

An Evaluation of the Ballyrunners Programme: Determining the Social and Economic Value of the Programme and the Factors that Contribute to its Success.

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**Abstract**

**Objective:**

The purpose of the present study was to explore the factors which contribute to the success and efficacy of the Ballyrunners programme, which aims to assist early school leavers in accessing further training and employment in addition to targeting a variety of issues such as substance abuse and juvenile offending. Social Return on Investment Analysis (SROI) was also used to calculate the social and economic value of the programme.

**Method:**

Semi-structured one to one interviews were conducted with the programme participants, the programme co-ordinators and the Gardaί in order to explore the impact of the course from three different perspectives. The interviews were then analysed using thematic analysis. An SROI analysis was also carried out with the help and input of the training providers.

**Results**

Four overarching themes were identified and explored: the needs and obstacles of the group, the factors which contributed to the decision to join the Ballyrunners, the approaches and interventions used, and the outcomes and benefits of the programme. Each of these themes were discussed in relation to their influence on the overall success of the programme. The SROI analysis revealed a social return calculation of €6.74 for every €1 invested.

**Conclusion**

The Ballyrunners programme was shown to be a highly effective intervention for early school leavers both in terms of the positive impact it has on the lives of participants and the rate of social and economic value it produces.

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Chapter 1: Introduction.

**1.1 Early School Leavers**

While the numbers of early school leavers in Ireland has declined in recent years, figures from the latest census show that one in ten 18 to 24 year olds in Ireland were classified as "early school leavers" with no more than lower secondary level education or below (Central Statistics Office, 2011b). These reports are troubling given that a low level of educational attainment has been shown to have long-term negative consequences for the individual, their family and society as a whole. In fact early school leaving has been linked to poorer outcomes in a number of areas such as earning potential (Rouse, 2005), employment prospects (Central Statistics Office, 2011c), mental health (Kaplan, Damphousse & Kaplan, 1994) and increased dependence on social welfare and supports (Waldfogel, Garﬁnkel, & Kelly, 2005).

The issue has understandably received a great deal of attention with much of the research focusing on the factors which contribute to or predict early school leaving. Numerous contributory factors have been identified over the years with current studies suggesting that early school leaving occurs as a result of a long multi-dimensional process of disengagment. Furthermore researchers believe that dropping out of school does not occur as a result of a single factor in isolation such as poverty, but rather as a consequence of a number of inter-related risk factors (Jimerson, Egeland, Sroufe & Carlson, 2000).

According to many researchers this process is influenced by both individual risk factors such as student engagement and academic ability, as well as institutional or contextual factors such as school, peers and neighbourhood (Rumberger, 2001). Family factors have also been found to have a considerable impact on educational attainment, being perhaps the most influential element of all. In particular issues such as a lack of parental involvement in education, poor quality care-giving and supervision and a permissive style of parenting appear to have a negative impact on educational attainment and school completion (Jimerson, Egeland, Sroufe & Carlson, 2000).

**1.2 Early school leaving and Low-socioeconomic Status.**

Current research also suggests that low socio-economic status can adversely affect educational attainment, with higher rates of early school leaving among individuals from disadvantaged backgrounds (Jimerson, Egeland, Sroufe & Carlson, 2000). In fact, Crane (1991) found that early school leaving was considerably more likely in neighbourhoods in which the majority of adults held positions that were non-professional, non-managerial and low earning. The influence of socio-economic status is particularly relevant to the current study given the fact that the programme is located in Ballymun, a suburb in North Dublin, which has a long history of economic deprivation and hardship. These young people must therefore not only contend with the problems associated with early school leaving but also with the difficulties related to poverty and their environment.

There has been a plethora of research conducted over the years on the risk factors and problems associated with low-socioeconomic status (SES) and disadvantaged neighbourhoods, particularly with regard to its impact on the successful development of young people. In fact, research has shown that poverty and deprivation impacts upon almost every area of development (Bradley & Corwyn, 2002), having adverse effects on factors such as levels of educational attainment (Jimerson, Egeland, Sroufe & Carlson, 2000), physical and mental health (Goodman, 1999) and social development (Brooks-Gunn & Duncan, 1997).

There have been a number of theories suggested to explain how low SES and disadvantaged neighbourhoods adversely impact upon the successful development of children and young people. For example, Jencks and Mayer (1990) proposed taxonomy of theories relating to neighbourhood influences, firstly "collective socialisation" whereby a young person's attitudes and behaviours are shaped by the role models and group norms that are present in their neighbourhood. This occurs as a result of the combined effect of the social cohesion (e.g., shared values in the community) and informal social control, that is, the level of supervision of youth by adults in the community. Collective socialisation has been strongly linked to levels of victimisation, violence and homicide (Sampson, Raudenbush, & Earls, 1997). Further examples of theories which explain neighbourhood effects include "competition" theories in which individuals vie for resources and "relative deprivation" theories which suggest that individuals value themselves and their circumstances based on those around them. Jencks and Mayer (1990) also discuss "institutional models" which proffer that neighbourhood effects are in fact caused by institutions such as schools and peers and finally "epidemic" theories which suggest that social groups and peer influences contribute to the development and proliferation of certain behaviours.

While there is still some disagreement over which of these theories best describes neighbourhood effects, it is very evident that an effect is present, particularly considering that children that come from backgrounds of poverty and disadvantage are twice as likely to leave school early, as those from middle income backgrounds and five times more likely to leave school, as those from high income families (National Center for Education Statistics, 1998). By leaving school early these young people also deny themselves the opportunity to access the third level education and skilled employment which would inevitably enable them to earn more and extricate themselves from poverty. This consequently exposes them to alternative problematic lifestyles at a younger age and puts them at an increased risk of unemployment (Central Statistics Office, 2011c), substance abuse (Green and Ensminger, [2006](http://link.springer.com.eproxy.ucd.ie/article/10.1007/s10567-007-0023-7/fulltext.html#CR37)) and crime (O'Mahony, 1997).

**1.3 Early school leavers and Unemployment in Ireland**

While the decision to leave school may be the best option for some young people, for others it can unfortunately further exacerbate the problems they face. Having a lower level of education for example, places them at a significant labour market disadvantage and at an increased risk of unemployment, which consequently reaffirms their position in the lower SES group and perpetuates their economic hardship.

With the passing of the Celtic Tiger and the current recession, unemployment has increased by over 250% since 2005 (Central Statistics office, 2011c). Young people are among the most vulnerable during periods of economic decline and early school leavers are typically the most severely affected. This is understandable given the fact that these young people are competing for jobs in a labour market in which 24% of 25-64 year olds have a Leaving Certificate and 38% have a third level qualification (Central Statistics office, 2011b). In fact recent figures show that 42% of early school leavers aged between the ages of 18 and 24 were unemployed in 2011 compared to just 21% of their peers (Central Statistics Office, 2011c). In addition to this, the negative economic climate has also resulted in cuts to funding, staff and services in almost every area of the government, meaning that there is substantially less resources available to support these young people when they need it most. This inevitably results in the majority of these young people becoming unemployed and therefore dependent on the state for extended periods of time.

**1.4 Early school leavers and criminal activity**

Unemployment is not the only issue facing early school leavers however, with current research also indicating a link between early school leaving and criminality. In fact, LeCompte & Dworkin (1991) found that 82% of those serving prison terms were early school leavers. Similar results were found in an Irish study which revealed that 80% of the inmates of Mountjoy prison left school before the age of 16 (O'Mahony, 1997). As with many of the other issues discussed above however, offending behaviour is a multi-dimensional problem with a variety of contributory factors such as personal factors, family and peer influences, as well as educational attitudes, attendance and attainment.

In addition to this, studies have shown that a relationship exists between a low level of educational attainment and drug use, with over 50% of drugs users who were seeking treatment in Ireland in 1996 having left school before the senior cycle (Moran, O'Brien & Duff, 1997). It is difficult however to determine the causal direction of this relationship, with some research in the area reporting evidence which indicates that early drug use is a strong predictor of early school leaving (Fergusson, Horwood & Beautrais, 2003) even after controlling for covariates and confounding variables (Lynskey, Coffey, Degenhardt, Carlin & Patton, 2003). Other evidence suggests however, that the relationship operates in the opposite direction with early school leaving being cited as a risk factor for drug abuse in later life (Green and Ensminger, [2006](http://link.springer.com.eproxy.ucd.ie/article/10.1007/s10567-007-0023-7/fulltext.html#CR37)).

Similarly with regard to alcohol abuse, some studies conclude that early school leaving is a risk factor for alcohol abuse in later life (Crum, Ensminger, Ro & McCord, 1998), while others provide evidence which suggests that early alcohol abuse may be a contributory factor in school dropout. Ellickson, Bui, Bell, & McGuigan (1998) however reported reduced effects for Black and Asian teenagers when covariates such as family backgrounds were controlled for. Moreover, further studies also reported the possible impact of mediating factors such as the quality of parental care and peer associations (Wichstrøm, [1998](http://link.springer.com.eproxy.ucd.ie/article/10.1007/s10567-007-0023-7/fulltext.html#CR62)). A number of theories have been suggested to explain the link between substance abuse and early school leaving for example, some researchers suggesting that the link can be explained by a drug-induced 'amotivational syndrome' which results in poor memory and concentration (Lynskey & Hall, 2000). Other theories suggest that the link can be explained by the social context in which substance abuse occurs, that is, in the presence of delinquent peers who typically have little appreciation of conventional values such as educational attainment, encouraging instead, the adoption of adult roles and behaviours (Lynskey & Hall, 2000). Overall there is a very apparent link between substance abuse and early school leaving, both of which may have an adverse impact on the mental, physical and social and emotional well-being of the individual.

**1.5 Early school leaving and social and emotional development and well-being.**

Adolecence is a key stage in biological, psychological and social and emotional development which is influenced by a variety of personal and environmental factors. During adolescence school constitutes a very prominent part of a young person's life presenting a variety of challenges and opportunities which can have a significant impact on development, particularly on concepts such as self-esteem and self-efficacy. As such, making the decision to leave school early can therefore impact greatly upon an individual's well-being and can lead to numerous difficulties in later life such as unemployment, drug use, offending and low self esteem.

This may occur for a variety of reasons for example the negative stigma surrounding early school leaving may adversely affect an individual's self worth and self-esteem. Early school leavers may also enter the labour market at an earlier age and as a result may struggle to cope with the level of responsibility and maturity that is expected of them. In addition to this, early school leavers are no longer able to rely on social supports such as peers and teachers which help them to cope with life (Kaplan, 1983).

