



The Doha Declaration:
**PROMOTING A CULTURE
OF LAWFULNESS**

**LINEUP
LIVEUP**



YOUTH CRIME PREVENTION THROUGH SPORT:

**INSIGHTS FROM THE UNODC “LINE UP LIVE UP”
PILOT PROGRAMME**

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1. INTRODUCTION

The use of sport for development and peace (SDP) has grown rapidly in the 21st century, with sport being recognised as a means to contribute to the Sustainable Development Goals (SDGs) and other global priorities. This includes the use of sport-based approaches for positive youth development and to prevent and address risk factors linked to crime, violence and substance use, especially among vulnerable populations.

As part of its efforts to support the implementation of the Doha Declaration (A/RES/70/174), in 2016 the United Nations Office on Drugs and (UNODC) launched a global youth crime prevention (YCP) initiative that aims to promote sports and sport-based learning as a tool to prevent crime and to effectively build the resilience of at-risk youth. By strengthening key life and social skills and enhancing normative knowledge on risks related to crime and substance use and their consequences, the initiative seeks to positively influence behaviour and attitudes of young people and prevent anti-social and risky behaviour.

In this regard, UNODC worked with international experts to develop an evidence-informed, sport-based life skills training curriculum called Line Up Live Up to address risk factors associated with crime, violence and substance use, such as poor behavioural control, as well as to strengthen protective factors. The evidence was drawn from existing life skills programmes, including those reflected as impactful on preventing substance use as implemented in classroom settings (UNODC/WHO, 2018) and on preventing youth violence through cognitive, emotional, and social skills development (UNODC/WHO/UNDP 2014). The Line Up Live Up curriculum includes a 10-session manual and additional materials to assist coaches, trainers, youth workers and others working with young people to deliver life skills training to male and female youth aged 13 – 18 years.

In the context of the Line Up Live Up programme, “sport” is used as a generic term, “comprising sport for all, physical play, recreation, dance and organised, casual, competitive, traditional and indigenous sports and games in their diverse forms” (Kazan Action Plan, UNESCO 2017).

Youth participant in a sport festival in Kyrgyzstan in 2018





Participants in a Line Up Live Up sports festival in Kyrgyzstan in 2018

An internal assessment of the Line Up Live Up programme, piloted by UNODC in 11 countries from 2017-2019, has been conducted. The assessment is based on quantitative and qualitative data collected

from routine monitoring and evaluation (M&E) and selected process and impact assessments reports, including analysis of youth and trainer surveys, in-depth interviews, focus group discussions, observation, trainings and country reports.

This paper aims to place key findings and lessons learned from the assessment of the Line Up Live Up pilot programme in the context of relevant research on the use of sport for youth violence and crime prevention, and to provide recommendations on the effective use of sport in this context. It is anticipated that the paper will help strengthen programming and the effective integration of sport programmes in crime prevention frameworks and interventions, as well as contribute to the broader analysis of the contribution of sport to the Sustainable Development Goals and violence and crime prevention in particular.

Youth participants during the "acrobatic gym" Line Up Live Up activity in Colombia in 2019



2. SPORT AS A TOOL FOR DEVELOPMENT AND CRIME PREVENTION

Sport for Development and Peace refers to the use of sport to promote varied outcomes on and beyond the playing field. It is defined by the United Nations Sport for Development and Peace International Working Group (SDP IWG) as “the intentional use of sport, physical activity and play to attain specific development objectives in low- and middle-income countries and disadvantaged communities in high-income settings” (SDP IWG, 2008). A range of multilateral agencies, governments and civil society actors have initiated policies and projects that use sport to tackle issues beyond the playing field.

2.1. SPORT AND THE SUSTAINABLE DEVELOPMENT GOALS

Governments worldwide have made commitments to the Sustainable Development Goals (SDGs). It is important to note that the 2030 Agenda for Sustainable Development identified the role of sport as ‘an important enabler of sustainable development’, recognising “the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives” (A/RES/70/1). This marks a significant opportunity for sport to build on previous commitments by international, national and local actors to enhance the potential contribution of sport to sustainable development.

Youth in Peru playing basketball during a Line Up Live Up activity, 2019



General Assembly resolution 73/24, adopted in 2018, reaffirmed the importance of sport as an enabler of development and peace and called for greater involvement and collaboration among state and non-state actors in mainstreaming the use of sport for development and strengthening the measurement and evaluation of sport's contribution to the SDGs and other development priorities.

Sport and sport-based interventions can contribute to the achievement of a wide range of SDGs, including SDG 3 on good health and wellbeing, SDG 4 on quality education, and, of particular relevance for this paper, the violence and crime-related targets under SDG 5 on gender equality and women's empowerment, SDG 11 on sustainable and safe communities, and SDG 16 on peace, justice and strong institutions. In order to enhance the contribution of sport to SDG 11, spaces and facilities for sport and active recreation should be designed to offer safety and accessibility for all (UNODC, 2020). The use of sport to build life skills, resilience to violence

and to promote social inclusion can contribute to SDG 16, especially when sport is integrated in crime prevention policy frameworks. Sport also has the potential of addressing gender-based violence by promoting respect, teamwork and female participation and leadership roles, thereby challenging gender roles, norms and attitudes which set the ground for gender-based discrimination and violence.

2.2. YOUTH CRIME PREVENTION THROUGH SPORT

Alongside the growth of the sport for development field and its alignment to the SDGs and key global policy areas, sport has been increasingly used as a means to prevent crime, violence and substance use, especially among youth, and including within the criminal justice system to prevent recidivism

"Sport is a right for all" - basketball court in the Dominican Republic



and promote the social reintegration of offenders (Meek, 2013). Policies and programmes in this area have been designed and implemented by a range of governments and civil society actors (Cameron & MacDougall, 2000; Kelly, 2013; Sandford et al., 2006). While there is limited evidence of a causal link between participation in sport and the prevention of crime and recidivism to date (Ekholm, 2013), evidence suggests sport can be used to effectively engage youth in targeted crime prevention interventions (Mulholland, 2008). To this end, sport and sport-based programmes for the prevention of violence and crime can be effective mainly when applied as part of more holistic and comprehensive knowledge-based initiatives that target the various relevant risk factors.



Certification of Line Up Live Up graduates in Tajikistan in 2018

Crime prevention requires the promotion of inclusion and social cohesion, and sport can play a unique role in that respect by generating social capital and helping to mobilise communities and promote social inclusion and solidarity (A/CONF.234/14). Sport fosters important human values and can be used as a tool to promote, among others, respect for

rules and for others, teamwork, a sense of belonging and community, tolerance and empathy, which are important elements of youth violence and crime prevention efforts.

Various policy frameworks and guidelines on crime prevention underline the importance of youth engagement, education, skills and social development to build the resilience of young people to violence and crime, to which sport can contribute. Relevant frameworks include the United Nations Guidelines for the Prevention of Crime (ECOSOC Resolution 2002/13, Annex), which outline different approaches to crime prevention, including through social development; the United Nations Guidelines on the Prevention of Juvenile Delinquency (A/RES/45/112); and the Doha Declaration (A/RES/70/174), which stresses the fundamental role of youth participation in crime prevention efforts and the importance of holistic crime prevention efforts also through social developmental approaches.

