



# Sport and Physical Activity

## 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 participation programmes are interventions designed to assess the effects of regular, organised sports activity, including “sports plus”, in which sports participation is a platform for an additional intervention, such as providing access to services, remedial education or counselling. Programmes may be targeted on children vulnerable to involvement in crime and violence (secondary interventions) or those that have already come into contact with the criminal justice system (tertiary interventions).

There are no systematic reviews of sports interventions that report effectiveness on children’s involvement in crime and violence. There are two reviews of the association between sports and anti-social behaviour and delinquency. Spruit et al. (2016) review 48 studies, finding no statistically significant correlation between participation in sports and juvenile delinquency. S nderlund et al. (2014) included three studies that examined the relationship between alcohol consumption, violence and sports participation, reporting that sports participation was significantly associated with higher frequencies of alcohol consumption and violence. But, as stated above, these are not intervention studies. Given the lack of a systematic review and meta-analysis to inform the headline estimate, the evidence rating for sports interventions is 1.

Four primary evaluations of sports interventions were assessed, three of which show a desirable impact of sports interventions:

- Spruit et al. (2018) found that attending biweekly training sessions at soccer, baseball, and basketball sports clubs reduced the likelihood of being registered as a suspect by police following participation in the programme.
- Jones and Offord (1989) found that children who participated in the sports intervention committed fewer serious antisocial behaviours, measured using police data, in comparison to the control condition.
- Meek (2012) found that offenders taking part in a sports plus programme were less likely to re-offend.
- Mason (2017) reports the effect of five sports programmes on anti-social behaviour. Whilst there is overall a positive effect, most the estimates are based on before versus after analysis. The one difference-in-difference result finds a small increase in ASBs.

Qualitative analysis of the StreetGames programme in the UK emphasises the importance of making the right ‘offer’, i.e. a programme which is attractive and accessible, and with a style suitable for the intended participants (Mason et al., 2017). Having the right staff to achieve this and build trust with participants is important.

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 the involvement of children in crime and violence.

The evaluations are of sports participation programmes in order to assess the effects of regular, organised sports activity, including sports plus, in which sports participation is a platform for an additional intervention. We are interested in the impact of sports programmes delivered in the community on youth offending, as measured by official records, self-report measures or reconviction data.

There are no high-quality systematic reviews and meta-analyses that review the effectiveness of sports participation programmes. This technical report draws on findings from two systematic reviews by Spruit et al. (2016) and Sønderslund et al. (2014), but these only review the relationship between participating in sports and behaviour and do not evaluate the effectiveness of sports intervention programmes.

Spruit et al. (2016) conducted a meta-analysis of the relationship between sports participation and juvenile delinquency. Sønderslund et al. (2014) published a systematic review of the relationship between alcohol consumption, sports participation and violence. Alcohol consumption among adolescents and young adults involved in sports was the primary focus, and it was examined as a possible mediator between sports participation and violence.

Due to the lack of systematic reviews, this technical report is also informed by four evaluations of sports interventions (i.e., Jones & Offord, 1989; Meek, 2012; Spruit et al., 2018; Mason, 2017) identified from the YEF Evidence and Gap Map and supplementary searches performed for this report. The three were selected as they all present a direct estimate of the impact of sports initiatives on offending.

## **Outcomes**

The current technical report is concerned with outcomes of involvement in crime, violence, aggression, and anti-social behaviour. Spruit et al. (2016) included studies that reported the association between sports participation and juvenile delinquency. Sønderslund et al. (2014) included studies that reported outcomes of youth aggression and/or violence and also alcohol consumption.

## **Description of interventions**

Neither of the reviews used to inform the current technical report included evaluations of sports participation programmes. Participation in sports was measured as youth who were involved in sports of their own accord. In other words, they participated in sports and were not specifically recruited into a formalised sports-based intervention programme. The study population were children in general, not those at risk of offending. The included studies in those reviews are thus at risk of selection bias.

