being convicted (often extending to a year or more for transfers to the Crown Court), a much longer follow-up period would be needed to draw definite conclusions from this evaluation.

Qualitative data showed that the programme was well received by participants and many important benefits were reported by youth and prison staff. Meek (2012) stated that the prominent themes in qualitative data referred to the impact of the intervention on attitudes and behaviour whilst in the prison. Participants commented that the programme improved their quality of life within the prison and alleviated feelings of boredom or frustration and provided incentives for good behaviour. Prison staff also commented that the culture within the prison improved during the programme and relationships between young offenders and staff became better. Benefits were also noted for the resettlement aspect of the programme which was effective and helped participants to envision a new life outside the YOI.

What do we need to know? What don't we know?

The new review shows that there is a considerable body of evidence on sports. Overall, these studies support the view that sports contributes to strengthen the assets of at risk youth, promoting positive youth development and reducing aggression and offending.

However, given the degree of heterogeneity which is likely inherent in such studies, and issues such as small sample sizes and weak controls in existing studies, it would be helpful to have more studies especially ones which address the causal relationship with greater confidence. Studies should collect indicators across the causal chain, and consider A/B designs which compare the effectiveness of different intervention design elements (e.g. Fung's analysis of martial arts skills and philosophy separately and in combination, Fung, 2018). Cost data are also generally lacking.

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Annex 1 Effect size calculation

This annex shows the calculation based on the results and assumptions given in the text. We assume 400 youth, evenly divided between treatment and comparison group. That means there is 200 youth in the control group and 200 youth in the treatment group. Assuming that 25% of youth in the control group are excluded, the mean effect sizes for Malhotra et al. (2021) can be easily transformed to a percentage reduction in reoffending.

If the odds ratio for offending is 2.47, then using the table below, we can estimate that the value of X. The odds ratio is estimated as: AD/BC , where A is the number of participants not offending in the treatment group, B is the number of participants offending in the treatment group, C is the number of participants not offending in the control group, and D is the number of participants who do offend in the control group. Therefore, the value of X is 23.8 in the case of Malhotra et al. (2018).

	Not offending	Offending	Total
Treatment	100-x	x	100
Control	75	25	100

Therefore, the relative reduction in offending is $[(50 - 23.8)/50] * 100 = 52.4\%$.

The prevalence of offending is likely to vary between studies and can be influenced greatly by factors. If we were to adjust our assumption that 25% of the control group offend, the overall relative reduction in the intervention group is not greatly affected.

For example, if we assume 10% of the control group are offend, the 2x2 table would be as follows and the value of X is 8.6 for the Malhotra et al. (2021) review. Therefore, the relative reduction is 56.9% (i.e., $(20 - 8.6)/20 \times 100$).

	Non-bullies	Bullies	Total
Treatment	100-x	x	100
Control	90	10	100

Similarly, if we assume that 40% of the control group offends, the 2x2 table would be as follows and the value of X is 42.6 for the Malhotra et al. (2021) review and the relative reduction is 46.8%. Given, the substantial difference in the assumed prevalence of offending, the percentage relative reduction does not vary in a similar fashion. We suggest that assuming 25% of the control group offend is therefore an appropriate and reasonable assumption, it is neither too conservative nor too liberal.

Annex 2 AMSTAR Rating

Modified AMSTAR item	Scoring guide	Rating
Did the research questions and inclusion criteria for the review include the components of the PICOS?	To score 'Yes' appraisers should be confident that the 5 elements of PICO are described somewhere in the report	Yes
Did the review authors use a comprehensive literature search strategy?	At least two bibliographic databases should be searched (partial yes) plus at least one of website searches or snowballing (yes)	Yes
Did the review authors perform study selection in duplicate?	Score yes if double screening or single screening with independent check on at least 5-10%	Yes
Did the review authors perform data extraction in duplicate?	Score yes if double coding	Yes
Did the review authors describe the included studies in adequate detail?	Score yes if a tabular or narrative summary of included studies is provided.	Yes
Did the review authors use a satisfactory technique for assessing the risk of bias (RoB) in individual studies that were included in the review?	? Score yes if there is any discussion of any source of bias such as attrition, and including publication bias.	Yes
Did the review authors provide a satisfactory explanation for, and discussion of, any heterogeneity observed in the results of the review?	Yes if the authors report heterogeneity statistic. Partial yes if there is some discussion of heterogeneity.	Yes
Did the review authors report any potential sources of conflict of interest, including any funding they received for conducting the review?	Yes if authors report funding and mention any conflict of interest	Yes
Overall	Low if no on item item. Medium, if no 'no', but partial on any item. High if all 'yes'.	High