“Sport for Youth” project run by South African NGO NICDAM, supported by UNODC grants, 2019



In 2019, the General Assembly adopted resolution 74/170 on integrating sport into youth crime prevention and criminal justice strategies, which recognises “the complementary nature of youth crime prevention and criminal justice efforts and work on sport for development and peace” and underlines the potential of sports as a tool for youth violence and crime prevention. The resolution encourages Member States to introduce and integrate sport-based activities more widely to prevent crime at all levels, promote the social reintegration of offenders and tackle recidivism. The importance of conducting robust research and monitoring and evaluation (M&E) is also highlighted in order to assess the impact of sport-based policies, programmes and projects. Further, an expert group meeting was held upon request of this resolution which analysed and compiled good practices on the integration of sport into crime prevention and criminal justice strategies (A/CONF.234/14).

Line Up Live Up pilot in Brazil in 2017



2.2.1. Evidence-informed crime prevention: research on the role of sport-based approaches to build youth resilience to crime, violence and substance use

The growing interest over the last few years in the use of sport to prevent crime, substance use, violence and delinquency has precipitated increased research in this area. Certain researchers have reported on the effectiveness of sports-based crime prevention programs (Hartmann & Depro, 2006; McMahon & Belur, 2013; Theeboom et. al, 2008) while a quasi-experimental study conducted by Spruit et. al (2016) illustrated positive effects of a sports-based crime prevention initiative on juvenile delinquency. Several advocates of sport and criminologists argue that sport diverts youth from deviant behaviour by promoting social bonds (Hirschi, 1969), relieving boredom (Schafer, 1969), and stimulating engagement in routine and structured activities (Cohen & Felson, 1979).

Despite the challenges and complexities of using sport to prevent youth crime and violence, it is clear that sport can be an effective means of engaging and empowering young people (Beeley et. Al, 2018). Sport may serve as an effective hook to engage youth on pressing issues (Zuckerman, 1991), including the use of non-sporting components (e.g. discussions; peer learning; safe space) that are relevant when addressing crime and violence. Sport can serve as an effective tool for connecting to youth culture and subcultures in society, to give a voice to youth who are considered marginalised, and it can enable education in its various forms, including the development of long-lasting relationships with other institutions in professional networks (UNODC, 2020). While it is hard to isolate the role of sport and non-sport components, it is vital that activities are accompanied by educational and learning processes, including life skills development, that have clear outcomes.

Critics argue that there are also risks associated with the use of sport, especially when initiatives prioritise the development of sport over individual and community development (Coakley, 2014; Orwell, 1945), and that sport may even stimulate delinquency through a focus on ‘winning at all costs’ prompting anti-social behaviour, including cheating, doping, match fixing and the intentional use of violence and an association with excessive alcohol use (Boardley & Kavussanu 2011; Lee et al. 2007; Orwell, 1945). In this regard, a meta-analytic review of 51 studies involving over 130,000 adolescents revealed that there is no significant evidence adolescent athletes are more or less delinquent than non-

athletes (Spruit et. al, 2015). Similarly, a global study on youth violence conducted by WHO (2015) found that structured leisure time activities, such as sport and recreation, required further research as to their effectiveness. This echoes other research suggesting that sport activities alone cannot reduce risks or increase protective factors for crime, violence and delinquent behaviour (Tappan 1949; Wong 2005), and that learning from sport activities may not automatically be transferred into other contexts in youth’s lives (A/CONF.234/14). Furthermore, participation in sports per se is not always associated with lower rates of substance use. Nevertheless, programmes where sport coaching is used as a setting to deliver personal and social skills education provide promising evidence of effectiveness on alcohol and drug use (WHO/UNODC, 2018).

Sport can therefore act as both a protective and a risk factor, including in relation to juvenile delinquency (Spruit et al, 2015) – this means that it is the manner in which sport is organised that determines its effect. As the relationship between sport and crime prevention is complex, it is important to critically reflect on sport-based approaches, including factors which influence the efficacy of such programmes.

Many factors influence whether sport enables positive outcomes (Coakley, 2011). These include: the programme climate in which activities are delivered (Whitley et. al); the type of sport (Côté & Fraser-Thomas, 2007); the coach-participant relationship (Côté & Gilbert, 2009); engagement of parents and administrators (Fredricks & Eccles,

2004); and meanings attached to sport (Guest & Schneider, 2003).

Consideration of these factors is vital. Practitioners should prioritise inclusivity and access for all, irrespective of ability, age, gender and background; and consider the type of sport; a balance between participation and competition; a gender transformative approach; and a welcoming climate and culture; appropriate norms and standards; a participatory approach (Coakley, 2011). Sufficient dosage and duration are vital (Lower, 2015), as well as creating conditions for the transfer of learnings from sport activities to life situations. Using an asset-based approach and developing the skills of youth is recommended, rather than a diversionary or deficit-based approach (Ekholm, 2013).

In addition, adopting a targeted approach is crucial when designing, delivering and evaluating programmes, as there is ‘little empirical research that provides insights

into for whom, how, and when sports-based crime prevention programs are most effective’ (Spruit et. al, 2018). This includes considering the optimal target audience (demographics), the delivery setting, means of delivery and delivery agents (e.g. coaches, teachers), and setting clear objectives linked to a theory of change (Coalter, 2010). Linked to the above, it is necessary to assess the process through which interventions occur so as to unpack the common factors, and critical components, that may enable (or hinder) intended outcomes. This should be accompanied by robust impact assessments that shed light on program effectiveness.

Despite the limits of sport, it is clear that well-designed sport-based programmes, with quality non-sporting components (Hartmann, 2003), that follow a credible theory of change (Coalter, 2010), are delivered by well-trained and competent coaches (Sanders & Raptis, 2017), that engage youth in a participatory

Awareness-raising activity organized by the National Drugs Council of the Dominican Republic in 2018

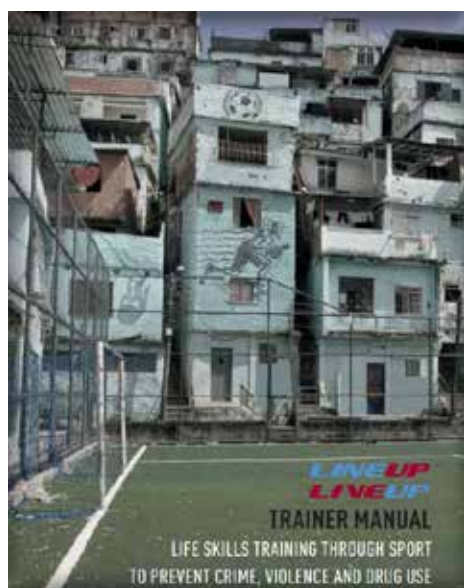


and empowering manner (Barkley et.al, 2019), and involve robust M&E processes, may enable the development of protective factors and reduction of risk factors integral to crime prevention.