Therefore, information on specific sports intervention programmes is informed by four evaluations (i.e., Jones & Offord, 1989; Meek, 2012; Spruit et al., 2018; Mason, 2017). There are very few primary evaluations of the effects of a sports participation programme implemented in the community on youth offending.

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 1 year). Youth did not have a choice about which sport that 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 behaviour 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 8 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 ‘2<sup>nd</sup> Chance football and rugby academy’ in an English Young Offender Institution (YOI). Our primary interest is in community-based interventions, but we have included this evaluation as the most relevant UK-based evaluation of a sports programme. The programme aimed to use a sports academy model as a way to engage youth and improve their behaviour, skills and attitudes, in order 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 with tailored resettlement support provided by a dedicated caseworker while participants were in prison and following their release to the community. 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 a dedicated caseworker. 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). The evaluation followed participants as they made the transition from custody to the community.

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 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.

### **Theory of change/presumed causal mechanisms**

In simple terms, the presumed causal mechanism in sports participation programmes is that, by participating in sports, youth will benefit from the associated positive outcomes, and therefore be protected against involvement in crime and violence.

Spruit et al. (2016) used Hirschi's (1969) social bonding theory to explain the presumed positive impact that sports participation may have on juvenile delinquency. This theory suggests that the attachment and commitment to legitimate institutions that youth experience when participating in a sports team decreases the likelihood that they will engage in crime. The presumed causal mechanism is that youth will be deterred from crime as it could jeopardize their participation in sports. There can also be an effect as pro-social behaviour is encouraged and development through engagement with rule-bound team sports.

In addition, Spruit et al. (2016) state that sports participation can reinforce prosocial beliefs and also have a diversionary effect by decreasing the amount of time and opportunities that youth have to become involved in crime, as well as protecting them from exploitation or the influence of peers who encourage anti-social behaviour, and providing a legitimate outlet for risk-taking behaviour. Sports coaches and leaders may act as either informal or formal mentors and role models, and in the former role may assist with connection to services.

Sports plus programmes may have additional effects through the plus component, for example counselling to address externalizing behaviour, remedial education increasing school engagement and performance and connection to services.

Recent research suggests that a practitioner-developed theory of change is commonplace in sports interventions implemented in criminal justice settings (Morgan et al., 2020). This complex framework emphasises the importance of initial engagement, or in other words, how youth are recruited to the intervention and get involved with the activities. Some factors that may enhance the initial engagement is the perceived popularity of the activity, accessibility, and the safety/neutrality of the environment (Morgan et al., 2020). Relationships with coaches and programme staff that are centred in trust and make participants feel valued and listened to are essential and facilitators can act as role models or mentors for youth. The sport and criminal justice theory of change conceptualised by the National Alliance of Sport for the Desistance of Crime (Morgan et al., 2020) highlight that the strength of these relationships is vital in maximising the impact of sport.

The sport activities can have positive impacts on individual development, such as, improved ambition or motivation, self-efficacy, self-esteem, resilience, and management of emotions, through providing participants with new experiences, a sense of pride and achievement, learning and practising new skills and encouraging commitment and discipline. Morgan et al. (2020) outline that participation in a sports intervention can lead to youth taking up other new activities that can have a positive impact. Overall, the intervention can lead to desistance from crime, through direct and indirect means.

## Evidence base (design of evaluations)

### *Descriptive overview*

Spruit et al. (2016) included 51 cross-sectional ( $n = 40$ ) and longitudinal studies ( $n = 8$ ) that reported on the relationship between participation in sports and delinquent behaviour. Sports interventions or participation in sports plus other interventions were excluded. Of studies that reported further information about participation in sports, the majority included team sports ( $n = 19$ ), compared to individual sports ( $n = 5$ ), and equal numbers of studies evaluated school sports ( $n = 15$ ) and out-of-school sports ( $n = 15$ ).