Table 3 Overview of Selected Process Evaluations

Study Name	Intervention	Success factors	Challenges	Young people's views
<i>Barnes, 2010</i>	<p>Sporting based intervention programme- Catch 22</p> <p><i>Catch 22 – National charity works with young people who find themselves in difficult situation and it uses sport and physical activity as an element of their programme, to reduce levels of antisocial behaviour in Llanrumney a suburb of Cardiff, South Wales.</i></p>	<p>Successful diversion: activities engaged children and so reduced boredom.</p> <p>Good relationship and characteristics of the project staff, who provided the young people with assistance in learning new skills and acting as role models. [The interviewees' described the staff as, 'cool', 'wicked', 'brilliant', 'safe', 'kind' and 'nice', with only two interviewees' claiming, 'they're alright'. Having a good relationship with the youth workers seemed important to the young people, one interviewee described how, 'they get to know you more and put trust in you and</p>	<p>Ongoing challenge is the need for follow on support once the youth people had completed the programme</p> <p>Lack of the dedicated and trustworthy staff.</p> <p>Lack of a stable level and substantial funding</p> <p>Lack of opportunity to use the younger volunteers that could relate better with the young people and act as peer role models.</p> <p>No facilities for structured sports facilities and the activities are unstructured and involved the youths just kicking a football around.</p>	<p>Young people view according to the key themes:</p> <p>1. Use of Spare Time</p> <p>Most of the respondents stated that they go to the youth centre 'all the time, every day it's open' because they wanted 'to keep out of trouble'.</p> <p>one interviewees' response was 'to get me off the streets and stop me from doing silly things.....'</p> <p>'Cos there's nothing else to do man, well I didn't think there was nothing else to do till I came up here</p> <p>2. Perceptions of other young people in the area</p> <p>All of the interviewees' opinions of other young people in the local area were negative and one interviewee described their behaviour as 'not normal!</p>

	<p>they let you do things like you're an adult not a baby like.]</p> <p>The buddy mentoring system adopted in the programme and enabled the older one to adopt a level of responsibility. And staff incorporated a degree of trust into the young people.</p> <p>The sports activities provides a sense of belongingness, status and value identity which might otherwise be sought in gang membership.</p>	<p>Non- availabilities of the sports development officer sometimes in the sessions have effects on the girl's participation.</p> <p>.</p>	<p>And they 'smoke weed,' 'get drunk' and 'just cause trouble.'</p> <p>Other young people in the area are 'bored,' or 'cos they thinks its funny.....and they think that the police won't do nothing to them.'</p> <p>3. Education</p> <p>'Teachers don't really care for you like, they shout at you.....nah I don't like doing games.....cos, my umm P. E. teacher, I hates him and he hates me like.'</p> <p>Most of the interviewees expressed their love for football- 'In school I play for my school, but I play for Cardiff City Ladies outside school.'</p> <p>4. Contribution of the arts and sport</p> <p>Project not only uses sport as a diversionary method from antisocial behaviour but incorporates other activities.</p>
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			<p>One individual shared his feelings for MC-ing: ‘it makes me happy when I do it like’ the youth centre provides the equipment and a music room to ‘make tracks’ and record a ‘mix tape’.</p> <p>5. And changes in behaviour due to the programme.</p> <p>The young people acknowledged the fact that the activities at the youth centre and leisure centre were having a positive impact on their lives..... ‘because it’s keeping me off the streets and stopping me from getting into trouble.’ Another young person agreed if her behaviour did not change, ‘it’ll just mess up my life like, got an ASBO and that, and it’ll just mess up everything. Like you can’t get a job or anything like that’.</p> <p>Some of the interviewees’ mentioned that their behaviour had improved, and they had learned new skills since attending the youth centre, ‘If I didn’t come I would just be hanging around getting into trouble.....like since I’ve come here I’ve been cooking and everything.’</p>
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Go Well
(2018)