2.2.2. “Line Up Live Up” programme – sport-based learning to build youth resilience to violence, crime and substance use

UNODC’s Line Up Live Up programme addresses risk factors linked to crime, violence and substance use through an evidence-informed sports-based life skills training curriculum. The programme took into account in its conception the above considerations on prerequisites for sport-based programmes to contribute to crime prevention. The Line Up Live Up methodology is informed by existing evidence-based programmes on substance use, violence and/or crime prevention and other sport

Trainer’s Manual for the Line Up Live Up programme of UNODC

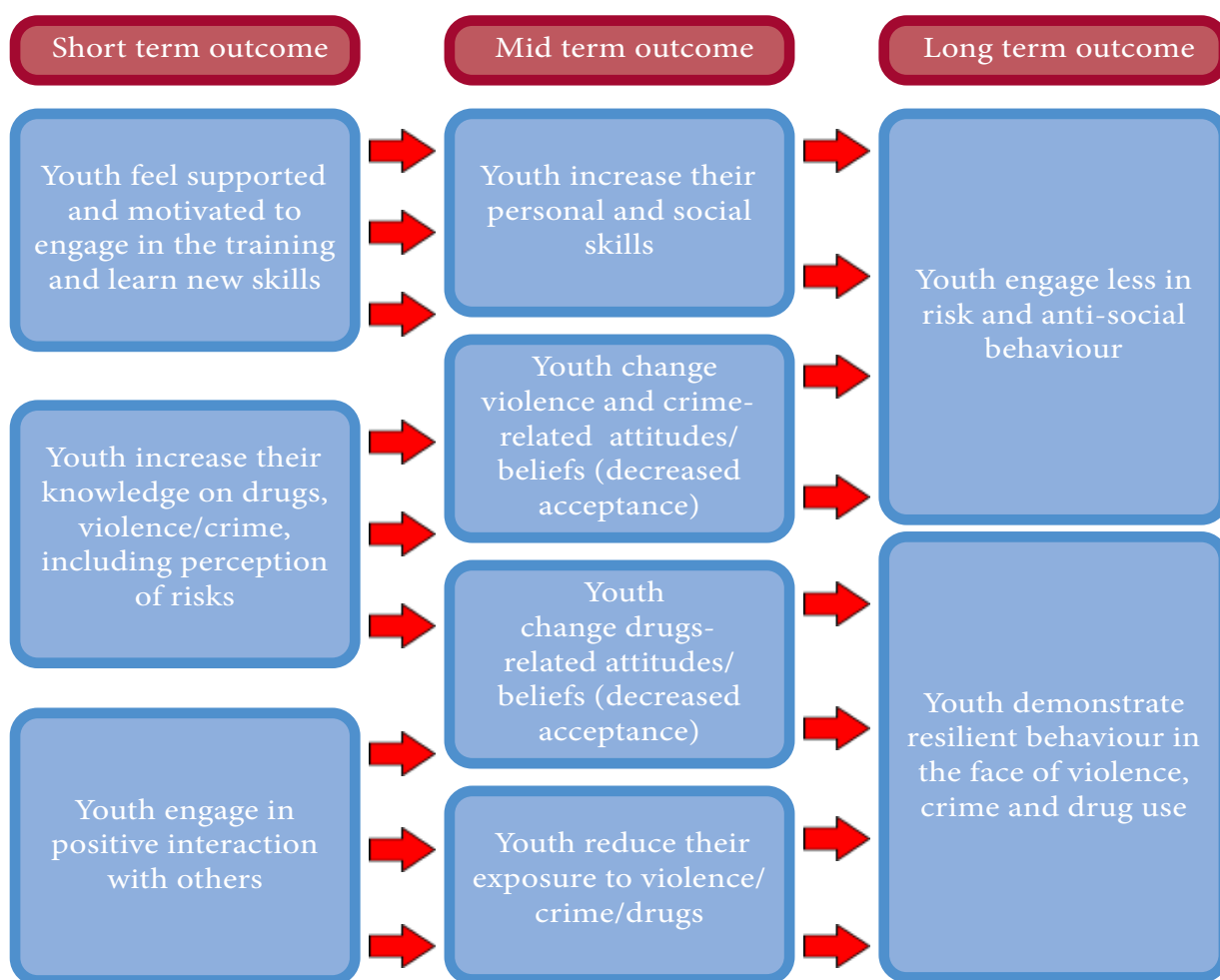


for development programmes and methodologies. In particular, the Line Up Live Up curriculum consists of 10 interactive sessions – in a user-friendly manual available in several languages – addressing targeted life skills, knowledge and attitudes among youth which act as mediating factors in building resilience to crime, violence and substance use.

The 10 sessions consist of activities based on various types of sport and physical exercise, such as ball games and acrobatics, and a set of rules that is provided to all participants. After the activity, a debriefing session is organised for participants to reflect on the experiences made during the activity and to deepen their learning around specific life skills, such as managing stress and emotions, critical thinking, and resisting negative peer pressure.

The Line Up Live Up ‘Theory of Change’ (Figure 1) centres on the assumption that through the selected training methodology and risk factors addressed, the programme will lead to short- and medium-term changes in attitudes and behaviour of young people, enabling youth to stay away from violence, crime and drugs.

The curriculum has been tested and piloted in various delivery settings (schools, community centres, sport structures, juvenile detention facilities and child institutions), reaching at-risk youth in Latin America and the Caribbean (Brazil, Colombia, Dominican Republic and Peru), Central Asia (Kyrgyzstan, Tajikistan and Uzbekistan), the Middle East (Lebanon and State of Palestine) and Africa (South Africa and Uganda).



Theory of Change of UNODC's Line Up Live Up programme

Adaptation played an important role in ensuring the programme was contextually and culturally relevant, thus enhancing ownership, acceptability as well as quality and effectiveness. Training materials were translated where relevant and adapted to the local context, the unique needs of the delivery setting and the target audience.

2.3. IMPLEMENTING LINE UP LIVE UP: INSIGHTS FROM THE PILOT PROGRAMMES

Under the Live Up, Live Up programme, coaches, trainers, youth workers and other professionals in various counties undergo a Training of Trainers (ToT) which prepares them to deliver the life skills training curriculum to male and female youth aged 13 – 18 years. From 2017-2019 and with the direct oversight and support of UNODC, 855 persons

Country	Coaches	Youth
 Brazil	114	1,146
 Colombia	31	252
 Dominican Republic	93	830
 Kyrgyzstan	98	615
 Lebanon	38	40
 State of Palestine	145	3,724
 Peru	31	416
 South Africa	151	2,957
 Tajikistan	83	1,645
 Uganda	31	645
 Uzbekistan	37	606

Table 1: List of countries where UNODC pilots the Line Up Live Up programme and number of people reached as of 1 January 2020

were trained (62% male, 38% female) to deliver the programme, with a total of 12,866 youth participating (52% male, 47% female). Key findings of the LULU programme and their intersection with the broader literature are highlighted, including issues of relevance, fidelity, quality and effectiveness, programme climate and sustainability.

Line Up Live Up participants filling in their logbooks in Brazil in 2017

From 3,490 young people who responded to the survey, 97% reported learning new skills through Line Up Live Up which they could use in their everyday lives

2.3.1. Relevance

Sport-based programmes need to be both appealing and relevant to their target audience in order to recruit and meaningfully engage beneficiaries (Vandermeerschen et al., 2013). Activities need to have popular appeal and stimulate youth interests (Green, 2008), offering a form of release or distraction (Nichols, 2007) from delinquency and anti-social behaviour. This is especially true if programmes seek to engage participants around sensitive issues such as crime, violence and drug use (Meek et al., 2012).

The Line Up Live Up programme was piloted with youth and coaches in various settings and adjusted appropriately to ensure it remains relevant and fit for





Line Up Live Up festival in Tajikistan in 2019

purpose. The programme assessment revealed that Line Up Live Up was seen as highly relevant by project beneficiaries. 92% of trainers surveyed (n=713) were extremely or very satisfied with the training received. Youth participants indicated that the programme is relevant to their needs - 97% of youth surveyed (n=3490) strongly agreed or agreed that they learnt new skills for use in everyday life. This builds on research that effective programmes need to be contextually relevant and promote individualised standards of success (Ekholm, 2013).