Research in the area also supports the premise that mental health and well-being are negatively affected as a result of early school leaving particularly with regard to coping and anxiety and mood related conditions such as depression, even after controlling for factors such as prior psychological difficulties (Kaplan, Damphousse & Kaplan, 1994). Indeed it is also possible that some degree of the association between early school leaving and substance abuse may be attributed to a maladjusted coping mechanism used to deal with issues such as low-self esteem and depression. This is another area of difficulty for early school leavers that must be addressed in order for them to develop and progress successfully.

**1.6 Addressing the needs of early school leavers.**

While there is an abundance of research on the difficulties and issues encountered by early school leavers, there is relatively little research which provides an insight into the most effective intervention strategies. According to Rumberger (2001) in order to address the multiple issues which contribute to early school leaving it is necessary to design programmes with a flexible, non-judgemental approach and a broad focus, while also paying attention to the individual needs of the person. According to the National Dropout Prevention Center at Clemson University and a review of intervention programmes for early school leavers, the programmes which demonstrated the most success placed their focus on the development of caring environments and relationships and included features such as career guidance, opportunities for decision-making, community involvement and mentoring (Schargel & Smink, 2001; Lehr, Hanson, Sinclair, & Christenson, 2003).

Similar suggestions have also been made in relation to intervention programmes which target juvenile offending and recidivism, with researchers advocating a mulit-dimensional responsive approach which includes features such as restitution and psychosocial interventions ([Cocozza, Veysey, Chapin, Dembo, Walters, & Farina, 2005](http://www.sciencedirect.com.eproxy.ucd.ie/science/article/pii/S0272735811001814?np=y" \l "bb0075); Dembo, Wareham, Poythress, Cook, & Schmeidler, 2007). These types of approaches are evident in the Ballyrunners programme, an initiative that is aimed at early school leavers and that is run through the Ballymun Job Centre in North Dublin. The Ballyrunners has over the past four years achieved a great deal of success in supporting these young people to address many of the issues outlined above, that is, a lack of educational attainment, unemployment, substance abuse, psychosocial dysfunction and offending behaviour. This programme, which has proven to be highly successful, is the subject of the present study.

**1.7 The Present Study.**

Overall it is evident from the literature that early school leaving is associated with a number of issues such as such as unemployment, crime, substance abuse and a decreased sense of well-being. While some of these issues such as substance abuse or low self-esteem may have been a contributory factor in the decision to drop out of school rather than a consequence, these issues continue to be a problem and are possibly exacerbated further by early school leaving. It is necessary to therefore address each of these issues in order to promote healthy development in these young people and to assist them in accessing further education and employment.

**1.8 Ballymun - an area of social and economic disadvantage**

The current study was carried out in Ballymun, an area which is widely accepted as one of the most economically and socially disadvantaged areas in North Dublin. It has a long history of poverty and disadvantage as well as high rates of crime and substance abuse. The level of educational attainment in Ballymun is also below the national average and in the wake of the recent recession, unemployment figures are at an all time high of 44%, more than twice the national average of 19%. (Central Statistics Office, 2011a). In addition to this, Ballymun experiences a very high rate of early school leaving with approximately 50% of young people leaving school before the Senior Cycle (Ryan, 2004).

**1.9 The Ballymun Job Centre and the Ballyrunners Programme.**

The Ballymun Job Centre is a charitable organisation in the North Dublin suburb of Ballymun that is dedicated to supporting the local community to obtain the skills and knowledge necessary to make a successful transition into the labour market. Unfortunately however these vital services are at breaking point as a result of the recession and the subsequent surge in unemployment, making it even more difficult for the people of the local community to access the help and support they need when they need it most.

The Ballyrunners programme endeavours to address this problem by providing help and support to the young people of the local community. The programme is aimed primarily at early school leavers with the intention of enabling them to access further education and employment. In addition to this the programmes also address a variety of issues such as young offending, substance abuse and low self-esteem and in doing so, removes a number of the barriers which have been preventing these young people from progressing successfully in their lives. All of this is achieved through the use of the Gaisce or President's award which encourages young people aged between 16 and 25 to pursue goals relating to personal development, by completing challenges in four areas; community involvement, physical recreation, personal skills and an adventure journey. The second main component of the course is a Further Education and Training Awards Council (FETAC) qualification in health and fitness, which is a qualification from the Irish awarding body for further education and training.

Over the past four years in which the programme has been in operation it has proven to be highly successful with the vast majority of participants progressing on to further training and employment whilst reporting significant decreases in substance abuse and offending behaviour. Thus far however the programme has not undergone any form of systematic evaluation and the organisers have only anecdotal evidence of its success. It is the aim of the current study therefore to carry out just such an evaluation by means of one-to-one interviews with the relevant stakeholders using a technique known as Appreciative Inquiry and a Social Return on Investment (SROI) analysis in order to establish the social and economic value of the programme.

Appreciative Inquiry is a method of interviewing that encourages an individual to recall a positive experience they have had in the past and to discuss the emotions that they experienced at that time (Cooperrider & Whitney, 1999; Holman, Devane & Cady, 2007). It was envisaged that the use of this technique, which evokes positive emotions in the interviewee and which places emphasis on successful experiences and strengths, would encourage interviewees to focus on the aspects of the course which enabled them to thrive and which contributed to the overall success of the programme. SROI analysis is another aspect of the research which is used to evaluate services or interventions, by assigning a financial proxy or monetary value to social and economic gains. This value can then be communicated to funders in terms of a social return calculation which is a ratio which states, for example, that €3 of social value is derived from every €1 invested.

The present study will implement all of the aforementioned techniques in order to answer the following questions:

*Research Questions:*

1. What are the main components which contribute to the success of the Ballyrunners programme?
2. Are there any aspects of the programme which may benefit from further consideration or development?
3. Which elements of the programme have an impact on substance abuse and offending?
4. What is the social and economic value of the programme and what is the likely return on an investment?

Chapter 2: Methodology

**2.1 Research Design**

The Ballyrunners is a programme which is run through the Ballymun Job centre (BJC) in North Dublin. The main aim of the Ballymun job Centre is to provide its clients with the training and support necessary to access further education and employment. This is achieved by means of a variety of innovative techniques and programmes, all of which are influenced by the client-centred ethos of the organisation. The Ballyrunners programme is one of the Centres more recent programmes which is aimed primarily at young offenders and early school leavers between the ages of 16 to 25. It was developed by the Ballymun Job Centre in co-operation with a number of services and agencies such as the probation services and the Equal Youth Partnership. The purpose of the programme is to provide these young people with the skills and support necessary to overcome the numerous obstacles they face such as unemployment, substance abuse and a low level of educational attainment, in order that they may access further education and employment. The course consists of a number of components, firstly the Gaisce or Presidents award which focuses on personal development and skills attainment. The second main component is the FETAC qualification in sport which corresponds to the physical recreational element of the Gaisce. As part of their health and fitness training, the Ballyrunners also take part in a charity Fun Run or mini marathon in the Phoenix park.

Over the past four years the Ballyrunners has had a significant degree of success. Both the programme co-ordinators and the participants themselves report benefits such as decreased drug use, desistance, increased motivation, increased self-confidence and a renewed interest in further education and training. It is the intention of the current study to evaluate and explore the factors which contribute to the success of the programme and to provide an estimate of the social and economic value of the programme.

*Stage 1: Interviews*

One-to-one semi-structured interviews (See Appendix 4) were conducted with each of three stakeholder groups, the Ballyrunners, the programme co-ordinators and the Gardaί, in order to explore the benefits and impact of the programme from three different perspectives. These particular groups were chosen as they are all very involved in the programme and are very aware of the processes and outcomes involved. Each interview commenced using a technique known as Appreciative Inquiry which encouraged the participants to recall a positive experience they had and to relate the emotions that they experienced at that time (Cooperrider & Whitney, 1999; Holman, Devane & Cady, 2007). This type of affirmative approach was also adopted during the design of the interview schedules (see Appendix 3). The topics chosen for use in the interviews focused on the highlights of the course as well as the positive outcomes and successes and suggestions for improvement.

*Stage 2: Social Return on Investment Analysis: The MOTIVES tool.*

A Social Return on Investment (SROI) analysis (Nicholls, Lawlor, Neitzert & Goodspeed, 2009) was also carried out, with the help of the programme co-ordinators and an SROI practitioner (see Appendix 5). This was calculated for the programme participants only as to complete a full SROI analysis would require a time commitment and a level of skill which is beyond the scope of this study. The MOTIVES tool was also used as part of this analysis to calculate the approximate social value of the Ballyrunners programme in terms of the impact it has for the Ballymun Job Centre. Unfortunately, it was not possible to include a copy of the MOTIVES tool due to copyright issues however, the MOTIVES report is included the appendices (see Appendix 7).

**2.2 Participants**

*Stage 1: Interviews*

All of the participants of the Ballyrunners programme were early school leavers aged between 16 and 25. Many of these young people also have a history of criminal convictions and drug abuse. Forty one individuals, thirty males and eleven females have completed the Ballyrunners over the four years it has been in operation. The current sample consisted of ten past members of the Ballyrunners programme, of which eight were male and two were female. The current study therefore includes a good representative sample of almost 25% of all Ballyrunners. In addition to this, the ratio of those interviewed in the current study was 4:1, males to females, which is similar to the ratio of approximately 3:1, males to females, who have completed the course in the last four years. Details of these participants and their current educational and employment status can be seen in Table 2.2 below.

Recruitment of the Ballyrunners was carried out by the programme co-ordinators, who contacted members from each of the four years (2009, 2010, 2011 and 2012) and invited them to take part in the current study. All of those who were approached had completed the programme and were over 18 years of age at the time of interview. The two Ballyrunners programme co-ordinators, a career guidance officer and a probation officer, both of whom are currently employed in services in Ballymun, were also interviewed. In addition to this, a community Garda who had been involved with the Ballyrunners in 2012 was also asked to participate.

Table 1.