<p>Glasgow Housing Association (GHA)- Youth diversionary Projects</p> <p>Operation Reclaim (OR) – Sports Intervention- Coached sporting and physical activities , plus, mentoring support for education, training and progression towards employment.</p> <p>Participate (P)- provide individual level support for personal, social and educational development to ten ‘disaffected’ young people</p> <p>Jedworth Avenue (JA)- provide individual level activities for six young offenders, including cognitive behavioural therapy and training opportunities</p>	<p>Projects provided varied range of help in relation to sports, leisure, health and social issues. And it provides employment.</p> <p>Inter-agency collaboration in OR- offering referral opportunities (training and employment opportunities)</p> <p>Multi-agency commitment to tackle local problems in a co-ordinated way.</p> <p>Quality of project staff- Skilled staff in in dealing with young people; able to communicate and build trust but also offering structure and discipline. Mature and experienced coaching staff.</p> <p>Sustained coverage and intensity- Success in engaging large numbers of young people.</p>	<p>Majority of the project activities are male oriented</p> <p>Coverage and duration issues in the project</p> <p>Lack of awareness of the projects among residents</p>	
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Kelly
(2012)

	<p>Stakeholder involvement</p> <p>Broke down the territorial barriers and instilled a sense of pride and achievement in participants- Team based competitions enabled young people to engage with people from other areas as well as to cooperate with young people from other ethnic groups from within their own area.</p> <p>The involvement and visibility of the police and fire services- sense of safety and suitable role models.</p>		
<p>Positive futures projects</p> <p>-Positive Futures is a “national sport and activity based social inclusion programme</p>	<p>Projects are locally managed and delivered, which helps build includes the local “partnership” strategic relationships (joint working at the level of service delivery) and financial (additional funding for local projects from a</p>	<p>Staffing Problems</p>	<p>Changing People</p> <p>Sport is conceptualized as a tool for attracting young people to programs which then address a range of health, welfare, and educational issues as well as “offending behavior.” Many interview participants echoed these priorities.</p>

<p>-Operation in England and Wales for over 10 years.</p> <p>At the national level, the program is funded primarily by the Home Office and is managed by the charity Catch22</p>	<p>range of private, public and third sector sources)</p> <p>.</p> <p>Key partner agencies including- statutory and voluntary sports providers; local youth justice services; social services departments, education providers; and substance misuse services.</p> <p>Provide open-access activities at times, and in areas, identified as experiencing high levels of antisocial behaviour</p> <p>Relationship strategy adopted in the programme –catalyst for mentoring relationships – The project worker valued as a mechanism through which young people could be introduced to other services, but sometimes</p>		<p>Changing environments</p> <p>Like when you do, erm, youth club events like this, it can bring people to it, but then sometimes you can bring trouble to football, if you know what I mean. Like people bring their own troubles to it and then it kicks off here, so it's not always a good idea to bring a lot of people into it to stop crime.</p> <p>When I'm like walking round here, I never walk by myself. I walk with about four with about five of them [friends] [. . .] we just start like, "oh look at that, let's climb on it", and then when we climb on it, police come round corner and then they catch us and then . . . But then, when we're walking down to t'park or something, and the [youth club is] down at t'park, we're like, "oh lets go into there", and then we're there all day, and no-one gets in trouble.</p> <p>Every time we see, erm, a riot van [Police van] we just all run [. . .] [INT: but people are still out in groups, but just run away from the police?] yeah cos it says on there, you're not allowed to hang around with a group of two or more,</p>
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Mason
(2017)