From the youth surveyed, 97% indicated that the training content was appropriate, respectful, engaging and relevant. The process of adaptation in country may have contributed here, echoing the recommendation from the expert group meeting on sport and crime prevention that such interventions need to be 'tailored to the local context and

the young people's interests and cultural backgrounds' (A/CONF.234/14). The assessment reiterated the importance of taking note of local tradition, social norms and culture, for example in adapting the delivery of activities around potentially sensitive issues such as alcohol use and gender roles and norms.

'The Line Up Live Up program helped us to look at life differently and this was the best what we learned in our 14-16 years.'
Youth participant, Tajikistan

Further, participation rates and motivation were high, with 95% of youth surveyed attending 7 or more sessions of the 10-session intervention. Linked



Graduates from the Line Up Live Up programme in Tajikistan in 2019

to this, an impact assessment study in South Africa found an association between number of sessions attended and gains in knowledge. This relates to broader literature around the importance of sufficient dosage as a pre-condition for effective programming, including both programme implementation and youth engagement (Lower, 2015).

The vast majority (94%) of youth surveyed indicated high levels of satisfaction with the training, including training delivery, duration and atmosphere.

Training of trainers in the Dominican Republic in 2019

2.3.2. Fidelity, Quality and Effectiveness

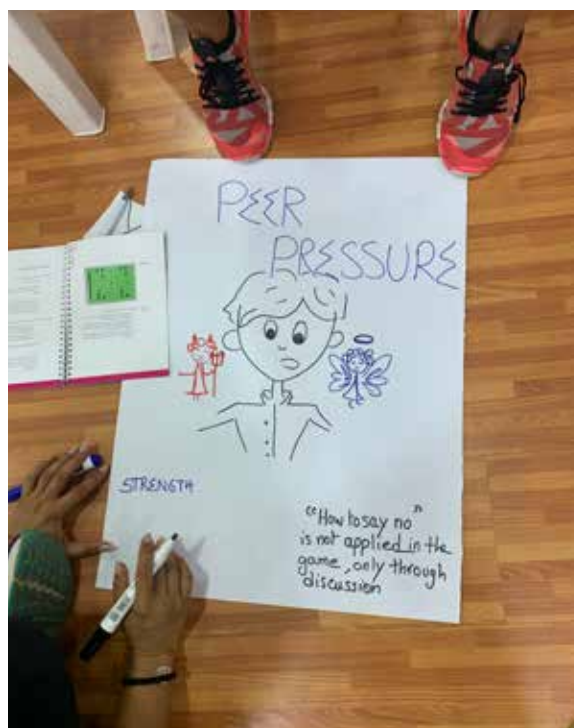
Fidelity and quality are crucial in determining whether a youth intervention is effective in meeting its intended outcomes (Durlak et al., 2010; Yohalem & Wilson-Ahlstrom, 2010). In their study of sport-based programmes Bean and Forneris (2016) found that programme quality and support significantly predicted, and related to, psychosocial outcomes. It is clear that both the content and context of programmes are important in influencing quality and effectiveness (Hodge et al., 2016). Fidelity



is relevant here as programmes are less likely to achieve behavioural (or other) outcomes if not delivered as intended (Stead et al., 2007). Some research suggests that fidelity may be more important than programme design in changing behaviour (Gottfredson et. al, 2000) though a combination of optimal programme design, implementation (fidelity, quality and effectiveness) and assessment is ideal.

The assessment of the Line Up Live Up programme revealed that despite various challenges related to the planning, implementation and assessment of the programme, including limited administrative and technical support to trainers, as well as challenges related to the broader delivery setting and context, the programme achieved short-term outcomes and selected medium term outcomes. While the challenges did affect the ability of trainers to ensure and maintain fidelity at times, which impacted programme quality and effectiveness, the promising results indicate potential for improved programming and deeper impact.

Palestinian youth conducting Line Up Live Up activities in 2018



Reflecting on life skills during a Line Up Live Up training of trainers in Lebanon in 2019

Promising results include (self) reported increases in knowledge and skills that enhance protective factors and reduce risk factors among youth. These targeted skills include self-awareness; empathy and tolerance; effective communication; interpersonal relationships; creative thinking; critical thinking; decision-making; problem-solving and coping skills. These findings were supported by process and impact assessments in South Africa and Brazil which adopted a quasi-experimental approach. The assessments showed that the programme achieved short-term outcomes, including a) youth feeling supported and motivated to engage in the programme and learn skills; b) enhanced interaction and relationships with others; and c) improved personal and pro-social life skills. It is noted that difficulties were encountered in observing statistically significant changes across various outcome areas, though the intervention and assessment

periods were short and various internal and external challenges were experienced relating to both the programme planning, delivery and assessment. The impact assessment conducted in South Africa, however, showed a statistically significant improvement among Line Up Live Up participants in perceptions of violence in the home not having to be kept secret, and in LGBTI persons being deserving of respect.

Qualitative data from trainers and youth reinforced positive quantitative findings, and even suggested that youth had made deeper changes in attitudes and/or behaviour through gaining new knowledge and skills. In several countries, for instance, stakeholder

observations and focus group discussions revealed that participating youth had considerably improved attitudes related to gender equality and gender-based violence, felt more empowered, and more knowledgeable about crime, violence and substance use. This merits further investigation as there has been no long-term study of the intervention.

Further, the assessment revealed that the provision of training and support, including mentoring, increased the knowledge and skills of trainers and allowed them to make incremental improvements. In particular, the assessment indicated the importance of investing in the sensitisation of trainers around certain topics, including gender

Table 2. Perceived change in knowledge or skills among youth participants in the Line Up Live Up programme, based on self-reported data from over 2,400 youth from the Dominican Republic, Kyrgyzstan, Lebanon, Tajikistan, Peru and Uzbekistan.

<i>Statement of knowledge or skills being evaluated in the Line Up Live Up programme</i>	<i>Area of knowledge or skills</i>	<i>% self-reported change</i>
Ability to recognize yourself – an awareness of your character	Self-awareness	+29%
Ability to understand and accept different kinds of people	Empathy and tolerance	+35%
Ability to express yourself verbally and in appropriate ways to different situations	Effective communication	+35%
Being able to initiate and maintain positive relationships with others	Interpersonal relationships	+37%
Being able to generate innovative ideas and manifest them from thought into reality	Creative thinking	+33%
Being able to think logically and apply reasoning	Critical thinking	+28%
Ability to choose the best option amongst the various alternatives in many life situations	Decision-making	+34%
Ability to analyze and weigh pros and cons of alternatives and accept responsibility for consequences of decisions with confidence	Problem-solving	+30%
Ability to deal constructively with problems that arise in your live	Coping skills	+29%



Line Up Live Up sports festival in Kyrgyzstan in 2018

equality and sexual orientation, both for their own benefit and for them to better guide discussions and improve attitudes among youth. Building the capacity of trainers is vital in enabling a programme climate that contributes to positive youth engagement (Spruit et al., 2018) and has marked benefits for the trainers too (Coalter, 2013).

*Line Up Live Up, 2017-2019:
Youth trained: 12,866
(52% male, 47% female)
Trainers trained: 855
(62% male, 38% female)*

Reaching gender parity among trainers proved challenging given, among others, the male-dominated nature of the sports sector. However, the assessment found that Line Up Live Up has done well to engage female trainers and youth participants in significant numbers, though certain actions may help to improve gender parity. This includes

being intentional about the selection of female trainers, targeting settings where girls are more likely to participate, and identifying the right partners and sports structures.