*Participant information relating to year of completion, gender and status.*

|  |  |  |  |
| --- | --- | --- | --- |
| Participant number | Year of Completion | Gender | Current status |
| 1 | 2012 | Male | Pursuing further education. |
| 2 | 2009 | Male | Completed further education/seeking employment. |
| 3 | 2010 | Male | Pursuing further education. |
| 4 | 2011 | Male | In the process of applying to further education. |
| 5 | 2012 | Male | In full-time training. |
| 6 | 2012 | Male | In full-time training. |
| 7 | 2012 | Male | Pursuing further education. |
| 8 | 2011 | Female | In the process of applying to further education. |
| 9 | 2012 | Male | Seeking employment. |
| 10 | 2010 | Female | In full-time employment. |

*Stage 2: Social Return on Investment Analysis and The MOTIVES tool*.

The SROI analysis was completed using the Garda statistics and the information obtained during the interviews with the three stakeholder groups. This was done with the help of the programme coordinators and an SROI practitioner at the Ballymun Job Centre.

Six participants were randomly selected from the Ballyrunners group and asked to complete the Measuring Organisational Training: Illustrating Value, Economic and Social (MOTIVES) tool following their interview. A manager at the Ballymun Job Centre (BJC) who is involved in the programme also completed the employers/trainers version of the MOTIVES tool on behalf of the BJC.

**2.3 Materials**

*Stage 1: Interviews*

Three interview schedules were created, with questions which were relevant for each of three groups, the Ballyrunners, the programme co-ordinators and a community Garda (see Appendix 3). Each interview schedule contained questions designed to explore the successful aspects of the programme and more specifically the interventions used and the various benefits and outcomes.

*Stage 2: Social Return on Investment Analysis: The MOTIVES tool.*

The MOTIVES tool was developed as part of an EU Transfer of Innovation Project which was funded by the EU LifeLong Learning Programme. The Ballymun Job Centre granted permission to the researcher to use the MOTIVES tool in the current study, to calculate the social and economic value of the Ballyrunners programme as part of the SROI analysis. Unfortunately, it is not possible to include a copy of the MOTIVES tool due to copyright issues, however the MOTIVES report is included in Appendix 7. The MOTIVES tool is a questionnaire which provides an estimate of the economic and social value of a particular training intervention. This tool enables employers and training providers to evaluate those outcomes which are difficult to measure objectively, such as increased self-esteem and an increased sense of competency.

The MOTIVES questionnaire offers a list of possible outcomes which may have occurred as a result of training, such as "an increase in my self-confidence" and "an increase in my eagerness to learn". Participants are asked to choose five areas from a possible twelve, which have been most affected as a result of the training provided. They must then use a series of Likert scales to provide an indication of the degree of change in each area and how much of that change they would attribute to the training. There are two versions of the MOTIVES tool, one which is relevant to the employees/trainees and a second version for employers/trainers.

**2.4 Ethical Considerations**

The current study was approved by the Taught Masters Research Ethics Committee of UCD School of Psychology in January 2013 (TMREC-PSY- see Appendix 1 for copy of approval email).

All of the potential programme participants and the community Garda were initially contacted by the programme co-ordinators and informed as to the nature and purpose of the research. They were approached in this way, as they may have felt under pressure to take part in the study if they had been contacted directly by the researcher. Those who were willing to take part and who gave permission for their contact details to be shared, were then contacted by the researcher to discuss the study further.

It is also possible however, that the participants may also have felt under pressure to take part in the study, when invited to do so by the programme co-ordinators. The researcher therefore emphasised the fact that participation was voluntary and that they could withdraw from the study at any point up until the data analysis was carried out.

All of the participants were also informed that their names and any other identifying information would be omitted from the transcripts. They were also assured that their interview recordings would be stored securely and would only be accessed by the researcher

and their college supervisor. They were also informed of their right to withdraw at any stage of the study up until data analysis was carried out.

**2.5 Procedure**

*Stage 1: Interviews*

The researcher was asked to carry out an evaluation of the Ballyrunners programme and to explore the factors contributing to its success by the Ballymun Job Centre. Having secured ethical approval, a list of potential participants was drawn up by the programme co-ordinators. These individuals were then approached by telephone, by the programme co-ordinators and informed as to the purposes of the research. They were then asked if they were willing to participate and if they would permit the researcher to contact them to discuss the study further. The researcher then contacted each of the participants by phone to provide them with further details of the study and to arrange times and dates for interviews. At this point the researcher also reminded the participants, that their involvement was entirely voluntary.

Interview schedules (See Appendix 3) were then created for each of the three groups, the Ballyrunners, the programme co-ordinators and the community Garda, in order to explore the various roles and perspectives. The questions were designed based on a review of the research and on information obtained from the programme co-ordinators about the course. The principles of Appreciative Inquiry (AI) were also used and each interview began with a series of questions such as "can you tell me about a time with the Ballyrunners which was a real high point for you, when you felt enthusiastic and full of energy?"and "what was it about that event that made it such a high point?".

One-to-one semi-structured interviews were then conducted and recorded using audio recording equipment. The interviews were largely conducted in an interview room in the Ballymun Job Centre, with two of the participants being interviewed in educational training centres in the Ballymun area. The Community Garda was also interviewed in an interview room in a local Garda station. At the start of each interview the participants were provided with an information sheet (see Appendix 1) and were reminded that their involvement was voluntary and that their identity would remain confidential. They were also informed that all identifying information would be removed from the interviews during transcription and data would only be accessible to the researcher and their supervisor. The participants were then provided with a consent form (Appendix 2) which was read to them as some participants were known to have literacy issues. Interviews were then transcribed verbatim (see Appendix 4) and analysed using thematic analysis.

*Stage 2: Social Return on Investment Analysis: The MOTIVES tool.*

Six participants who completed the Ballyrunners programme were randomly selected from the interview group and also asked to complete the MOTIVES tool following their interview. A paper copy of the MOTIVES tool was completed, with the interviewer present throughout to answer any questions. A manger at the Ballymun Job Centre who is involved in the Ballyrunners programme also completed the employer/trainer version of the MOTIVES tool on behalf of the BJC. The completed questionnaires which were identified using numbers only were then given to a member of staff at the Ballymun Job Centre to be scored using the MOTIVES computer scoring programme. The completed MOTIVES questionnaires were scored by a member of staff in the Ballymun job Centre, due to training and confidentiality restrictions, using a computer scoring programme. A report on the results of the MOTIVES tool was then emailed to the researcher for inclusion in the SROI analysis (see Appendix 7).

**2.6 Analysis**

*Stage 1.Qualitative analysis*

Thematic analysis was carried out, using the methods described by Braun and Clarke (2006), to identify the factors which contribute to the success of the programme and those which may potentially lead to problems in the future. Each recording was transcribed verbatim and checked for any inaccuracies. An inductive approach was adopted in order to explore the data and extract the relevant themes in a very comprehensive way. These themes were then coded and grouped into overarching themes and the relevant extracts were identified and collated. At this point the themes were reviewed to check for coherence and consistency and to ensure that each theme was distinct. They were then refined further and a number of themes were collapsed into larger themes. The most demonstrative quotes were then chosen for inclusion in the written report.

*Credibility checks*

Inter-rater reliability was carried out to check the credibility of the analysis. A second rater independently analysed two randomly selected interviews using the coding frame developed by the researcher. The codes were then compared and the percentage agreement was calculated at 87.5%.

*Stage 2. Social Return on Investment Analysis*

The SROI analysis (Nicholls, Lawlor, Neitzert & Goodspeed, 2009) was carried out with the help of the programme co-ordinators and under the supervision of an SROI practitioner in the Ballymun Job Centre. All details were entered into an SROI excel sheet which was obtained from the SROI practitioner. The SROI ratio was calculated for only one of the stakeholder groups, the programme participants, as a full SROI analysis takes a substantial amount of time and is beyond the scope of the current study. This SROI ratio is therefore only an approximate value and is only intended as an example of the potential value of the programme.

The MOTIVES questionnaires were analysed using the MOTIVES computer programme and the resulting report was emailed to the researcher by the staff at the BJC for inclusion in the SROI analysis.

Chapter 3: Findings

**3.1 Contents .**

The following chapter will include two major elements, firstly 'Qualitative Findings' which explores the programme from the perspectives of the stakeholders and identifies a number themes which relate to the needs and obstacles of the programme participants, their reasons for joining, the approaches and interventions used and the outcomes and benefits derived from the programme. The second part, the 'Social Return on Investment Report provides details of the social and economic value of the programme through the use of a social return calculation. These two elements combined provide a comprehensive picture of the features of the programme which contribute to its success and the value of the programme in terms of the benefits gained by the participants and by the organisations involved.

**3.2 Qualitative Findings**

**Data Management and qualitative analysis.**

Each of the interviews conducted were recorded using audio recording equipment. The transcripts were then checked for accuracy and analysed using thematic analysis, as described in the Methodology section (see Chapter 2).

**Data presentation.**

Three different stakeholder groups, the participants, the co-ordinators and the Gardaί, were interviewed in other to provide an insight into the course from as many perspectives as possible. It became apparent however during the data analysis stage that these three groups were very much in agreement with regard to the needs of the young people and the processes and outcomes involved. It therefore was decided that as each of the groups confirmed and substantiated the opinions of the others, the information provided would not be outlined separately according to stakeholder groups but would be presented together in the tables below. Furthermore, as there were a numerous important themes identified and as the word count is limited only the most demonstrative quotes will be used to communicate the findings with additional supporting quotes provided in the tables.

**Themes and Subthemes**

The four overarching themes which were identified are:

(a) The Needs and Obstacles of the Group,

(b) The Factors which Contributed to the Decision to join the Ballyrunners,

(c) The Interventions and Approaches Used and

(d) The Outcomes and Benefits of the programme.

These themes, which are outlined in the tables below, are made up of a number of categories and subthemes which provide a more detailed account of the factors and processes which make the Ballyrunners programme such a successful intervention.

1. **The Needs and** **Obstacles of the group**.

One of the primary themes (see Table 1) which was discovered in the data relates to the grave situation in which many of the participants had found themselves prior to commencing the course and the various needs and obstacles they faced, *"life was just, kind of like stagnate and I had kind of gotten a lot of doors shut in my face, so it really felt as if, that I was going to go nowhere, that I was going to be stuck. On the dole forever, y'know" (P2).* This extract suggests feelings of despair almost as well as an absence of hope or direction. This is consistent with current research which indicates that early school leaving can have a negative impact on well-being and can contribute to anxiety and depression (Kaplan, Damphousse & Kaplan, 1994).