	<p>the relationship with the worker was the desired outcome and final source of support.</p> <p>Advocacy work and component in the project</p>		<p>so that means that you'll be hanging around by yourself.</p>
<p>Youth Crime Reduction and Sport Pilot Project – managed by Street Games - the Police and Crime Commissioner (PCC)</p>	<p>The main strength of the pilot projects was the strong offer that was created for young people locally.</p> <p>Adopted 'doorstep' approach for delivering the project; i.e. offered in the <i>'right place, at the right time, for the right price, in the right style and by the right people'</i>.</p> <p>Experience project leads - experienced with the Street Games doorstep approach and adopting a young-person centred approach. They had in-depth knowledge of their local context and communities</p>	<p>Limited availability of the right coach/ staff and right venue</p> <p>Difficult and resource intensive to identify and work with the partners.</p> <p>Challenges faced at the start of the project due to partners not being forthcoming or no longer operating within the locality.</p> <p>Challenge to attract youth through referral route.</p> <p>Pilot programme highlighted the complexity as not</p>	<p><i>Factors influencing the impact of the programme</i></p> <p>Young people engaged indicated they recognise that their behaviour is problematic for their community</p> <p><i>Like people like come round, like sometimes when the police come and then they expect us to like, like not, like go somewhere and do something else, but if you look around, there is nothing else to do, it's like living in an estate where there's nothing to do ... they think like you're being like proper disruptive and that, but it's just, and like we get in the way of like the kids, but we just sit down like that, because there's nothing to do, like there's nowhere to go except from the park ... there's nothing to do like.</i></p> <p>Key Characteristics</p> <p>1. Right Staff</p>

	<p>Retention of Young people in program by sport-based offer (rewarding experiences). Rewarding opportunities includes learning new skills, take part in events such as tournaments and festivals outside their local area, volunteer and opportunity to receive training and qualifications.</p> <p>Experienced coaches in both sport and with working with young people living in disadvantaged communities and who were able to create pilot projects with a clear and supportive ethos</p> <p>Project locations identified in response to local issues using the knowledge of the organisations' staff, information from local stakeholders.</p>	<p>all police authorities record 'youth-related' Anti – Social behaviour which is a requirement for the approach.</p> <p>Environmental factors (poor weather) affected the attendance of the youth in sessions.</p> <p>Youth engagement in summer is difficult as there are light nights young people may have other places, they can go.</p> <p>Community centres are shared with other members of the community who may not welcome young people into the centre</p> <p>Staff struggled to develop the partnerships with other services, including the police.</p>	<p><i>'Joe's mannerisms towards us, he's a really nice guy, always encouraging us to come down and keeps you fit, brings us together.'</i></p> <p>2. Right Young People Young people agreed with the statement 'I have met new people here' (48% agreed 'a lot')</p> <p>3. Attractive Offer Young people agreed with the statement 'I enjoy this session'</p> <p>4. Rewards and Rewarding Young people agreed with the statement 'I have had rewards for attending this session'.</p> <p>5. Clear Ethos Young people agreed with the statement 'I am treated with respect here'</p> <p>6. Personal Development Opportunities Majority of participants felt that they had learnt new things</p> <p>The End of Pilot Survey revealed that:</p>
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<p>Project engage with girls and young women by utilising the local indoor facilities such as youth and community centres.</p> <p>Projects with access to both outdoor and indoor facilities benefited from the flexibility.</p> <p>Established partnerships with other organisations and these partnerships facilitated additional opportunities for young people to engage in. And it also resulted in additional resources being levered.</p> <p>Project established the local connections to the community and hired staff who were residents.</p> <p>Projects approached the need for a combination of sports coaching skills and youth engagement skills. Ex: delivery team which included an</p>		<p>92% of young people agreed with the statement 'I enjoy this session' (87% agreed 'a lot') and 94% of young people agreed with the statement 'I would recommend this session to a friend' (82% agreed 'a lot')</p> <p>90% of young people agreed with the statement 'I can have a laugh with the coach' (73% agreed 'a lot') and 93% of young people agreed with the statement 'The coaches are firm but fair' (71% agreed 'a lot')</p> <p>91% of young people agreed with the statement 'The coach gets who I am' (69% agreed 'a lot') and 89% of young people agreed with the statement 'I can talk to the coach about things that bother me' (60% agreed 'a lot')</p> <p>85% of young people agreed with the statement 'I have met new people here' (48% agreed 'a lot')</p> <p>84% of young people agreed with the statement 'I have had rewards for attending this session' (55% agreed 'a lot') and 89% of young people agreed with the statement 'I have done extra activities because of this session' (53% agreed 'a lot')</p> <p>94% of young people agreed with the statement 'I am treated with respect here' (81% agreed 'a</p>
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	<p>'engaging' sports coach and a local youth worker who adopted different but complementary roles for working with the young people at the session.</p> <p>The ethos of the project was shared by the staff and partners involved in the planning and delivery of the project. - Shared commitment, Valued contribution by partners, youth-led, listening and responding to the needs of the young people, Modelling and supporting positive behaviour and A positive, rewarding experience using sport</p> <p>Established longer term engagement with the young person and support for volunteer development.</p>		<p>lot') and 94% of young people agreed with the statement 'I feel part of something here' (75% agreed 'a lot')</p> <p>☑ 89% of young people agreed with the statement 'I have learnt new things here' (64% agreed 'a lot') and 78% of young people agreed with the statement 'I am getting on better at school because of this session' (45% agreed 'a lot')</p> <p>☑ 93% of young people agreed with the statement 'I feel better about myself because of this session' (61% agreed 'a lot')</p> <p><i>'There's loads of people but they just don't like football ...They all smoke and so they can't play football because they get tired really easy.'</i></p>
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Meek
(2012)