Sønderlund et al. (2014) reviewed 11 studies that reported on alcohol consumption in athletes (mean age = 22.4 years old) and outcomes of aggression and/or violence. Only three studies included adolescent populations and all three of these were conducted in the USA (i.e., Garry, 2000; Miller, 2006; Swahn, 2005). No meta-analysis was conducted because of the small number of studies.

### *Assessment of the strength of evidence*

There are no reviews of the effectiveness of sports participation to reduce involvement in crime or violence. An assessment of Spruit et al. (2016) and Sønderlund et al. (2014) was not done as these reviews do not report on the effectiveness of sports interventions.

## Impact

### *Summary impact measure*

There are currently no reviews of the effectiveness of sports participation interventions and therefore no summary impact measure of effects on outcomes of youth delinquency, aggression, violence or anti-social behaviour.

Spruit et al. (2016) found no statistically significant correlation between participation in sports and juvenile delinquency. Results from longitudinal studies ( $n = 8$ ) suggest that youth who were involved in sports were more likely to become delinquent ( $p < .01$ ). No further information about the length of follow-up or moderator analyses for longitudinal studies were conducted.

Overall, Spruit et al. (2016) found that the type of sport was a significant moderator of the relationship between sports participation and delinquency. Specifically, individual sports were significantly associated with higher rates of delinquency, but no significant association was found between team sports and juvenile delinquency.

The review by Spruit et al. (2016) is not indicative of the effectiveness of sports participation as a preventative strategy for juvenile delinquency. Youth were not specifically enrolled in a targeted sports-based intervention programme. There may be issues of access to sports and/or other correlated risk factors for delinquency that could explain the findings of Spruit et al. (2016).

Sønderlund et al. (2014) included three studies that examined the relationship between alcohol consumption, violence and sports participation. Garry and Morrissey (2000) found that, in a sample of 3,698 middle school students, participation in sports significantly predicted higher frequencies of alcohol consumption and higher frequencies of verbal and/or

physical aggression. Swahn and Donovan (2005) found that both the frequency and volume of alcohol consumed, and sports participation, predicted violence and aggression in a longitudinal study of 6,041 middle and high school students. Miller et al. (2006) conducted a longitudinal study of 680 adolescents involved in sports and found that “jock identity” was significantly related to violent behaviours. Alcohol consumption was only related to violence in participants with a “non-jock” identity. S nderlund et al. suggest that potential explanatory factors for the adverse relationship are the masculinity, violent social identity and antisocial norms which are associated with some sports.

Three primary evaluations of sports intervention programmes were used to inform the current technical report. These studies were identified the YEF EGM and supplementary searches for the technical report. No meta-analytical data is available, but the results suggest that the interventions were effective.

Spruit et al. (2018) found that the experimental group, who attended biweekly training sessions at soccer, baseball, and basketball sports clubs, were less likely to be registered as a suspect by police following participation in the programme. The odds ratio was 0.542 ( $p = .04$ ).

Jones and Offord (1989) found that children who participated in the sports intervention committed fewer serious antisocial behaviours, measured using police data, in comparison to the control condition. Control juveniles averaged 0.6 police charges per month before the intervention, and 1.1 after the intervention (that they did not take part in). Experimental juveniles averaged 0.8 police charges per month before the intervention, and 0.5 police charges per month after participating in the intervention. This corresponds to a ‘relative effect size’ (Farrington et al., 2007), a measure similar to an odds ratio, of 0.34.

Meek (2012) reported that 18% of the sports programme participants were reconvicted after release, compared to a 48% average reoffending rate with the prison of others released who were reconvicted within one year. These figures correspond to an odds ratio of 0.24. However, although the programme participants were all identified at the project start as medium-risk of offending, little credence can be given to this figure, as many of the participants had been released for less than one year (see later)<sup>1</sup>.