The circumstances which resulted in these young people finding themselves in this situation was further explored by one of the coordinators , *"for a lot them, they've been out of school for so long, that it's hard for them to go back to get Junior Certs, get Leaving Certs or even sometimes to do Youth reach, to the CTC'c because they don't have the discipline to do 5 days a week or whatever even four or five hours a day or even to study" (C2).* This highlights how far removed from education the participants are as a well as some of the obstacles they face in returning to education (see Table 1).

Not least of these obstacles is substance abuse (see Table 1) which according to the coordinators is at a very high level among the participants when they enter the course first and which considerably hinders their development or progression, *"a lot of them will do drugs, take tablets and smoke weed [cannabis] , but they don't see weed as a harmful drug. Most people don't actually but it is an extremely harmful drug, it completely de-motivates you, some of them do actually end up paranoid. That I see on a day to day basis, I'm not talking about the stuff you read and I know that this has impeded them really from moving on in their life"(C1).* Numerous studies have also highlighted the connection between early school leaving and a higher level of drug use (Fergusson, Horwood & Beautrais, 2003; Green and Ensminger, [2006](http://link.springer.com.eproxy.ucd.ie/article/10.1007/s10567-007-0023-7/fulltext.html#CR37)), although opinions still vary on the direction of causality.

In addition to this, many of these young people became involved in crime (see table 1), "*I was just, like I ended up getting involved with the wrong people and committing crime and I ended up in a position I didn't wan'a be in and that's not really me, that's not who I really am, I really want to further me life and go somewhere" (P7).* It is clear that this individual found himself in a difficult situation from which he was very eager to extricate himself. The Ballyrunners programme provides a vital lifeline in these circumstances, enabling these young people to desist from crime and improve their lives. The link between early school disengagement and delinquency is well documented with a number of studies concluding that dropping out was a predictor for future deliquency( Jajoura, 1993) while others suggest that early school leaving itself is not predictive of delinquency but rather the factors which contribue to school drop out are predictors (Sweeten, Bushway & Paternoster, 2009).

Furthermore and as a result of the aforementioned problematic behaviours, these young people often receive a lot of negative attention from the Gardaί (see Table 1), for example, one participant said, *"I was in prison as well, so they don't stop hassling me" (P6).*

One further need which was highlighted by one of the coordinators relates to personal growth (see Table 1). Paradoxically the very attributes which these are young people need to develop in order to succeed in education or training are those which are provided as part of many training courses, *"they do need life skills, they need personal development and there isn't, because there are modules but they're often tied up in education or training and they just can't get to a place where they're comfortable to do that"(C2).* The Ballyrunners however bridges this gap by providing these young people with the support they need to address the aforementioned issues and progress on to further education. Recent research supports this approach with studies showing that personal development interventions can have a positive impact on various factors such as life satisfaction and optimism. (Gomes & Marques, 2013).

It is clear that these young people struggle with a variety of obstacles and unmet needs, such as a lack of educational attainment, substance abuse issues, offending behaviour, a need for personal growth and negative relationships with the Gardai, which prevent them from developing and progressing successfully in their lives. The recognition of these needs by the coordinators is a crucial feature, which enables them to understand how best to structure the programme and to support these young people to make changes in their lives.

Table 2

*The Needs and Obstacles of the Group.*

|  |  |
| --- | --- |
| **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Early School Leavers with poor prospects** | **P2:** life was just, kind of like stagnate and I had kind of gotten a lot of doors shut in my face, so it really felt as if, that I was going to go nowhere, that I was going to be stuck. On the dole forever, y'know  **C1:** my other clients, my other early school leavers are very difficult to get into training, so even to convince them it's hard, but to convince this cohort of young people, it's so difficult it's unbelievable. |
| **Substance abuse** | **C1:** a lot of them will do drugs, take tablets and smoke weed [cannabis] , but they don't see weed as a harmful drug. Most people don't actually but it is an extremely harmful drug, it completely de-motivates you, some of them do actually end up paranoid. That I see on a day to day basis, I'm not talking about the stuff you read and I know that this has impeded them really from moving on in their life. |
| **Young Offenders** | **P7:** I was just, like I ended up getting involved with the wrong people and committing crime and I ended up in a position I didn't wan'a be in and that's not really me, that's not who I really am, I really want to further me life and go somewhere. |
| **Negative attention from/interactions with the Gardaί** | **P6:** I was in prison as well, so they don't stop hassling me.  **C2:** up until now, their only contact with the Gards has been pulled in on drug searches or being arrested or being asked to move on, so whether or not they're actually in trouble, they only perceive the Gards as somebody who puts an end to their fun or who provokes them. |
| **The need for personal growth and development** | **C2:** they do need life skills, they need personal development and there isn't, because there are modules but they're often tied up in education or training and they just can't get to a place where they're comfortable to do that. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2*

1. **The Factors which contributed to the decision to join the Ballyrunners (Readiness for Change).**

There were a number of reasons why the participants first joined the Ballyrunners (see Table 2), these ranged from feelings of readiness or the need for change to probation and community service. Readiness for change (see Table 2) was one factor which was not only mentioned by a number of participants but was also confirmed as a key feature by the Garda who likened the change to a *"switch"* (G1) which is flipped in the minds of these young people leaving them both ready and willing to make changes in their lives. The importance of treatment readiness in the successful rehabilitation of young offenders has been highlighted by a number of studies, many of which cite it as a key component (Ward, Day, Howells & Birgden, 2004).

In addition to this the community Garda also suggested that a number of the other factors such as 'New Responsibilities' (see Table 2), which contribute to the decision to join the programme may also contribute to an individual's readiness and willingness to change, *"**I can only guess that a lot of them have reached an age where they're sick of getting in trouble with the law, they might have em, fathered children and they might be seeing their responsibilities and seeing how it's not very fruitful to be getting involved in this petty crime, that it's not profitable" (G1).* This connection was further highlighted by one participant who said *"after losing me ma, I've lot of responsibility like, I've, I'm only 24, I've me own house and bills to pay. Like I can't, I need to get meself a career like, to pay them bills" (P4).*

It appears some individuals may also have been open to joining the course and to changing their lives as a result of their desire to desist from crime *"I was in jail I was, before Ballyrunners. That's why, when I got out of jail I got straight into a course to keep me head down, I copped on a bit you know" (P6).* A number of other participants became involved as a result of the crimes they had previously committed through probation and community service (see Table 2). This was not court-mandated however and the vast majority of these young people chose to continue to engage with the programme even after their probation or community service was complete, "*originally it was just for court it started off, but now it's nothing, it's not about that at all; it's about meself, y'know" (P7).* It appears that in these incidences the programme may have been a contributory factor in these young people's readiness for change.

Readiness for change, new responsibilites, probation/community service and the desire to desist from crime were all cited by the participants as factors which contributed to the decision to join the Ballyrunners and influenced their readiness for change.

Table 3.

*The Factors Which Contributed to the Decision to Join the Ballyrunners (Readiness for change).*

|  |  |
| --- | --- |
| **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Readiness for change** | **P4:** I was kind of gettin' to the stage where I like, 'I have to do something with me life, with meself, you know that kind of way. But I didn't know where to start and [co-ordinator1] suggested the Ballyrunners like, so that's where, I'll do that and see how I get on.  **G1:** something has to turn on in their heads or a switch has to be flipped in their heads, in their own heads and it's up to them to say 'aw I'm sick of this'. They must be willing to change themselves |
| **New Responsibilities** | **P7:** Yeah like me ma has passed away and all, so it's just me girlfriend and I have a kid and I've another kid on the way. So I have to do it for them basically, I can't be carrying on the way I am, I just want to get a job, hopefully I'll be able to get me own mortgage, get a family, get a house for them and just make sure they're looked after. That's all I wan'a do.  **G1:** I can only guess that a lot of them have reached an age where they're sick of getting in trouble with the law, they might have em, fathered children and they might be seeing their responsibilities and seeing how it's not very fruitful to be getting involved in this petty crime, that it's not profitable. |
| **Probation/community service** | **P5:** I got kicked out of school, but I had a load of charge sheets and all and I had community service and all to do so that's why I was doing the Ballyrunners  **P7:** originally it was just for court, it started off, but now it's nothing, it's not about that at all; it's about meself, y'know. |
| **Desistance** | P6: I was in jail I was, before Ballyrunners. That's why, when I got out of jail I got straight into a course to keep me head down, I copped on a bit you know. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2*

1. **The Interventions and Approaches Used.**

The second theme relates to the interventions implemented by the coordinators and their approach to the programme and to the young people. This theme is ultimately at the heart of the issue, as 'how' the programme was implemented is crucial in determining 'why' the programme was so successful and will therefore be discussed in greater detail. There are five categories of subthemes within this theme:

1. Designing the programme in accordance with the needs of the participants.
2. The Impact of Support and Relationships within the Group and with the Coordinators.
3. Focusing on Changing Attitudes.
4. Focusing on Lifestyle Changes.
5. Focusing on Personal Growth.
6. **Designing the programme in accordance with the needs of the participants.**

Both the participant and co-ordinator stakeholder groups (see Table 3) identified a number of aspects of the course structure and design which they felt had a positive impact on the success of the programme, "*it's three days a week it's now Tuesday to Thursday, so that Monday when probably you're a bit groggy and Friday when you're gearing up for the weekend, we've cut that out. It starts at 11 o'clock, even though it would suit us so much better to have it first thing in the day. But again it's at 11 and it's over by 2 so we want to get them at their brightest, not up first thing, so they appreciate that we're tweaking something to meet their needs and so already it doesn't feel like school or like a probation appointment" (C2).* It is evident that in considering the needs and possible areas of difficulty for many students, the coordinators succeeded in creating an atmosphere which is different from the curriculum driven, classroom-based school environment which proved problematic for these young people, as one participant said *"it gets us out of the monotonous kind of classroom environment" (P2).*

As mentioned in table 3 below by Coordinator 2, extending the length of the programme also provides them with a period of time in which to ease these young people into training and to condition or shape up certain behaviours such as attendance, which make have interfered with their level of performance in the past. This approach is corroborated by recent research which indicates that one of the key features of successful programmes is responsivity, i.e. interventions which respond to the needs of the individuals (Ward, Day, Howells & Birgden, 2004) with a good client-treatment fit being central to success (Sobell & Sobell, 1993).