<p>2nd Chance Project - Custodial programme</p>	<p>Effective partnership working is a critical feature of the success of the academy.</p> <ul style="list-style-type: none"> - Partnership working with the sporting and community organisations. - Partnership with prison staff and sports organisations and with Community Coach. <p>Identified and improved response to the resettlement needs including employment opportunities.</p> <p>Established positive working relationships between the academy participants and a network of professionals.</p> <p>Project resettlement works helped participants</p>	<p>Lack of further funding support.</p> <p>Lack of commitment from community partners and prison administrators after the project duration.</p> <p>Lack of experienced and well-qualified staff.</p> <p>Initial challenges of establishing effective channels of communication between prison staff and community organisations.</p>	<p>There were many views expressed by young people, I have mentioned one from each theme:</p> <p>Themes</p> <p>Improvements During Incarceration</p> <p>1. Managing Emotion</p> <p>‘Well, that’s made me a bit more aware about how I think and where football could take me. Doing football in here it’s taken a lot of stress off my life and working with Justin has made me see certain things in a different perspective... Like he’s made me think more in depth, he’s made me think about stuff that really touches home, I’ve kind of got a way to deal with stuff, how I can get over it.’</p> <p>‘Within the prison, rugby helped me release anger and stress cos you’re stuck on the wings and it builds up and you can just get rid of all that anger and stress and frustration.’</p> <p>‘It’s just good, it’s like you’re away from jail, it feels like you are in a different place, you’re just not concentrating on being in jail, and you just release a lot of stresses out.’</p> <p>‘It made it a lot easier, rather than just stuck in your cell watching tv’.</p>
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	<p>to reflect upon their circumstances and focus upon planning for release in a goal-directed manner.</p> <p>Developed the individual local contacts via the transition worker, which could then be utilised upon release</p> <p>The project has facilitated a unique opportunity for delivery staff and community partners to promote participation among those prisoners who can be hard to engage in other contexts.</p> <p>The initiative has enabled offenders and delivery staff to develop positive support and mentoring relationships, and has motivated individuals to take responsibility for their actions and inspire them to</p>		<p>2. The Focus of Sport</p> <p>‘I was on the first rugby academy and at the time I wasn’t really doing anything so it gave me something to focus on, something to do’.</p> <p>‘It was something I was looking forward to every day, I’d go to sleep easy, wake up knowing football is there... it’s hard to explain but it made it a lot easier cos I was actually having fun.’</p> <p>‘In prison being banged up all day is obviously going to be quite daunting so being out there and doing something you love is good and improves your fitness’.</p> <p>‘Gave me something to focus on and something to do. You realise how unfit you are and can see how you are progressing. You feel that sense of achievement and you stop eating certain foods and that’.</p> <p>3. Incentives for Good Behaviours</p> <p>Participants consistently cited the academies as motivating individual good behaviour and discipline.</p>
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	<p>generate positive aspirations for the future.</p>		<p>‘Behaviour wise, when I was first sent down I was always on basic for messing around and then the PE department, I suppose they kept me out of trouble in a way. With the academies you have to be on enhanced so you have to be well behaved and work your way up so they give you an incentive to behave’.</p> <p>‘The academy has been good. It’s kept me out of trouble since I’ve been on it, given me something to work for, given me some good chances for the future’.</p> <p>‘Gained some friends and that. Just helped me with social skills and just, I don’t know, makes you want to behave more in here’.</p> <p>‘My time in Portland wasn’t the best time, I got into a lot of trouble. But as soon as I got into the academy it’s like something sparked, I’m playing football, I love playing football and I’m playing football every day. And everything that is in my mind is being pushed aside. So once I was in the academy my behaviour started to change, you could see the change in my behaviour’.</p> <p>‘It’s great because in that situation to play football in the morning and in the afternoon every day, it’s something</p>