2.3.3. Programme Climate

The importance of a conducive environment for sport-based programming has been reiterated, often referred to as the programme climate (Whitley et al., 2018), moral climate (Rutten et al., 2007), caring climate (Gano-Overway et al., 2009), or motivational climate (Ntoumanis et al., 2012). The climate has an impact on programme relevance, fidelity, quality and effectiveness. The concept of “safe spaces” is particularly relevant here. Beyond the physical elements of a location, other key components that come into play when considering what makes a place safe include the trust and confidentiality that are built; the creation of an area free of discrimination, violence and “othering” of those from different ethnic, religious



Participants of the Line Up Live Up training of trainers in Colombia, 2018

and socioeconomic groups; and a place that provides room for the respectful co-creation of values, ideas and solutions through sport (UNODC, 2020).

'This program influences everyday life and my home and my life and my own family. It is very good because it teaches us how to live together and gives us a lot of knowledge. This program helped me to know and accept attitudes, and to know how to act well in various situations.'
(Youth participant, Dominican Republic)

The results of a multi-level meta-analysis (Spruit et. al, 2019) indicated that there is a significant association between the moral climate of sports and the moral behavior of young athletes. In other words, a prosocial moral climate is

related to more prosocial behavior, while an antisocial moral climate is associated with more antisocial behavior. The association was stronger for an antisocial moral climate, reflecting the need to be vigilant and ensure a positive climate during sports-based interventions.

Kohlberg's theory (1984) on the influence of group norms on moral behavior may explain this association, and may be especially relevant to adolescents, who are in a critical development phase and more susceptible to influences and pressures outside the home. It is important for interventions to be aware of, and mitigate, the risk of deviancy training in which deviant rhetoric and behaviour may reinforce antisocial behavior in at-risk peer groups (Dishion & Tipsord, 2011). Programmes such as Line Up Live Up thus need to guard against the creation of a negative group identity, which would be counterproductive in addressing crime, drugs and violence.

The intentional creation of an optimal moral climate or learning environment is



Line Up Live Up graduation ceremony in the Dominican Republic in 2020

an explicit part of Line Up Live Up and its theory of change. In the assessment, 99% of youth participants strongly agreed/agreed that they had a positive relationship with their trainer. This is a key achievement considering the importance of the coach-participant relationship in influencing outcomes, and the role a coach plays in ensuring a conducive climate (Côté & Gilbert, 2009; Hodge & Lonsdale, 2011; Morgan & Bush, 2016). As Spruit et al. (2018: 1549) articulated ‘coaches for at-risk youths should be sensitive and responsive toward developmental needs, signal and discuss problems in the development of youth, and be reflective of their own behaviours as a role model to maximise the potential of sports-based interventions.’

Furthermore, coaches reflected on their improved ability to connect with youth and engage them in vital discussions. This relates to the importance of building pedagogical capacity among coaches, as

well as the important role coaches fulfil as role models, noting that young people may learn best from persons that they can easily relate to (Beeley et. al, 2018). This is supported by Social Learning Theory, which suggests that ‘people develop stronger belief in their capabilities and

Sports activities implemented in 2019 by the Public Foundation Women Peace Bank in Kyrgyzstan supported by UNODC grants



more readily adopt modelled ways if they see models similar to themselves solve problems successfully' (Bandura, 1986).

2.3.4. Sustainability

Programme sustainability is essential to ensure appropriate approaches to development and long-term change (Lamberton, 2005). Lindsey (2008) reiterates the importance of applying sustainability principles in a coherent manner to sport for development policies and programmes. Meanwhile, Shediac-Rizkallah and Bone (1998) have identified key factors affecting sustainability, namely factors related to a) project design and implementation; b) the organisational setting; and c) the broader community environment. These factors are relevant to sport programmes tackling crime prevention.

Sustainability helps to provide clarity on the long-term value and viability of sport-based approaches (Commonwealth Secretariat, 2018) within the broader ecosystem of youth crime prevention. It also promotes efficient use of resources

and existing institutional arrangements, and strengthens local ownership. Linkages to national crime prevention frameworks, approaches and objectives, can help to drive institutionalisation of such programmes, increasing the prospect of outcomes (Ekholm, 2013).

'We really need this programme. Our youth have little to do and this helps to keep them busy after school and off the streets. We are grateful for initiatives like this in our community.'
Parent of LULU participant,
South Africa

The connection of Line Up Live Up to relevant national and local policies, plans and strategies has been evident, with various states integrating the programme into existing crime or substance use prevention frameworks and youth programmes. In Kyrgyzstan the programme has been incorporated

Group photo of participants at the Line Up Live Up Global Event in Vienna in 2020



in the training curriculum of the State Sport Academy, and is being introduced into the secondary school curriculum, enabling scalability. The programme has been influential at an institutional level, strengthening and establishing relationships within and beyond government, alliances, partnerships and intersectoral collaboration. In Peru the programme is integrated into the broader local crime prevention strategy “Safe Neighbourhoods”. Such incorporation

and creation of new partnerships to expand implementation, have increased the ability of the programme to achieve and sustain results, directly and indirectly. In addition, the programme put in place a system for its scalability within implementing countries by certifying selected trainers/coaches to act as “multipliers” who could then train additional trainers at the national or regional level, and be embedded into national institutions for greater impact.

Policy discussions between UNODC and the Ministry of Education of the Dominican Republic in 2018



3. LEVERAGING SPORT FOR VIOLENCE, CRIME AND SUBSTANCE USE PREVENTION: “LINE UP LIVE UP” LESSONS LEARNED AND RECOMMENDATIONS

Key research findings in the field of sport for development and violence, crime and substance use prevention, including findings from the Line Up Live Up programme assessment and lessons learned from its implementation, can feed into the design and implementation of sport-based interventions and inform future policy and practice on sport and youth crime prevention.

As such, the following recommendations¹ on the integration of sport in crime prevention frameworks; programme design and guidance; training and support for trainers; programme assessment and analysis; programme sustainability; and communications aim to provide guidance to enhance the use of sport and sport-based interventions to prevent crime and violence.

¹ The recommendations should be contextualised and adapted, if need be, by stakeholders to their context. It is recognised that not all recommendations are applicable to all settings and groups.



3.1. INTEGRATING SPORT IN HOLISTIC CRIME PREVENTION FRAMEWORKS

Integrating sport-based approaches into comprehensive policy frameworks can be an effective way to optimise the potential of sport for youth crime and violence prevention, and to sustain results over time. In particular, sport has the potential to contribute to a “developmental approach” to crime prevention, which focuses on a range of social, educational, health and training programmes, such as those that target at-risk children or families to provide them with support and develop resilience and social skills (ECOSOC Resolution 2002/13, Annex). Embedding sports interventions into broader policy frameworks is also in line with General Assembly resolution 74/170, which encouraged Member States to integrate sport in crime prevention and criminal justice strategies, and the UN Action Plan on SDP (2018) which



Line Up Live Up training in youth summer camps in Palestine in 2018

calls for the ‘systematic integration and mainstreaming of sport for development and peace into the development sector and into international, national and subnational development plans and policies’ as well as enhanced policy alignment and coherence. This again reinforces the need for a multi-stakeholder/agency approach, including actors active in the fields of crime prevention, criminal justice, education, health and other sectors.

