Pathways away from crime into training and employment

Hannah Crane (StreetGames)
Lindsey MacDonald (Street League)
Overview of the Session

Youth unemployment
Overview of the Session

• Point 1
• Point 2
• Point 3
• Point 4
StreetGames Volunteering Impact

81% of the volunteers had successful exit routes, with almost half going into employment!

- Into Training: 7%
- Into Education: 12%
- Job with Host: 27%
- Job with External Employer: 21%
- Continued Volunteering: 14%
3. Percentage change across all scales

This table shows the proportion of the clients included in this report who are making progress, staying the same or slipping back based on their overall Star score, i.e. an average of their scores for each scale. A 'big' increase or decrease is defined as more than one point up or down across all scales. 'No change' means an average change per scale of between −0.25 and + 0.25.

<table>
<thead>
<tr>
<th>Service</th>
<th>Big Decrease</th>
<th>Small Decrease</th>
<th>No change</th>
<th>Small Increase</th>
<th>Big Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>StreetGames</td>
<td>0 %</td>
<td>4 %</td>
<td>16 %</td>
<td>15 %</td>
<td>65 %</td>
</tr>
<tr>
<td>Star Online average</td>
<td>2 %</td>
<td>7 %</td>
<td>22 %</td>
<td>39 %</td>
<td>30 %</td>
</tr>
</tbody>
</table>
StreetGames support

• Training for deliverers:
  – Managing Challenging Behaviour
  – Mental Health First Aid
  – DCAFYAR
  – Empowering Coaching

• Training for young people:
  – Traineeships
  – Apprenticeships
Street League’s Growing Impact

- Total Participants
- Total Outcomes
- 6 Month Sustained Outcomes

![Bar chart showing the growth in participants and outcomes from Y/e Mar-14 to Y/e Mar-19.](chart.png)
It's a structural issue


‘Scarring’ effect of unemployment

- Claiming benefits
- No Barriers
- Has no prior work experience
- Comes from a workless background
- Problems with money management
- Transport issues (social mobility)
- Main carer commitments
- Alcohol dependency
- Religious barriers
- Literacy Problems
- Has dependent children
- Gang restrictions (social mobility)
- Lived in a care home
- Gang involvement
- Use of illegal substances
- Criminal record
- Lack of local job opportunities
- Lives in a hostel, residential centre or bed and Breakfast
- Homeless

Sectors: Leeds, Liverpool, Manchester, Sheffield, Tees Valley

'Scarring' effect of unemployment
Sport for Employment/Employability

Figure 1: Framework for a Programme Theory

- Inputs 1: Recruitment
- Inputs 2: Participants
- Outputs 1: Sport, sport plus and plus sport
- Outputs 2: Social relationships
- Outputs 3: Social climate
- Impacts 1
- Impacts 2
- Outcomes

(i) Assumptions
(ii) Evidence: distribution of issues
  - Phs
  - Racism
  - Sectarianism
  - Self-efficacy
  - Self-esteem
  - Lack of ambition
  - Violence/gangs
  - ‘At risk’
  - Etc

- Open access
- Self-selecting
- Open + Targeting
- Targeting

- Specially designed programmes?

- Sport
  - Mastery/Comp
  - Team/individual/partner
  - Cognitive/spatial
  - Rules/informality
- Coach
- Sport plus
  - Red card approach
  - Workshops
  - Vocational/qual
  - Volunteering
- Coach/youth worker

- Role model
- Social distance

- Coach/leader

- Sense of safety/acceptance/belonging
  - Interested/caring adults
  - Models for conventional behaviour
  - Control on deviant behaviour
  - Critical support
  - Value placed on achievement
  - Positive attitudes to future

- New peers
- Better understanding of others
- Understanding consequences
- Taking responsibility
- Confidence
- Self-worth
- Focus and direction
- Ambition
- Increased maturity
- Enhanced educ/job prospects

- Reciprocity
  - Trust

- Befriending
- Direction-setting
- Coaching
- Sponsoring

- Reduced racist attitudes behaviour
- Reduced anti-social behaviour
- Reduced gang membership
- Reduced drug taking
- Educational achievement
- Employment
Focused Discussions

- Concerns / challenges we faced
- Potential barriers you anticipate
- Group discussions
Focus 1. Recruitment
Focus 2. Programme Design
Focus 3. Progressions

• DBS Checks?
Actions to Take Forward

• Three things you’re going to do following this session

Questions?