Another aspect of the programme which was highlighted by the participants as important was the fact that they were not obliged or forced to participate, it was something which they chose for themselves (see Table 3). The programme coordinators also indicate that they believe that being given the choice and allowed to make the decision for themselves is an important feature of the course. It is *"something different, that isn't court mandated, it isn't kind of demanded by social protection we're kind of saying 'you're doing it for yourself" (C2).* Again this small feature differentiates this course from school and other training courses and provides these young people with a sense of ownership of their decisions and a feeling of control over their lives and their future, "*it's getting them to reflect on their personal circumstances as they are now and try and get them to see, ok well if I don't have to do it, I'm only doing it for me, so I'm only answerable to me. So there are some that are there because they're involved with probation but it's often not a criterion of their supervision or their release from custody. It's voluntary participation" (C2).* Given that readiness for change has been identified as a key feature in successful desistance, it is important these young people feel that they are ready and willing to participate and choose this path for themselves.

The findings (see Table 3) also indicate that the inclusion of the Gaisce or President's award in the programme provides many of these young people with a huge source of motivation to persevere and complete the course, *"Yeah it was, it’s the President’s award or something (smiling), so that’s why I said I would stick it out" (P1),* in some cases even after they were no longer obliged to attend for community service, *" I had got community service to do, but half way through the course me community service was finished and I decided to carry on doing it, cause I wanted to complete the Gaisce award" (P7).* According to some participants the Gaisce was even a motivating factor in their decision to desist from crime, *" they said like, if you get in trouble and get charged they can’t really help you and the Gaisce award, then that will probably affect it, so that kind of quieted me down as well" (P1).* This is consistent with the postulates of the Multifactor Offender Readiness model (Ward, Day, Howells & Birgden, 2004) which suggests that motivation to change is a crucial feature of successful desistance.

Each of these three aspects, the course structure designed in accordance with the needs of the participants, the fact that participation is not obligatory and the use of the Gaisce award as a motivator, relates to the design of the programme. The design is responsive to the needs of the participants which effectively increases the likelihood of attendance and creates a positive atmosphere which consequently contributes to the overall success of the programme.

Table 4.

*Designing the Programme in Accordance with the Needs of the Participants.*

|  |  |  |
| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Programme is designed in accordance with the needs of the participants** | Course structure designed so as to meet the needs of the participants (Responsivity) | **P1:** I was so used to every day in school and then to three days and that, so I felt better with myself then  **C2:** the Gaisce is 13 weeks, so what we've done is lengthen it significantly, so instead of being 13 hours once a week, we make it 26 weeks because they're not used to showing up and committing to something. So if we have that opportunity to hand hold them and condition them into turning up, that gives us that extra space. |
| Participation is not obligatory. | **P3:** you feel welcome, y'know what I mean and you feel relaxed and you're not under pressure, y'know what I mean, nobody's holding you down, like do this and do that. If you don't wana do it, walk off and don't do it like, you don't have to be there.  **C2:** we expect them to make choices and to look at consequences but really no one has given them much experience to do that, you're told to be in school, you're told to turn up in court, you have to be at your probation appointment. Whereas now we're going, if you want this, I'll help you through it but you have to make the decision. |
| The Gaisce provides motivation | **P7:** I had got community service to do, but half way through the course me community service was finished and I decided to carry on doing it, cause I wanted to complete the Gaisce award. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2)*

1. **The Impact of Support and Relationships within the Group and with the Coordinators.**

One of the most pertinent themes identified in the data (see Table 5) relates to the quality and degree of the support provided in the programme. All of the participants made reference to some element of support which they received, with a number of individuals highlighting the significant positive impact it had. According to both the participants and the co-ordinators the supportive atmosphere created by the coordinators also resulted in the evolution of a highly supportive group environment, *"It was more of a family thing than, y' know like, we didn't come together as a class, it was a family , y'know like, we helped each other along, even at the end in the run, people who were at the back, we all waited at the finish line and if somebody was struggling we'd run back for them" (P2).* A number of previous studies have also mentioned feelings of family which arose in other youth development programmes with a similar level of support and cohesiveness (McLaughlin, 1993).This is an important aspect of the programme which provides these young people with support and stable relationships which according to research positively impacts on factors such as desistance (Walker, Bowen & Brown, 2013).

It was also indicated in numerous instances (see Table 5), that in addition to being held in high regards by everyone of the participants interviewed, the coordinators are seen as someone who can be depended upon in times of need, *" if you need to talk to them, they're there for ya like" (P3), " They're great and any questions and issues and all, they're always there to help" (P10).* It is also very apparent from the data (see Table 5), that the intensity of the contact and support provided by the coordinators played a very important role in the helping these young people to overcome the barriers they face and to succeed in changing their lives. This feature is further substantiated in a review of the research which indicated that the support of a caring adult is one of three crucial features of successful youth development courses (Roth, Brooks-Gunn, Murray, & Foster, 1998)

Both the participants and the stakeholders however are in agreement that this was only made possible by the development of a trusting relationship, "*If they are full of bravado there's certain things that they won't say, you know. But then when they become that comfortable and understand that, that trust is there, they can do that"(C1).* This is consistent with research in the area which suggests that relationships such as these typically develop in stages beginning with a lack of trust and wariness and eventually culminating in the type of trusting relationship outlined above(Jarrett, Sullivan &Watkins, 2005).

As a result of this relationship *"they can get the help which sometimes you're aware that somebody needs but often they don't open themselves up to say, can you help me with this?"(C2).* This relationship also means that the coordinators are in a position to help these young people to cope when they are in distress and in need of support and guidance, *"I was all over the place and I came in here then, like [co-ordinator 1] knew what I was going through. Then when I came out of prison I found out me girlfriend wasn't there and all, y'know what I mean. She just helped me an awful lot, she did. To be honest with you, it took a lot of anger out of me. I'm glad that there was no more anger left, d'know what I mean" (P6).* In this way, the coordinators can be a source of support in a period of crisis, possibly even adverting potential disaster in situations in which emotional distress may result in these young people resorting to maladjusted coping methods such as substance abuse (see Table 5).

Mutual respect (see Table 5) was also identified as a key element in the relationship by a number of participants, *"They show you respect, so you show them respect" (P4).* This was further substantiated by both the Garda and the coordinators, "*[respect] goes both ways, it does go both ways. They do absolutely pay that back and now that doesn't come straight away but it comes very quickly, very quickly, I mean within the first few weeks" (C1).* It is very evident from the interviews conducted with the programme coordinators that they firmly believe that these young people deserve not only trust and respect but also the opportunity to progress and to achieve, as one co-ordinator said, *"you absolutely need the interest and the belief that this is going to work for these young people"(C1).* These sentiments and the genuine interest and concern they feel, are also clearly appreciated by those they work with, *"they're out to help the people that go to them. They do their best and put all the work in, so people warm to them, 'cause they know that they're there to help them. They do their best with them to get them to where they want to be (P10).*

Efforts were also made on the course to address the power imbalance in the relationship (see Table 5). In order to achieve this, the programme coordinators took part in all of the activities with the participants, "*However much as professionals we try to ignore this power imbalance, whatever way you look at it, it exists and it certainly always be perceived as such by the ,client. Whereas suddenly now it's not this, well you don't see her digging a hole, it's raining and she wants me out gardening. I'm there too" (C2).*

A number of participants (see Table 5) also indicated that felt reassured in the knowledge that they could continue to return to the job centre and to the coordinators at any stage in the future when they required support or guidance, " *even if I do go to prison, I know I'll go in with a smile and I'll come out with a smile 'cause I know [co-ordinator 1] and all, they'll be there to help me again, they'll get me back on track, y'know" (P9).*

The impact of support and the relationships in the programme, particularly in relation to the coordinators was one of the most common themes identified. This highlights the importance of a consistently high level of support as well as strong relationships built on trust, respect and understanding.

Table 5.

*The Impact of Support and Relationships within the Group and with the Coordinators.*

|  |  |  |
| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Support within the group** | Felt like a family | **P2:** It was more of a family thing than, y' know like, we didn't come together as a class, it was a family , y'know like, we helped each other along, even at the end in the run, people who were at the back, we all waited at the finish line and if somebody was struggling we'd run back for them  **C2:** if they see us for three days a week for three hours, it's like a family, we just get to know each other. |
| Supported/Encouraged each other | **P3:** Some people would be more like 'ah I'm goin home' like, say two of us are, we're here and we were really into it, we're like, 'ah stay, come on, do stay'. You know just encourage each other, you have to do that. |
| **Support of the co-ordinators** | Held in high regards/personalities | **P2:** I think it's just one of their traits, like where they can just naturally just get you involved and get you interested, d'ya know.  **P7:** [co-ordinator 1] is tremendous, she's very good like, she's very outgoing, she wouldn't judge you or nothing. They're just, they have a great personality. |
| Dependable person | **P3:** if you need to talk to them, they're there for ya like.  **P8:** I think [co-ordinator 1], she has the real, she's like a motherly figure to a lot of people that was there. Anything anybody needed, she was there.  **C1:** Somebody that they can look up to, somebody that they can think, you know, can do things support them to do things |
| Building a relationship | **C2:** it's intensive. And again that doesn't happen overnight but you're building up, you spend so long building up that relationship that you can open up conversations that maybe as a career guidance officer or a probation officer, might take us years, if we can even do it. Because they suddenly go, ok I'm willing to open up, I know this person so much better, I'm going to tell them the real issues that are going on. |
| Individual's needs are recognised and addressed. | **P9:** I was all over the place and I came in here then, like [co-zsordinator 1] knew what I was going through. Then when I came out of prison I found out me girlfriend wasn't there and all, y'know what I mean. She just helped me an awful lot, she did. To be honest with you, it took a lot of anger out of me. I'm glad that there was no more anger left, d'know what I mean.  **C2:** if they say my mom's not well today or there was an incident last night, we're following it up tomorrow and we're following it up the next day. So issues get dealt with immediately, which is quite new |
| Mutual respect | **P2:** Yeah, I think it's, like kind of a mutual respect, you know, they gave us respect and they didn't demand it back, it was just naturally given, y'know.  **C1:** [respect] goes both ways, it does go both ways. They do absolutely pay that back and now that doesn't come straight away but it comes very quickly, very quickly, I mean within the first few weeks.  **G1:** a lot of them have great respect for [co-ordinator 1] and they will listen to her and she built up that good will over the years, through a lot of hard work. |
| Genuine interest and concern | **P9:** they care about what way we're going, y'know what I mean. They don't want to see us bleeding dead, or locked up or picking up charges. They care about us  **C1:** you absolutely need the interest and the belief that this is going to work for these young people |
| Addressing the power imbalance | **P7:** They don't make you feel down-graded or anything, they like, they're on your same level like. Even though they are better than you but they don't make you feel like that. |
| On-going, long-term support for those who need it | **C1:** that's where I would feel proud, that they can link in and trust that and come and keep coming back, y'know to move on further and further. And the fact that they've moved on further, very few of them have stayed where they are, very few. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2)*

1. **Focusing on Changing Attitudes**

The effects of pro-social modelling, which involves staff modelling pro-social behaviours and values, was also indicated in the research in relation to attitudes towards change, *"If he can get out and do something with himself, we can. It gave us a kind of like, a feeling that we can change, y'know" (P2).* One participant also indicated that these effects were further compounded by the attempts of the programme coordinators to increase the participants levels of self belief and self-efficacy, *"we have [co-ordinator 1] and [co-ordinator 2] in our ears telling us we can do these great things as well and we have them the models of whose actually done great things and we definitely can aspire to be better" (P2).* It is evident that pro-social modelling was effective in this instance in relation to attitude change (see Table 6). Research also shows however that the use of pro-social modelling in young offender programmes can result in significantly lower rates of recidivism i.e. relapse in to crime (Trotter, 1996). While the findings do not directly support this, it is possible that the change mentioned relates to desistance.