Handover ceremony for refurbished sport facilities in Tajikistan in 2019



The learnings from the Line Live Up assessment reiterated the importance of positioning sport-based approaches within more comprehensive and holistic programmes, especially policies, frameworks and plans for crime and violence prevention. Recommendations for sport-based approaches include the following:

- Consider how sport-based approaches can complement existing youth violence and crime prevention policies, strategies and frameworks, working in conjunction with local stakeholders and authorities. This includes the use of sport at primary prevention levels, applying a developmental rather than a diversionary approach, and the use of sport for secondary and/or tertiary prevention².

² Primary prevention involves initiatives that address conditions of the physical and social environment that provide opportunities for or precipitated criminal behaviour; secondary prevention involves initiatives that target populations at risk, focusing on risk and resilience factors at the individual level; and tertiary prevention represents a more targeted and tailored set of interventions for those individuals already in contact or conflict with the law.

- Linked to the above, consider how sport-based interventions targeting youth can address individual, family and societal risk and protective factors of crime and enhance results also through the positive engagement of parents and other community members, positive parenting programmes and other relevant interventions.

- Considering the common risk and protective factors associated with violence, crime and substance use prevention, which are also addressed in the Line Up Live Up programme, it is recommended that the synergies with and/or related to substance use prevention policies and frameworks are explored and promoted in the context of comprehensive and holistic responses.

- Prioritise interventions in schools which serve the majority of youth (while still recognising the need for community-based interventions for out of school youth) and integrating sport-based approaches within the educational system. This includes the possibility of formalising such approaches in the

"Sports for Youth" project run by South African NGO NICDAM supported by UNODC grants



school curriculum where appropriate in order to scale and sustain results.

- Consider clear goals, objectives and targets that sport-based approaches may contribute to and ensure that sport's contribution to these goals and targets is assessed. In this vein, sport-based interventions should build upon proven approaches within crime prevention such as facilitating positive youth development, promoting tolerance, respect, social inclusion, and life skills development.
- If relevant, consider ways that sport-based approaches can be mainstreamed or incorporated into crime prevention and criminal justice strategies, based on evidence and applied theory. Similarly, consider ways in which violence and crime prevention can be embedded within the work of sporting structures and promoted through the platform of sport and associated events.
- Ensure policies and sport programmes respect human rights, are inclusive and promote the participation of all populations, especially those in more vulnerable situations (e.g. youth; women and girls; persons with disabilities; refugees, etc.), with policies to ensure safeguarding and child protection, and to prevent any other abuses.

3.2. ENHANCING PROGRAMME DESIGN OF SPORT-BASED INTERVENTIONS FOR CRIME PREVENTION

It is vital to recognise the value of non-sport components when designing and delivering sport-based crime prevention programmes, as these are just as relevant as sport activities (Hartmann, 2003). Sport based programmes in the context of crime and violence prevention should reduce emphasis on competitive elements, which may reinforce negative symptoms of sport, and promote participation and internal motivation rather than external rewards (Ekholm, 2013). Activities should be flexible and responsive to changes and challenges, and promote independence and critical thinking among youth, along with opportunities for pro-social relations and engagement (Mullholland, 2008). Activities should also consider ways in which knowledge and skills gained can be transferred beyond the intervention, with space for reflection, peer discussions, critical engagement and follow-up support.

3.2.1. Design targeted interventions considering age, sex and delivery setting

Different variables, such as gender, age, and ethnicity, influence the efficacy of programmes targeting crime prevention

(De Vries, 2016; Reynolds et al. 2001). As such, it is important for initiatives to adopt a targeted approach in order to be more effective and to enhance our limited understanding of ‘for whom sports-based crime prevention programs are most effective’ (Spruit et al., 2018: 1537).

The Line Up Live Up assessment found that adjustments in the design of interventions were needed to improve outcomes by delivery setting (e.g. schools, sport centres, community centres etc.), considering the differences in the profile of participants, resources, time availability and nature of participation, among other factors. Given this, and the broader literature, key recommendations for design include the following:

- Consider the optimal age grouping of participants and programme content, taking into account the significant differences across age segments of adolescents and young people. Programmes may need to target a narrower age cohort in certain instances (depending on programme objectives) or

consider developing different iterations for different age groups.

- Provide detailed guidance on the tailoring of sport-based activities for single sex and mixed sex groups, noting the challenges and opportunities presented by both approaches and that sport activities and/or certain settings (e.g. criminal justice settings) may be segregated by sex, while addressing certain topics may be more effective in single sex settings (or vice-versa).

Line Up Live Up reached:

12,877 youth

Male: 52,5 %

Female: 47,4%

855 trainers

Male: 61,6 %

Female: 38,4%

UNODC data as of 1 January 2020

- Develop guidance for different delivery settings (such as schools, sports clubs, and closed institutions) and target

Football tournament in Kyrgyzstan in 2018





Sport activities by Brazilian NGO Rumo Nautico supported by UNODC grants

audiences. Each setting presents unique challenges and opportunities. Schools may provide an opportunity to reach youth at scale, but there may be limited time and space available. This may be less of an issue at sport clubs, but these settings may be male-dominated and encourage competitive sport rather than acquisition of life skills. Closed institutions present unique challenges around safety, youth engagement and training needs.

- Ensure ‘no harm’ through safeguarding and protection procedures, appropriate psychosocial support and referral mechanisms, and mitigating any risks, including programmes being used as a means to negatively influence youth and lead to involvement and/or recruitment in crime and violent activities.

3.2.2. Integrate sport-based interventions in secondary and tertiary prevention programmes

The use of sport-based approaches for secondary and tertiary prevention purposes has grown and gained increased recognition. This includes the use of sport within the criminal justice system to prevent or reduce recidivism and promote social reintegration with through-the-gate wraparound services (Meek, 2012) and linking to education and employment opportunities (Meek et al., 2012). Sport and physical activity can improve physical and mental health among those at risk of offending or already in conflict with the law (Baumer & Meek, 2019), pertinent given that this population is more likely to experience poor health outcomes and associated risks (Herbert et al., 2012). In addition, there are overlaps



Line Up Live Up implementation by Ugandan NGO UYDEL in 2019

across primary, secondary and tertiary levels of prevention, especially within community and heterogeneous settings, and programmes may be adapted to suit different or mixed levels.

The Line Up Live Up programme was initially designed as a primary prevention intervention though it has been successfully adapted and piloted in child institutions and juvenile detention facilities, indicating the potential of the programme in the context of secondary and tertiary prevention and calling for additional guidance in this regard. The programme assessment found that programme design could be further tailored by age, sex, risk-level of youth and implementation setting in order to improve programme outcomes, especially for intentional use in secondary and tertiary prevention. Key recommendations for the use, and adaptation, of sport-based approaches in such settings include:

- Provide detailed guidance for adapting primary prevention programmes for use at secondary or tertiary prevention levels, considering potential opportunities and risks, and appropriate outcomes and

theory of change. This should be based on existing evidence and experience.

- Ensure sport-based approaches complement, and if possible are integrated into, existing secondary and tertiary prevention interventions, including those focused on rehabilitation. This includes the need to adopt proven methods and approaches and operate within more holistic and comprehensive rehabilitation and social reintegration programme models that are able to be sustained in the long term.
- Linked to the above, ensure specialist staff with relevant expertise and experience in working with youth at risk or in contact/conflict with the law are in charge of such programmes, with access to sport infrastructure and equipment if possible.
- Consider the fact that beneficiary groups are not homogenous and that risk levels may vary within groups, prompting the possibility of a mixed methods approach to prevention. In such settings, consider the risks and opportunities that emerge from peer interaction across levels.