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			<p>you look forward to and something that keeps you on your best behaviour to stay on it as long as possible’.</p> <p>4. Improved Interactions Between Prisoners</p> <p>‘If you’re on the academy it makes you grow up and like be in a team, because you are split up on the wings, there’s like 750 prisoners, you might only knew 60 people by face, but when you’re on the academy you meet everyone else ... and it makes it a lot easier to get along with your time inside and then also just breaking down social barriers and understanding meeting people from different areas and different cities and towns’.</p> <p>5. Improved Staff-Prisoner Relations</p> <p>‘I never really thought I’d get along with on officer or have any real communication skills cos I come from gangs so the transformation for me is a bit difficult coming from a gang and being on the roads every day and to go to prison, like I never really had any intentions to speak to govs if you see what I’m trying to say. But obviously people change, thing changes and times change’.</p> <p>Preparing for the Transition from Custody to Community</p>
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			<p>6. Focusing on Resettlement</p> <p>‘It was good to actually look at what I’m doing wrong and how I can improve myself and obviously what I want, because most of my life I’ve just been basically what everyone else wants me to do. So it was basically looking at what I want to do myself and how I can take smaller steps to reach the bigger goals in my life’.</p> <p>7. Opening up Opportunity</p> <p>‘Best parts? I’d say overall getting to know people that can help, like these are opened up opportunities you know, that I never had before’.</p> <p>8. Establishing new Contacts</p> <p>Justin came and chatted and he put me in contact so I got involved with the Princes Trust now. I’ve got a mentor, he comes in and helps me and that so that’s one good thing. When I eventually get out, I’m gonna still keep in contact with Justin and that, maybe go up and see him, or Ian up in Chelsea’.</p> <p>9. Introducing Sport as a Resettlement Tool</p> <p>Several participants expressed how instilling or rekindling a passion in sport through the academies would provide an</p>
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			<p>alternative positive interest to pursue upon release which in turn would help prevent a return to offending behaviour</p> <p>It's got me back into football so, obviously, that's a good thing and it's going to help me to take up more time, isn't it, so I'm not... so when I get out, I'm not just hanging around. So I'm doing something and then not messing about'.</p> <p>'That's another thing he's sorted out for me, looking for local teams and that just to play like weekend football, just keep busy so I don't end up doing the same things, just trying to keep busy while I'm out there'.</p> <p>10. Securing Employment</p> <p>When I get out I've got a job with a football club coaching which is good, and Justin's helped me'.</p> <p>'Justin has helped me get a job for when I get out with Jamie Oliver, they have got a restaurant thing where they help prisoners, people who just got out of jail and that, they help them...so definitely looking to do that'.</p> <p>11. Reassurance and Hope</p>