Mason (2017) reports quantitative analysis using police data on the number of anti-social behaviour incidents (ASB) for five areas. The results are shown in Table 1. In four out of the five cases, the impact is calculated as the before-versus after estimate based on the average number of ASBs in the years before and nine months after the project. Especially in the cases with very high ‘before ASBs’ then the impact may simply reflect regression to the mean rather than a project effect. Only in one case was a difference-in-difference estimate used, and this case shows a small adverse effect – though the authors note there was a sudden increase in ASBs right before the project – which is why the area was chosen - carried on at the start of the project but declined later on. Overall, Mason (2017) does not allow strong conclusions to be drawn regarding impact.

**Table 1 Impact estimate from Streetgames impact evaluation**

	Comparison	Treatment	Impact	Approach
Westy	20	12	-8	Before versus after
Bright Futures	72	42	-30	Before versus after



Telford (Cuckoo Oak)	Before: 1 After: 1.1	Before: 2.2 After: 3.8	+1.5	Difference in difference Before versus after
Newstead	0.6	0.4	-0.2	
Darnhill	5	5	0	Before versus after
Simple average	20	12	-8	

Assuming equal allocation of juveniles to experimental and control conditions (and  $n = 100$  of each), and that 25 control juveniles were offenders, an OR of 0.542 corresponds approximately to 15 experimental juveniles offending. This constitutes a relative reduction in offending of 40%. With the same assumptions, an OR of 0.34 corresponds approximately to 10 experimental juvenile offenders, which is a relative reduction in offending of 60%.

These are encouraging results and suggest that it would be useful to carry out more primary evaluations (preferably randomised controlled trials) to assess the effects of sports participation in the community on youth offending, as well as a systematic review of existing evaluation studies.

#### *Moderators and mediators*

As there are no meta-analyses of the effectiveness of sports participation programmes, there are also no reviews that report possible moderators or mediators.

Based on the reviews by Spruit et al. (2016) there are a number of mediators and moderators that should be included in future evaluations of the effectiveness of sports interventions. For example, possible moderators could include the type of sport; whether the programme involves team sports or individual sports; the amount and nature of training for coaches; and the risk status of participants.

Additionally, future reviews should examine facets of the culture and ethos of the programme and specific intervention components; e.g., formalised intervention, inclusion of other intervention activities such as social skills training alongside sports activities (sports plus), training for coaches. The relationship between programme staff and participants is a very important factor and may contribute greatly to the success or failure of a sports intervention. Future research needs to pay particular attention to this element when evaluating effectiveness. Issues such as toxic masculinity and binge drinking culture in sports could possibly impact the effectiveness of sports programmes for youth. Moreover, there is the possibility that participants in sports interventions may develop adverse side effects, such as a 'deviant sport ethic' of "win at all costs"<sup>2</sup>. It is essential that sports interventions address this in the design of the programme so any adverse outcomes can be avoided.

### **Implementation and Cost Analysis**

There are no systematic reviews of the evidence on the implementation of sports intervention programmes. However, there are several process evaluations of sports programmes implemented in England and Wales.

We present the main themes from six evaluations: (1) Barnes (2010), Catch 22, a sporting-based intervention programme for youth in trouble in Cardiff; (2) Go Well (2018): four youth projects which included sports elements operated by the Glasgow Housing Association; (3)

Kelly (2012): Positive Futures, a national sport and activity based social inclusion programme run through various programmes at local level across England and Wales; (4) Mason et al. (2017); 'StreetGames', a sports participation intervention as part of the Youth Crime Reduction and Sport Pilot Project which was implemented from 2015 to 2017 in eight areas across the UK; (5) Meek (2012): the 2nd Chance Project a sports programme for youth in a detention centre; and Standfort (2008) which evaluated two programmes: (i) HSBC/Outward Bound (HSBC/OB) and (ii) Youth Sport Trust/BSkyB 'Living for Sport' (Sky Living For Sport).

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 and a barrier if not. Likewise, for an appropriate venue. That was found to be the case here.