“Goal for Life” project run by Sonke Gender Justice in South Africa in 2019 supported by UNODC grants

- Explore ways in which sport-based approaches can be integrated into the criminal justice system to improve the health and well-being of those in custody; enabling their ‘right to sport and physical activity’; and strengthening the criminal justice system itself, including its services and relations with the broader community. Sport programmes can promote rehabilitation and social reintegration of offenders (and thus prevent recidivism), including providing pathways to education, employment and training.

3.2.3. Adapt programme materials and delivery to the local context to ensure relevance and build ownership

Research indicates the need to adapt programmes to local contexts and involve local stakeholders in planning, design, delivery and assessment (Ekholm, 2013; Barkley et al., 2019). This includes engaging parents and community members, as well as youth and trainers

themselves, in the adaptation process.

The Line Up Live Up programme assessment validated the importance of adapting and translating programme tools in conjunction with local partners and experts with buy-in from authorities, and the need for the regular review of the materials during the project cycle. Key recommendations include:

- Engage local stakeholders in a participatory manner, including beneficiaries, by providing user friendly feedback mechanisms that can input directly into programme adaptation processes.
- Translate and adapt programme materials to the relevant context with local partners, and review them periodically based on feedback from trainers, youth and other stakeholders.
- Linked to the above, utilise regular M&E and feedback loops, to review and consider adjustments to certain sessions, activities or materials that trainers and/or youth identified as challenging.



Line Up Live Up training of trainers in Lebanon in 2019

3.2.4. Provide follow up support and continuous engagement to sustain results

It is clear that sport-based programmes alone cannot solve deep-seated issues such as crime, violence and substance abuse (Coakley, 2002; Coalter, 2013). The need to ensure linkages and referrals between such programmes and broader initiatives, and linked pathways for continued engagement, is vital in order to achieve and sustain programme results (Ekholm, 2013). This reiterates the need for a multi-agency approach that involves partnerships, collaboration and support.

The assessment of the Line Up Live Up programme similarly revealed the importance of cooperation, consultation and mutually beneficial partnerships, including linking the programme to more holistic strategies

with a view to institutionalisation. Key recommendations include the following:

- Establish and strengthen linkages and referral mechanisms to and from sport-based crime prevention initiatives, positioning such initiatives (where possible) within more holistic youth development programmes, increasing the sustainability and scalability of such initiatives.
- Provide pathways for participants and trainers to remain positively engaged following the intervention including developing platforms such as clubs, networks, and alumni groups.
- Provide parents and community members with the opportunity to provide input into the programme design, materials and delivery, including ways they can support such initiatives.

3.3. ENHANCING CAPACITY FOR PROGRAMME DELIVERY

The trainer has a vital role to play in creating a programme climate that promotes positive youth development, laying foundations for a quality and effective intervention (Coakley, 2011). Trainers are role models to whom youth can relate (Bandura, 1986), and may act as a ‘caring adult’ in their lives. The need for qualified and competent trainers that are able to effectively engage and empower young people is widely seen as critical and needs to be prioritised by

organisations (Côté & Gilbert, 2009). The assessment also illustrated the need to strengthen regular support and mentoring for trainers to encourage and enable trainers to plan and organise their sessions optimally to ensure fidelity and effectiveness. As broader research suggests, it is vital to invest in capacity building for trainers in order for them to deliver programmes effectively and to promote their own development (Coalter, 2013).

'Constant support provided by mentors was very useful as it was the first time when we applied new methods. Mentors assisted [us] to understand the lesson structure and shared their constructive feedback on our performance through regular visits which helped us to improve our teaching.' Coaches, Tajikistan

3.3.1. Strengthening training and mentoring support for trainers

The Line Up Live Up assessment indicated the need for quality training and support, including optimal selection of trainers, targeted training activities and ongoing support to strengthen the capacity of trainers, and innovative means of improving teaching and learning. Key recommendations include:

- Work closely with partners in selecting suitable trainers and develop selection criteria, considering educational back-

ground, work experience and training and communication skills, as well as gender of trainers to aim for gender balance and to advance gender equality.



"Sport for Life" project, run by Oasis Foundation in Kyrgyzstan, supported by UNODC grants in 2019

- Customise capacity building activities for trainers depending on their needs and profile, recognising that sport-based programmes are delivered by a variety of persons, including sport coaches, teachers, community workers, social workers and crime prevention specialists etc.
- Strengthen the use of experiential learning techniques and practical activities within trainings, providing space to receive feedback and ask questions, and stimulating critical thinking for a more effective appropriation of concepts.
- Explore innovative ways to conduct trainings, including the use of technology as a learning and teaching aid. Consider offering in-person support to trainers as well as remote digital support as required.
- Consider pairing sport coaches and trainers with educational and social experts, to deliver sessions with



Youth in an archery facility in Tajikistan refurbished with UNODC support, in 2019

an optimal blend of expertise and experience. The person profiles required for such a pairing will differ depending on the setting, target audience and programme objectives.

- Consider the consistent introduction of incentives to motivate trainers and youth to ensure programme completion and quality, with a focus on fidelity, efficiency and effectiveness. Such incentives could include additional training opportunities and opportunities for professional development.
- Strengthen support for trainers following the training of trainers, including dedicated mentoring support to trainers, regular support visits and feedback mechanisms.

3.4. SUPPORTING PROGRAMME ASSESSMENT

As there is not yet definitive evidence on the exact relationship between sport and crime prevention (Ekholm, 2013), it remains critical for programmes to be assessed regularly and rigorously. This includes developing clear theories of change and logical frameworks that articulate how and why change is expected to occur through activities, accounting for risks and assumptions (Nichols, 1997), and being ‘explicit about what in the chosen sporting activities could lead to prevention outcomes’ (A/CONF.234/14). Greater analysis of the role of sport itself in such programmes is merited as there are differing views on whether sport has unique or inherent attributes to tackle crime prevention (Coakley, 2002; Ekholm, 2013). This reinforces the need to assess process, in addition to impact.

3.4.1. Strengthening monitoring and evaluation for evidence-based programming

3,490 young participants in UNODC's Line Up Live Up programme piloted in 11 countries completed a survey on their experiences with the programme and the skills learned.

There remains limited robust evidence around the efficacy of sport-based approaches to crime prevention (Spruit et al., 2018; Coakley, 2002), though promising practices and outcomes have been observed. Improved research and M&E are important in analysing the relationship between sport and crime prevention outcomes (Spruit et al., 2015). Experts agree that building the capacity of actors to conduct routine monitoring, rigorous research and evaluation is thus paramount (A/CONF.234/14).



Collecting feedback from Line Up Live Up participants in Peru in 2019

The Line Up Live Up assessment illustrated the need to conduct M&E and assessments regularly and rigorously to identify factors that enable or inhibit intended outcomes – informing programme adjustments. For this to be realised, sufficient internal capacity, administrative support and planning

processes must be in place. Linked to this, data collection tools should be fit for purpose, while data quality, triangulation of data and knowledge management are important. Recommendations include:

- Support efforts, where needed, to increase capacity of implementing partners to monitor and evaluate the activities, including applying and understanding a programme theory of change.
- Ensure staff are trained on data collection tools, maintaining a balance between simple and robust tools that capture data accurately and reliably, and are tailored to the relevant context. Use validated data collection tools and sources (e.g. existing scales on self-efficacy) if possible.
- Ensure vigilance related to data quality, verification, storage, ethics and confidentiality.
- Ensure the collection and use of quantitative data in addition to qualitative self-reported data, as this may enable a more balanced and triangulated assessment of programme impact.
- Conduct both process and impact assessments where possible and encourage analysis of the factors that influence programme efficacy, including the role of sport itself.