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		<p>‘Keep 2nd Chance involved, if we don’t have them we don’t have much option or support when we get out, even if it is just a letter. I had a letter from Justin just saying don’t forget we’re still here. It’s good to see it and know that when you get out you’ve got someone’.</p> <p>12. The Added Value of 2nd Chance in Resettlement Provision</p> <p>‘He’s a good guy cos since I met him he’s been saying he’s going to do stuff for me and he comes through every time. I mentioned my interest about going to university and that and within about a week of saying it I had prospectuses for universities, I had lists of the courses I want to do and every university that holds it ... He puts in work for me and that’s a bonus’.</p> <p>The Resettlement Pathways</p> <p>13. Accommodation</p> <p>‘When I was in prison he was making sure that... Well, he tried to make sure that things could happen for me on the out and this is why I’m here today, because of Justin. And he spoke to my mum,</p>
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			<p>made sure my mum was up to date with what I was doing and what I'm doing now. I live with my mum. I lost my flat when I was in prison, but I put my name down on the housing list. So yeah, he's played a big part in what I'm doing'.</p> <p>14. Education, Training, Employment</p> <p>'Obviously it's good to get the qualifications and obviously that opens up doors for certain things. It opens up for higher qualifications for actual jobs so it is beneficial'.</p> <p>15. Health</p> <p>'My fitness has improved loads. When I started the Academy I did a bleep test and I was struggling and now I can get to like level 13 quite comfortably'.</p> <p>16. Finance, Benefits & Debts</p> <p>'Some of us said that when you come out its harder than expected, you got lots of money issues and whatever, but when you've done the academy you get a lot of support and one to one conversations so there's a bit of hope for you in life'.</p>
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			<p>17. Children & Families 'Justin already said that he'll help get me in contact because I've got a little girl I haven't seen for two years. I wouldn't have known how to go about doing that. If I can come out, get a job and get in contact with my daughter, obviously it's a complete opposite from when before I came to jail. I didn't have anything to do, I didn't see... My life wasn't going anywhere. Well, obviously now I met Justin, it's just kind of helped me'.</p> <p>18. Attitudes, Thinking & Behaviour 'My communication skills, before I wouldn't really talk to someone, I'd talk to someone but it would be like one word answers... now I can have a proper conversation and I'm in my comfort zone at all times</p> <p>Preventing Reoffending and Promoting Desistance 19. The importance of through-the-gate support</p> <p>' I'm confident if I ask for any type of help they will help me out, I'm confident of that, cos of the way they've spoken to me... like it just makes me feel</p>
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			<p>like if I needed something, any sort of help or advice they would give it to me, that's how I feel'.</p> <p>20. Promoting Desistance</p> <p>'Well I suppose the main thing was before I wasn't really much of a footballer really, I played football a little bit, but then I realised I was quite good in goal, and I got on to the academy and I realised I was the number one goal keeper. Since I've come out I've been playing for a couple of teams, so on the football side it's benefited me... I'm not spending time doing nothing, I'm always doing something, and like when I get back from work I'm too tired to go and make trouble or anything'.</p>
<p>1. HSBC/Outward Bound (HSBC/OB) and 2. Youth Sport Trust/BSkyB 'Living for Sport' (Sky Living For Sport)</p>	<p>Effective matching of pupil needs with the specific project objectives.</p> <p>Locating project activities outside of the 'normal' school context.</p> <p>Working closely with pupils to empower them to choose activities,</p>	<p>Lack of professional development opportunities for physical education teachers and youth sport coaches.</p>	

	<p>Establish positive relationships between project leaders / supporters (mentors) and pupils</p> <p>Careful planning in the selection and training of volunteer</p>		
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