First, it should be noted that the intervention was well received by participants. 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. However, it should be remembered that participation is voluntary, so those who attend are those who likely have some preference for sports. It may not attract other youth, who do not have any interest in sport or who dislike physical activities and exercise (Nichols, 2007).

The qualitative evaluations identify the following themes:

Programme establishment: The programme needs to be known by referral agencies and intended participants. 'Known' means having sufficient knowledge to recognize when the programme is a good fit for a particular participant, and having confidence that it will help the participant achieve the desired goals. One programme adopted a 'doorstep approach' to encouraging participants to come to the programme. It is also 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.

The right offer: the offer is made of 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).

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 essential that the intervention is delivered in the right style (e.g., needs-based and accessible) 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.

Finally, the offer should be attractive to girls as well as boys, which affects the sports offered, the facilities available and the gender of the sports leaders.

If all these factors are in place, along with stable funding to maintain activities, then the programme should be providing an attractive offer which provides personal development opportunities and so continues to engage participants.

Positive pathways and connection to services: In order to maintain programme benefits, the programme needs to include a plan for post-programme activities. It is very important that the programme has adequately identified an appropriate way to cease the intervention in a way that is sympathetic to youth and does not exacerbate the trust/attachment that youth are likely to experience. This may include continued participation in sports activities, but also help with engagements 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.

#### *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, but few include outcomes relevant to juvenile delinquency. 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 the '2<sup>nd</sup> Chance Project football and rugby academy' that was implemented at HMP YOI Portland in England. Participants were 81 young male adult prisoners who were identified as being at medium to high 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 states that the comparable reconviction rate for other prisoners from the prison 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 released for more than one year. Fifteen others were released for at least 6 months, and 15 were released for less than six months (release duration for 2 participants was unknown). Although, being recalled to prison for a breach of licence conditions would be processed swiftly, in light of the long delays between committing a new 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 and work towards a new life after release from prison.

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

In light of the promising results of existing evaluations, further evaluations of community-based UK sports participation programmes, including comparing sports and sports plus approaches, are needed to examine the effects on delinquency outcomes. Primary evaluations should preferably be conducted using a randomised controlled trial experimental design, and include a longitudinal design as well as measuring relevant intermediate outcomes.

Also, a review of the effectiveness of sports interventions on criminal justice should be commissioned, as there is currently not enough evidence in this area.

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Study Name	Intervention	Success factors	Challenges	Young people's views
Barnes, 2010	<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 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>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</p>	<p>Young people view according to the key themes:</p> <p><b>1. Use of Spare Time</b></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><b>2. Perceptions of other young people in the area</b></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>The sports activities provides a sense of belongingness, status and value identity which might otherwise be sought in gang membership.</p>	<p>kicking a football around.</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><b>3. Education</b></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><b>4. Contribution of the arts and sport</b></p> <p>Project not only uses sport as a diversionary method from antisocial</p>
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			<p>behaviour but incorporates other activities.</p> <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><b>5. And changes in behaviour due to the programme.</b></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>
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Go Well  
(2018)

			<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>
<p>Glasgow Housing Association (GHA)- <b>Youth diversionary Projects</b></p> <p><b>Operation Reclaim (OR) – Sports Intervention-</b> Coached sporting and physical activities , plus, mentoring support for education, training and progression towards employment.</p> <p><b>Participate (P)-</b> provide individual level support for personal, social and educational development to ten 'disaffected' young people</p> <p><b>Jedworth Avenue (JA)-</b> provide individual level activities for six young offenders, including cognitive</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>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>	

Kelly  
(2012)

<p>behavioural therapy and training opportunities</p>	<p>Sustained coverage and intensity- Success in engaging large numbers of young people.</p> <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>-Operation in England and Wales for over 10 years.</p> <p>At the national level, the program is funded primarily by the Home</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 range of private, public and third sector sources)</p> <p>.</p> <p>Key partner agencies including- statutory</p>	<p>Staffing Problems</p>	<p><b>Changing People</b></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><b>Changing environments</b></p>