3.4.2. Comparing and analysing M&E data to assess programme efficacy

Comparing programme efficacy across certain variables may shed light on when, where and for whom interventions are



Handover of sports equipment to UNRWA schools in Palestine, 2019

most effective (Spruit et al., 2018). Such analysis may assist with understanding how programmes serve specific groups and functions in specific settings, informing any adjustments in the theory of change, design and target groups, as well as broader outcomes. Recommendations include:

- Prioritise data collection and analysis by the following factors: delivery setting; youth by age and age grouping; sex; attendance ratios; and single sex vs. mixed sex delivery of sessions.
- Track and analyse youth referrals and linkages to and from interventions, providing a means for further youth engagement, and appropriate psychosocial and other support if needed.
- Measure outcomes for those delivering sport-based programmes, including outcomes beyond the intervention (e.g. employability), reflecting on this as an important part of such initiatives.

- Ensure regular data collection from parents and community members, all with a view to better understand the broader effects of programmes on youth, trainers and local communities.

3.5. ENSURING SUSTAINABILITY OF SPORT-BASED INTERVENTIONS IN THE CONTEXT OF CRIME PREVENTION

Sustainability of programmes is crucial to ensure medium- and long-term outcomes are possible, and that initiatives are able to contribute to broader plans, policies and frameworks – this is a key challenge facing sport for development approaches (Lindsey, 2008). As previously mentioned, key considerations include the design and delivery of programmes; the organisational setting; and the broader environment, including the immediate community and wider political and economic setting (Shediak-Rizkallah & Bone, 1998).

The Line Up Live Up assessment highlighted the importance of intentional programme design and delivery (see above) and engagement with state partners to promote ownership, leadership and support for the programme. The alignment, integration and ideally institutionalisation of sport-based interventions within existing initiatives

and arrangements is recommended to achieve and sustain outcomes. The building of local capacity and adaptation by authorities remain paramount, along with the need for a multi-agency approach. Careful consideration is merited of ways to integrate such programmes into crime prevention and criminal justice strategies. Key recommendations include:



Youth festival in the Dominican Republic in 2020

- Ensure continued engagement with, and buy-in from, state partners and other stakeholders to strengthen ownership of the programme, take appropriate leadership and provide suitable support for planning, coordination and administration. This includes strengthening the engagement of families and communities, who can help support programme messaging.

- Support institutionalisation of programmes by aligning and integrating into existing initiatives. This provides clarity on roles and responsibilities (institutional arrangements) and may lead to a more efficient use of existing resources, trained staff, infrastructure, pathways and linkages.

- Continue the adaptation of training materials to relevant setting(s), noting implementation guidance and ensuring that adaptation does not compromise programme fidelity and quality.

3.6. RAISING AWARENESS ON THE USE OF SPORT FOR CRIME PREVENTION

Research highlights the need for interventions to adopt a strength-based approach (Ekholm, 2013), encourage positive interaction and ensure that at risk groups are empowered rather than stigmatised. Raising awareness through broader platforms and events assists in building a multi-stakeholder approach (A/CONF.234/14) involving actors from the sport, crime prevention and youth development fields. The Line Up Live Up assessment identified key recommendations on the use of media, branding and messaging that would avoid stigmatization, strengthen youth ownership and engagement during and after the programme, as well as

increase programme visibility. Key recommendations include:

- Harness the media for positive messaging and mitigate any stigma by describing initiatives in an empowering manner rather than as programmes to prevent crime among deviant youth.
- Consider aligning programmes to broader platforms or events linked to violence and crime prevention, sport and development, related national public holidays and significant events.
- Linked to the above, use such platforms to promote the potential of sport for crime prevention and engage a broader range of stakeholders who may benefit from sport-based programmes.
- Consider appropriate platforms and communities of practice, at national, regional and/or global levels, to share experiences, practices, research and learning on such programmes.



Youth participants during the “acrobatic gym” Line Up Live Up activity in Kyrgyzstan in 2018

Line Up Live Up training by the NGO UYDEL in Uganda in 2019



4. CONCLUSION

While sport alone cannot tackle crime prevention, it is recognised that sport-based approaches may offer an effective means of engaging youth in a meaningful way and building life skills that enhance protective factors and reduce risk factors linked to crime, violence and substance use. The use of sport to promote positive outcomes has been increasingly recognised in policy frameworks, including the recent General Assembly resolution 74/170 on integrating sport into youth crime prevention and criminal justice strategies. A growing array of actors engaged in sport-based prevention programmes, as well as a growing body of evidence, highlight key factors that affect the efficacy of sport-based approaches to youth crime prevention.

In this light, the assessment of the UNODC-led Line Up Live Up programme produced key findings that reinforce the potential of sport to play a role in developmental crime prevention. Findings include the need to prioritise programme relevance, fidelity, quality and effectiveness, and a positive programme climate. This underpins insights from broader sport for development and crime prevention research that identify key features and approaches that influence programme effectiveness and sustainability.

The assessment produced various lessons and recommendations, reinforced by broader literature and other policies and programmes, relating to the field of youth crime prevention through sport. These recommendations include the need to consider ways of integrating sport-based approaches in crime prevention policies and strategies, while ensuring policies are inclusive and equitable and mitigate against harm. The intentional design of programmes is vital, including the need to consider the optimal target audience, levels of prevention (primary, secondary and tertiary prevention), diverse delivery settings, the risk profile of participants, and appropriate content and approaches based on sex, age and other variables. Further, activities should be locally tailored and relevant, include critical non-sporting components, focus on building competencies and reinforce cooperation above competition.

Local ownership is crucial to ensuring programmes are fit for purpose while mechanisms for continued support and

Youth playing basketball in Uganda 2018





Line Up Live Up activities with youth in Peru in 2019

engagement may help achieve and sustain outcomes. Increasing capacity for programme delivery is critical, with recommendations on optimal training and support for implementing staff. The need to ensure regular and robust programme assessment is highlighted, including the need to build M&E capacity within organisations; collect, compare and analyse high quality data; conduct process and impact studies; and assess factors, including the role of sport, that impact the efficacy of programmes.

Programme sustainability is critical, including the need for local ownership, leadership and support, as well as contextualisation and adaptation of programmes by local authorities. Further embedding such initiatives within broader policies and programmes increases sustainability and scalability. Finally, it is useful to consider how such programmes are positioned and communicated, with a view to increasing awareness and buy-in for sport-based approaches. It is clear that sport-based programmes can be further optimised with a view to playing a greater role in advancing youth crime prevention.

Moving forward, and guided by the above recommendations and lessons learned, UNODC envisages to expand its work on the use of sport to reduce crime, violence and substance use. This includes providing capacity building on the use of sport for the prevention of violent extremism, based on the Technical Guide on Preventing Violent Extremism through Sport (UNODC, 2020); developing guidance on the use of sport in prison or juvenile facilities to prevent recidivism, and strengthening partnerships with sports organizations to safeguard sport participants from violence and crime in the sports sector.

Awareness-raising event during the Commission on Crime Prevention and Criminal Justice in Vienna, Austria, in 2017



ANNEX

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