According to the coordinators they also endeavour to change attitudes towards crime by subtly discouraging conversations on the topic, "*we will discuss these things, sometimes subtly, sometimes out there. I mean we're always talking about moving away from crime. One of the things for example, when we're out doing the gardening, you see they love to talk about their time in prison and this, that and the other, 'when I was in the cell or in the station' or whatever and I will ban that conversation" (C1).* This consequently prevents the participants relating to one another through their criminal histories or experiences and instead encourages more pro-social attitudes and associations (see Table 6).

Another intervention which has demonstrated encouraging results is the inter-agency football league which was incorporated into the Ballyrunners programme in 2012 (see Table 6). The aim of this initiative was to break down some of the barriers which exist between the young people and by extension the larger community of Ballymun, *"we're going to bring in the figure of anti-authority here and again we're at the latter stages of the programme, so we're hoping all the time, we're looking at changing their attitudes, changing their behaviours so they're able to approach this with more maturity, more respect and it went absolutely phenomenally well"(C2).* All three stakeholder groups agreed that this intervention provided a common interest for the participants and the Gardaί, *"with the football, we gave the guys and the Gards a neutral topic of conversation, a non-crime focused topic of conversation. So if they met these kids on the street or at anti-social hours, it wasn't 'here you in the hoody, it was ' here mate how are you getting on with that football league" (C2).*

In addition to providing a neutral topic of conversation and an opportunity to build positive relationships, this intervention enabled the Gardaί to show their support for these young people (see Table 6). It also provided an opportunity for the participants to see the people behind the uniform, "*the Gards that did the football league, they turned up on days that they weren't on schedule, when they were in court. So they guys saw them out of uniform in their tracksuit bottoms with their county jerseys" (C2).* Despite the promising results however the Gardaί are very much aware of the need for balance and the possible negative effect it might have if they were to become overly involved in the programme, *" there are other elements where, that we could get involved in, but eh, we don't want to be there in the foreground because it might scare some young people who are interested in participating in the ballyrunners, it might scare them off initially" (G1).*

The involvement of the Gardai in the programme, the use of pro-social modelling and the discouragement of pro-criminal attitudes are all approaches or interventions which were designed to change the flawed attitudes which many of these young people hold and to replace them with more appropriate and well-adjusted attitudes.

Table 6.

*Focusing on Changing Attitudes.*

|  |  |  |
| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Focusing on Changing Attitudes** | Change is possible/ pro-social modelling | **P2:** the trainers, they came from the same background as us, y'know. They were like-minded and honestly they, they'd gotten out of that whole rut that they were in and they were the most influential people I know.  **C1:** any of the courses that we have, we've always invited some of the others to come back, just to be there just to show... and also to show that they've moved on but you know... To show a good example and again about how good it feels to be in a good place in your life and a positive place in your life, rather than being artificial stimulated and stuff. |
| Discourage pro-criminal attitudes | **C1:** we will discuss these things, sometimes subtly, sometimes out there. I mean we're always talking about moving away from crime. One of the things for example, when we're out doing the gardening, you see they love to talk about their time in prison and this, that and the other. 'when I was in the cell or in the station' or whatever and I will ban that conversation. |
| Changing attitudes towards the Gardaί- involving the Gardaί | **P1:** Yeah, well at that fun run, there was one of the Garda running and I was slowing down and he was giving me abuse (encouragement) saying come on and pushing me on. |
| **C2:** with the football, we gave the guys and the Gards a neutral topic of conversation, a non-crime focused topic of conversation. So if they met these kids on the street or at anti-social hours, it wasn't 'here you in the hoodie', it was ' here mate how are you getting on with that football league. |
| **G1:** we thought it would be a good way of meeting with young lads in a different context, where we're not wearing the uniform. I suppose it's just to build up a type of a relationship other than the adversarial relationship that you would have with them normally. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2)*

1. **Focusing on Lifestyle Changes.**

According to the findings, the programme targeted two particular areas of lifestyle, substance abuse and employment or education (see Table 7). The issue of substance abuse was initially dealt with indirectly through the use of sporting activities and fitness training. As the participants progressed in this area, they began to report decreased substance use, particularly in relation to cannabis use which according to the coordinators was extremely high within the group (see Table 6 below). There were a number of reasons suggested for this change for example one participant indicated that her cannabis use interfered with the physical activities on the course, *"[Amy] used to push us for an hour on the treadmill and all and you can't run on a treadmill while your smoking that stuff"(P8).* This opinion was further corroborated by the coordinators, who also pointed out that rather than attempting to convince these young people to stop using drugs they simply gave them a reason to stop*, "It's not preachy, it's not stop or else but for the first time probably we've given them a reason to stop"(C2).* These findings are consistent with a number of studies in the area which suggest that interventions which involve sport result in decreased levels of drug abuse (Collingwood, Sunderlin, Reynolds, & Kohl, 2000; Werch, Moore, DiClemente, Owen, Jobli, & Bledsoe, 2003).

The coordinators are also very cognizant of the fact that were they to adopt a very strict attitude to drug use it would alienate many of the young people almost immediately (see Table 7). As the course progressed however and the relationships grew and with a number of young people beginning to report decreased drug use, the coordinators began to adopt a more direct approach, *"When they start the course first, lots of them will come in under the influence. Now if we were to say 'no, you can't come', we wouldn't have anybody to start with because you are talking 95% of them would be using drugs anyway. Probably 100% of them are using weed [cannabis] but 95% of them are using weed very heavily, daily and hourly. So to start with it you were to sanction them for that you just wouldn't have the course. However as the weeks progress and we're talking in the first few weeks, we say you cannot come under the influence" (C1).*

It is very apparent that not only is some degree of leniency necessary in the early stages of the programme when dealing with issues such as substance abuse but it is also a very effective strategy (see Table 7). By gradually enforcing the rules the coordinators have the opportunity to first build a level of trust and respect which then enables them to address the issue of drug use more directly. In addition to this, the participants are given the opportunity to become invested in the programme and to experience some of the elements which are further conducive to change.

As part of this multi-faceted approach to change, the Ballyrunners are also given career guidance which was identified by one of the coordinators as an essential feature of the process, *"I think it is crucial, crucial to the Ballyrunners, absolutely. Because there is a lot of connections here, there is a lot of experience here, about where they can go and what they can do to get there" (C1).* As previously discussed this element serves to open their minds to the opportunities available to them which consequently makes them more amenable to change, particularly in relation to lifestyle choices such as drug-taking behaviours which may threaten their ability to progress on the course (see Table 7). This theme also serves to highlight the intuitiveness of the programme coordinators and how their knowledge and experience was fundamental to the success of the programme.

Each of these subthemes, direct and indirect approaches to substance abuse and career guidance, relate to the interventions and approaches which are used to change the aspects of the participants' lifestyles which are preventing them from progressing healthily and successfully.

Table 7.

*Focusing on Lifestyle Changes.*

|  |  |  |
| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Focusing on Lifestyle Changes** | Indirect approach to substance abuse | **P8:** [Amy] used to push us for an hour on the treadmill and all and you can't run on a treadmill while your smoking that stuff (laughs)  **C2:** with the dance obviously it required co-ordination, it required memory, it required recall and they want to compete, they want to do well, so this kind of gave them an incentive. Don't smoke on a Monday if we're dancing on a Tuesday. So you could see the kind of reduced effect and also they were reporting it. |
| Direct approach to substance abuse. | **C1:** When they start the course first, lots of them will come in under the influence. Now if we were to say 'no, you can't come', we wouldn't have anybody to start with because you are talking 95% of them would be using drugs anyway. Probably 100% of them are using weed [cannabis] but 95% of them are using weed very heavily, daily and hourly. So to start with it you were to sanction them for that you just wouldn't have the course. However as the weeks progress and we're talking in the first few weeks, we say you cannot come under the influence |
| Career guidance | **C1:** I think it is crucial, crucial to the Ballyrunners, absolutely Because there is a lot of connections here, there is a lot of experience here, about where they can go and what they can do to get there. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2)*

1. **Focusing on Personal Growth.**

A number of interventions relating to personal growth were also identified in the research (see Table 8). For example, the recognition many of these young people receive when they are invited to come back as mentors appears to have a positive effect on their self-esteem and sense of worth, *"I was put in control of the group y'know, asked like, 'cause if I didn't show up a lot of people would drop out, y'know what I mean, so I felt like when I was there I was helping a few people together, even if I didn't wana be there, I was there for them, 'cause I knew they need it more than I did, y'know. So I felt good about that, y'know" (P3).* According to the coordinators (see Table 8) they not only learn responsibility through the mentoring process but they also gain a sense of responsibility through their various roles within the group as part of a team effort *"it's about this idea of responsibility, that they are going if I don't turn up somebody will lose out, whether it's the group performing the task or whether it's the groups we are working for" (C2).*