<p>Office and is managed by the charity Catch22</p>	<p>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 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>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>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>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>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 all police authorities record 'youth-related' Anti – Social behaviour</p>	<p><b>Factors influencing the impact of the programme</b></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><b>Key Characteristics</b></p> <p><b>1. Right Staff</b></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>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>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><b>2. Right Young People</b> Young people agreed with the statement 'I have met new people here' (48% agreed 'a lot')</p> <p><b>3. Attractive Offer</b> Young people agreed with the statement 'I enjoy this session'</p> <p><b>4. Rewards and Rewarding</b> Young people agreed with the statement 'I have had rewards for attending this session'.</p> <p><b>5. Clear Ethos</b> Young people agreed with the statement 'I am treated with respect here'</p>
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	<p>Projects approached the need for a combination of sports coaching skills and youth engagement skills. Ex: delivery team which included an ‘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><b>6. Personal Development Opportunities</b></p> <p>Majority of participants felt that they had learnt new things</p> <p>The End of Pilot Survey revealed that:</p> <ul style="list-style-type: none"> <li>☑ 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’)</li> <li>☑ 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’)</li> <li>☑ 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’)</li> </ul>
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		<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 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</p>
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Meek  
(2012)

			<p>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>
<p>2<sup>nd</sup> 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"> <li>- Partnership working with the sporting and community organisations.</li> <li>- Partnership with prison staff and sports organisations and with Community Coach.</li> </ul> <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>Dedicated resettlement support 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, and illustrative quotes from each theme are summarised here:</p> <p><b>Themes</b></p> <p><b>Improvements During Incarceration</b></p> <ol style="list-style-type: none"> <li>1. Managing Emotion</li> </ol> <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>to reflect upon their circumstances and focus upon planning for release in a goal-directed manner, with structured support both pre- and post-release.</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 generate positive aspirations for the future.</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> <p><b>2. The Focus of Sport</b></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</p>
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you love is good and improves your fitness’.

‘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’.

**3. Incentives for Good Behaviours**

Participants consistently cited the academies as motivating individual good behaviour and discipline.

‘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’.

‘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’.

'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'.

'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'.

'It's great because in that situation to play football in the morning and in the afternoon every day, it's something you look forward to and something that keeps you on your best behaviour to stay on it as long as possible'.

**4. Improved Interactions Between Prisoners**

'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'.

**5. Improved Staff-Prisoner Relations**

'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'.

**Preparing for the Transition from Custody to Community**

**6. Focusing on Resettlement**

'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'.

**7. Opening up Opportunity**

'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'.

**8. Establishing new Contacts**

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 lan up in Chelsea'.

**9. Introducing Sport as a Resettlement Tool**

		<p>Several participants expressed how instilling or rekindling a passion in sport through the academies would provide an 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><b>10. Securing Employment</b></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>
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'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'.

**11. Reassurance and Hope**

'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'.

**12. The Added Value of 2nd Chance in Resettlement Provision**

'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'.

**The Resettlement Pathways**

**13. Accommodation**

‘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, 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’.

**14. Education, Training, Employment**

‘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’.

**15. Health**



‘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’.

**16. Finance, Benefits & Debts**

‘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’.

**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><b>18. Attitudes, Thinking &amp; Behaviour</b>  ‘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><b>Preventing Reoffending and Promoting Desistance</b></p> <p><b>19. The importance of through-the-gate support</b></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 like if I needed something, any sort of help or advice they would give it to me, that’s how I feel’.</p> <p><b>20. Promoting Desistance</b></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</p>
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			<p>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><i>Standfort (2008)</i></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>Establish positive relationships between project leaders / supporters (mentors) and pupils</p> <p>Careful planning in the selection and training of volunteer</p>	<p>Lack of professional development opportunities for physical education teachers and youth sport coaches.</p>	





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