This is also relates to some extent to the subtheme of 'Expectations' (see Table 8). As one coordinator stated, *"the expectation from us is very high. We expect them to rise above things, to behave in a certain way. That's foreign to them, usually people don't expect anything of them, they expect a certain behaviour you see. That they're going to be like that or they won't achieve anything. Now we don't. We're going to Leinster House, you have to behave in a certain way, now we expect that. On the bus we expect you to behave this way, so whatever it is. And honestly generally they do, in fact I would say, all the time they do, because they expectation is high, they rise to it" (C1).*

It is important to note however that although the participants are given responsibilities and are expected to behave in a certain way, the goals they are set are always very achievable and generally non-academic, *"everything those young people do, they achieve something, ok. A lot of them have gone through their life not achieving, maybe because they got into drugs very early, maybe because of their family backgrounds, for lots of different reasons. Even in school, they didn't really achieve. So even if you take just even the charity run, all they have to do is finish that to achieve something, that's all they have to do" (C1).*

This provides the coordinators with numerous and frequent opportunities for positive reinforcement through social praise and in many instances through visible rewards, *"they pull you aside on your own individually and they'll tell you how good your doing and they give you a source of confidence and you'll walk off feeling good about yourself"(P7).* In this way the high level of reinforcement delivered enables the successful promotion of attributes such as self-confidence, self-esteem and a sense of achievement, *"They make you feel as if you can achieve stuff. It's, at first like I didn't really think that I'd be able to get through it, but, you know, they really make you feel as if you're worth something and it was because of that, that I got through it as well" (P2).*

The findings also indicate that while the programme is largely based upon the principles of reinforcement with a focus on nurturing strengths instead of punishing mistakes, participants are also taught to appreciate consequences and the impact their actions have for not only themselves but for the group also (see Table 8). As one coordinator said, *"on a few occasions if they've done something and again it wouldn't be 'I can't believe you've done that, it'd be ' you really let the group down or you let yourself down', it's never you let me or [co-ordinator 1] down" (C2).*

Each of these subthemes, recognition and responsibility, achievable goals, consequences, expectations and positive reinforcement, are all interventions and approaches which are designed to develop various areas of personal growth. This includes areas such as self-confidence, self-efficacy and self-esteem which may have been adversely affected by a number of issues such as those previously discussed in the 'Needs and obstacles' section (see Table 2).

Table 8.

*Focusing on Personal Growth*.

|  |  |  |
| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Focusing on Personal Growth** | Recognition and responsibility | **P3:** I was put in control of the group y'know, asked like, 'cause if I didn't show up a lot of people would drop out, y'know what I mean, so I felt like when I was there I was helping a few people together, even if I didn't wana be there, I was there for them, 'cause I knew they need it more than I did, y'know. So I felt good about that, y'know. |
| Achieveable, non academic goals | **C1:** everything those young people do, they achieve something, ok. A lot of them have gone through their life not achieving, maybe because they got into drugs very early, maybe because of their family backgrounds, for lots of different reasons. Even in school, they didn't really achieve. So even if you take just even the charity run, all they have to do is finish that to achieve something, that's all they have to do.  **C2:** they're playing up to their strengths, if they've been in an educational environment where they don't have reading and writing, now suddenly I'm asking them to do something hands on, gardening, show us those muscles that I know you're so keen to show off and like 'would you dig that hole for me?' |
| Consequences | **C1:** There is consequences and we do teach them consequences but not negativity. Not at all because it's about, you put your strengths in and you achieve  **C2:** on a few occasions if they've done something and again it wouldn't be 'I can't believe you've done that, it'd be ' you really let the group down or you let yourself down', it's never you let me or [co-ordinator 1] down. |
| Expectations | **C1:** we do trust them totally y'know, maybe not in the beginning to be honest. Because you have to build up the bit of trust and let's be honest, they've been in and out of prison for theft and other things, you know. So you would be very naive and we're not naive and I don't think it would work if we were, to be honest. I really don't think, I think they know we know them and still even though we know them, we expect things of them. |
| Positive reinforcement | **P2:** They make you feel as if you can achieve stuff. It's, at first like I didn't really think that I'd be able to get through it, but, you know, they really make you feel as if you're worth something and it was because of that, that I got through it as well.  **C1**: they're worth more and that's what we say all the time, 'you're worth more than that, you're worth more than that'. 'That's not just you, that is not what you are'.  **C2:** It is about nurturing the strengths and getting them to see the positive attributes they have, because often people don't get an opportunity to see. Whereas [co-ordinator 1] and I are trying to put them |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2)*

1. **Outcomes and Benefits.**

The outcomes and benefits of the programme is of course another important element in establishing the reasons for its success. In this theme there were also a number of categories of subthemes:

1. Changes relating to Attitudes and Perspectives
2. Changes relating to Lifestyle
3. Changes relating to Personal Growth
4. **Changes relating to Attitudes and Perspectives**

Readiness for change has previously been highlighted as one of the reasons which contributed to the decision to join the Ballyrunners (see Table 3). While many of these young people felt as though they were ready and willing to make changes in their lives, they indicated that it took their involvement in the programme for them to fully appreciate that change really was possible and achievable, *"it really sunk in that, em, this was, kind of, going to be like a changing point for me. You know like, it was a very pivotal moment in my life, you know. It was really when it set in that things were going to be different, you know" (P2).* A number of participants (see Table 9) also mentioned the profound effect the programme and the various interventions had on both their attitudes towards the possibility of change and also on their perspectives on life in general, *"Just listening to what [Co-ordinator 1] had to say and they used to bring in lecturers and listening to what they had to say and I just said 'yeah that..', like before all this, when I was a kid and all, I never imagined myself being in the position I was in, like I always wanted to go to college and all and then I lost the job and then after that I went downhill. But I realise I'm still young and I have time to, like make something of my life eventually, 'cause the life I was living is no life, if you asked me" (P7).*

In addition to this, a number of participants mentioned that not only did they realise that change was possible, their involvement in the programme also helped them to see that they did not have to embark on the journey alone, there is help and support available, *"I was like, well d'know what I actually can, there is people here to support me like and if I need to get such, different courses like, they'll help me try and get those courses. It kind of gave me that outlook, well instead of just sitting there, 'there's no jobs, there's no courses', just to get up and look for them" (P8).* This was further supported by the coordinators (see Table 9), who mentioned that as the course progressed they began to see a change, with participants beginning to seek help and make enquiries as to how what they need to do next, *"what I would see is them asking questions about what they can do next, where do I go next, what do I do, what courses are out there, can I do it, would it be able to it etc.' So that's where you see that shift" (C1).* The Garda also made reference to the impact of the course in relation to their attitudes towards the possibility of change, *"it showed them different potentialities that are open to them if they put their minds to it, rather than just the mundane life that they have here, standing on the blocks maybe selling drugs or hanging around with nothing to do. So em, yeah, it showed them how other people live and work and that, that could be open to them as well" (G1).*

The participants also indicated (see Table 9) that their attitudes changed in relation to both work and education, with some regaining their enthusiasm for learning "*I enjoyed the whole learning on the course and being in college. So knew I wanted to go on and do more studying" (P10).* The findings also revealed a change in attitudes towards employment, *"I never thought that I would actually want to work, y'know that kind of way, back a few years. But now, there's nothing more that I want to do than me degree, like. Please god now I get the chance to do it" (P4).* These quotes demonstrate a shift in attitudes as well as renewed feelings of enthusiasm and determination.

The findings also revealed a change in attitudes towards drugs as well as a change in the level of substance abuse which will be discussed further in the following section (see Table 10). As one participant said of the effects of cannabis, *"I didn’t think it’d affect you that much, as that would, I thought it would only give you, probably a bit of memory loss down the line but it affects cells in your brain and so much of stuff going in and down to your body and all and paranoia and there’s actually a lot. I look at it a lot different now than I would before" (P1).* This highlights the benefits which may be derived from a more direct approach such as informative talks on the effects of drugs use.

Further changes were also mentioned in relation to the participants' attitudes towards the Gardaί (see Table 9), with all three stakeholder groups indicating that they felt that the football league had a positive impact. As one participant said *"Yeah, they’d probably say like, 'what are you doing now?' and I’d probably talk to them where before I got into the course I probably wouldn’t talk to them, it’d be 'why are you talking to me? Get away from me!"(P1).* The community Garda also indicated that they had seen a change in the type of interactions they have with some of the young people, as a result of the league, "*most of the group from last year there was definitely a breaking of ice there and it's definitely a lot easier to deal with them on the street as a result of that, 'cause you get to know them a lot better"(G1).*

This increased familiarity may prove to be beneficial for these young people at a later stage, as the Garda mentioned, *"you get to know the people and then if you happen to meet them at a crisis point or at an incident on the street, you have a better opportunity of maybe, de-escalating the event. It's always better if you can call people by their first name, know who they are, know where they live, know who their parents are and just know their relations"(G1).*The organisers remain realistic however about the fact that there is still a long way to go in terms of the barriers which exist between the Gardaί and the youth of Ballymun, *"there is a lot of building to be done there, that's not going to change overnight because there is a lot of history" (C1).* Thus far however this intervention has produced promising results with a number of participants indicating a change of attitude towards the Gardaί since doing the Ballyrunners (see Table 9).

A number of participants also mentioned that they derived some enjoyment out of their community involvement, *"It was nice to help someone, I never really helped anyone, well not that I never helped anyone but it was good to see them, they were all happy and they needed it done like. We made all their little beds and made them all nice and pretty. It was good; it was a good deed like. (laughs) you know I felt good about it, after doing it" (P7).* Some individuals even alluded to it as a form of redemption or restitution for the damage they had previously done to the community, *" I was out doin' somethin' and it felt good, puttin' somethin' back into the community after taking probably so much out of when you were younger an all y'know" (*P3).

Furthermore, although the gardening was not initially one of the preferred elements of the course, it was noted by the coordinators that attendance was always very high, *"despite what some of them say in the early days, o I hate the gardening and that's an interesting one because no one ever misses it. and if you sit back and think, well why are they attending, it's actually about giving back, it's physical work, it's visible work and it's productive, they can see the rewards for other people" (C2).* This extract also highlights the effectiveness of using achievable goals and non-academic tasks as previously discussed in the "Focusing on Personal Growth" section of "Approaches and Interventions Used". Not only does this activity provide an opportunity for social praise but the participants are also reinforced by the visible rewards, they can see the positive impact of their work and can feel pride in their achievement (see Table 9).

One of the most encouraging changes however is the hopes and ambitions that these young people now have as a result of the programme*, "I'd like to, one day, do three years of college or something and get a business and then get a job, in business, like maybe be an entrepreneur one day. I know it'll probably be a few years away, but I'll be thirty by then, that's still reasonably young enough-ish"(P7).* There is a stark contrast between this individuals attitude to the future following the programme and his attitude beforehand, *"I always thought, there's nothing you can do around this place and all you can do is get in trouble" (P7).* This highlights the distance some of these young people have come and the dramatic effect the course has had on their attitudes in a period of just six months.

There were numerous indications in the data of the participants' attitudes changing as a result of the course in relation to, the possibility of change, education, employment, drugs, the Gardai and the community. Many individuals make reference to their change of attitudes, often describing a stark contrast between their present attitudes and those they held before entering programme. Overall it is very evident that the majority of these young people now hold much healthier and more positive attitudes than they did previously.

Table 9.

*Changes relating to Attitudes and Perspectives*

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| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Changes Relating to Attitudes and Perspectives** | Realised that change is possible | **P7:** They opened me mind to that. Like I never realised, I always thought, there's nothing you can do around this place and all you can do is get in trouble and then I came down here and like they give you a tremendous amount of help, you can do anything you want.  **P8:** I think I just had more kind of a positive look on, like you know, I just had more, a different perspective on life really when I kind of came out, because I was like well I don't only have to sit round smoking all day, I can go out do whatever I want, y'know what I mean. |
| Towards education and employment | **P1:** when they said that we were going to try this out, I was real like “ah no, what do you want to try that out for” but when we got into the class like, after the two days or something, I actually started to enjoy it, wanting to know more and more questions being asked. |
| Towards drugs | **P1:** I would yeah, cause I didn’t think it’d affect you that much, as that would, I thought it would only give you, probably a bit of memory loss down the line but it affects cells in your brain and so much of stuff going in and down to your body and all and paranoia and there’s actually a lot. I look at it a lot different now than I would before. |
| Towards the Gardaί | **P1:** Yeah, they’d probably say like, what are you doing now and I’d probably talk to them where before I got into the course I probably wouldn’t talk to them, it’d be “why are you talking to me, get away from me” and all.  **G1:** I notice that it's a lot easier to communicate with them or they will communicate with you on the street as a result of maybe having played football against them or completed a 10k run in the phoenix park together, they will be more amenable to communicate with you. And it's not such an adversarial encounter as it might be otherwise. So it breaks down those types of barriers. |
| Towards the community and helping others | **P3:** I was out doin' somethin' and it felt good, puttin' somethin' back into the community after taking probably so much out of when you were younger an all y'know.  **P9:** when you realise you're doing something and it's for the community and all and you have a laugh about it and you don't even care that you're not getting paid or that you're working for free or anything. |
| Hopes and ambitions for the future | P4: Me plan now is to just go onto college like, since I've come home from Boston that was me main goal like.  P7: I'd like to, one day, do three years of college or something and get a business and then get a job, in business, like maybe be an entrepreneur one day. I know it'll probably be a few years away, but I'll be thirty by then, that's still reasonably young enough-ish. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2).*

1. **Changes Relating to Lifestyle.**

There were a number of lifestyle changes identified by each of the stakeholder groups, for example, a number of the participants mentioned increased fitness levels which not only left them feeling healthier but influenced other areas such as healthy eating habits, *"I got more fitter and I wasn't like just sitting around eating crap. It kind of gave me that perspective where I was like, well at least now if I'm going once a week to get ready for the run, I might as well start being more healthier and eating healthier" (P8).*

The reported decreases in substance abuse would also undoubtedly have contributed to improved health and fitness levels. The extracts in Table 10 below highlight the significant impact this particular change had, which left them feeling like "*a completely different person coming out of the end of it"* (P8). One participant described the dramatic effect it had on his life, *"I was kind of, a loose cannon before I started, I was mad for the drink, y'know, and I just completely, just changed, y'know. It gave me a new lease of life" (P2).* Another participant also discussed the positive influence that the programme had in relation to his drug use and how it contributed to his decision to stop, *"it made you think, well I have to get up for this in the morning so I'm not going to go drinking tonight or anything. It kept you away from things, it kept you, it kept your head straight, y'know what I mean. You were able to, I was a lot better person anyway" (P6).*

A number of individuals (see Table 10) also indicated that desistance was a further benefit of the programme, i.e. they stopped engaging in criminal activity, *"It stopped me from getting into trouble and all and it kind of stopped me from getting locked up and all" (P5).* Furthermore, a number of individuals mentioned that this change continued after the programme, *"I haven't been in any sort of trouble, in any kind of trouble at all [since the Ballyrunners]" (P9).* This is an even more impressive outcome considering that this particular individual, who had completed the programme six months previously, had been a prolific offender prior to the Ballyrunners and had a number of convictions and prison sentences. Current research suggests that changes such as this occur as a result of internal or subjective changes in areas such as motivation or as a result of external or social changes such as education or employment status. The relationship between the two however, is not yet entirely understood (Laub & Sampson, 2001). Despite this the current study provides support for this research as both internal (see table 10) and external changes (see table 9) were reported by the participants.

In addition to this, the programme was also described on a number of occasions as "*a stepping stone on to further education"(*P3) which facilitated their progression to other courses, *"I went on and I done addiction studies course and then I done youth studies level 5 and then I went on to, what was it? A community development degree in Maynooth"(P3).* For some individuals this step subsequently lead on to full-time employment, "*The S.N.A. course, that was one year, and then I started work experience and then I got kept on from work experience" (P10).* This level of progression again represents dramatic lifestyle changes for the participants of the Ballyrunners, particularly considering that *"this is lads and girls that didn't do the Junior cert some of them and have gone back to third level education. There's a couple of them going to college this year" (C1).* This particular extract not only highlights the considerable impact the course has in relation to education and employment but it also demonstrates that these young people did not leave school merely because they were not academically able. When provided with the right help and support they are, as the coordinators frequently insist, as capable of achievement and progression, as any other young person their age.

The findings (see Table 10) also had an effect on the participants friendships, with some individuals forming new friendships within the group based on healthy, pro-social, shared interests, *" we're talking about different things, getting to know each other, like people like music and I like music, y'know, and they're like, you do this and I do that and we can do this together, y'know"(P4).* While others decided to move away from old associations or peer groups with pro-criminal attitudes in order to sustain the changes they had made and to reduce the risk of recidivism i.e. relapsing into criminal behaviour, *"you're joining in with a different group of lads that you hardly know, you're keeping away from the people that you used to be with, y'know what I mean" (P9).* The possible reasons for these changes were offered by one of the coordinators, "*I think it's that recognition with young people it's all about social validation and that need to conform to the group norm and if the group norm is always pro-criminal, that's what you are going to get. Whereas suddenly if it's like, no, I'm really interested in doing well, getting a job, being a productive member of the community, suddenly they'll want to be that" (C2).*

The findings (see Table 10) also revealed that many of the participants felt that their involvement in community projects such as the gardening for the elderly would have had a positive impact on how they are perceived in the local area, *"some people that used to probably never like you, they see that you're putting the work back into the community. So y'know they probably take a different opinion on you then" (P9).* According to the coordinators this change of image relates not only to how these individuals are seen in the community but also to how they are seen by other organisations, *"all of the work we do is being fed back into the other agencies, so if they hear Joe bloggs is a runner, they're saying 'no way, he left my school, he left my training centre, that's the same chap?' So we're re-branding the individual, "actually he's a really great worker, he attends all the time, he's doing really well on probation" (C2).* It is possible that this contributes to their subsequent success in progressing to other courses. Furthermore, these participants feel that their involvement in the Ballyrunners creates a positive impression and is a testament to their strengths and capabilities, *"it looks great on the CV, it shows, you know, you've seen something through, you've proved you're committed, you can hold something down, y'know" (P2).*

This theme highlights a number of benefits relating to lifestyle which were derived from the course such as, increased fitness and improved health, decreased substance abuse, desistance, educational attainment and an improved image in the community and with employers.

Table 10.

*Changes Relating to Lifestyle.*

|  |  |  |
| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Changes Relating to Lifestyle** | Fitter/healthier | P4: Yeah, yeah and now I just go the gym as much as I can and try and keep meself in shape like.  P10: I just kept up the fitness I suppose, yeah so it gave me a better insight into that and I kept that up, so that's a big thing I took out of it, I suppose. |
| Decreased rate of substance abuse | P8: I just gave it up, that was it like, it was taking over me life, so I just couldn't let it anymore really.  P9: I don't even do drugs really anymore; it doesn't even entertain me anymore. |
| Desistance | P1: I was always hanging around the streets getting in trouble and this and that and since I’ve joined this in here I’ve kind of calmed down, cause I was focused on here.  P5: No, I haven't even got anymore charge sheets [since doing the Ballyrunners programme]. |
| Educational and occupational attainment or progression | P1: If I didn’t know about the course I think I wouldn’t be doing anything at all, just sitting around not doing anything, and where I got into the Ballyrunners and found out about the Fetac level 3 and went on to other courses  P2: I'm now a fully qualified personal trainer. |
| Established new friendships | P1: I changed my friends and everything, so I needed a change of lifestyle, so it was good, in a good way. |
| Changed image in community/improved reputation | P1: We were cleaning their garden and they were all out watching us and we had to make baskets, so they look at us different than the others, they do.  C1: these lads in this community, I mean one lad said to me a few years ago, 'It's great not to be known as a scumbag anymore'. |
| Being involved in the course can give a positive impression to employers and educational institutions | P1: Yeah, I’d say it’d be good cause they’d ask you, like, did you ever stick anything out, like and just, “I was in a course and I done the Gaisce awards” and show them whatever and they’d recommend you then thinking that you’ll stick with it, so I’d say it’d be good for it.  P7: hopefully this will help it, like if the judge looks, he'll say look he's trying to like, make his life around, if the judge is decent enough he'll give a chance, hopefully. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2)*

1. **Focusing on Personal Growth**

One of the most prominent subthemes in this category which was very evident in the data was the participant's sense of pride and achievement (see Table 11). As previously discussed the programme offers numerous opportunities for these young people to achieve through activities such as the fun run or gardening, *"I changed an awful lot, yeah, 'cause like doing gardening and all, it made me feel good, y'know looking at what you're after doing. You'll be able to walk by some day and say 'Jaysus, I done that', y'know what I mean" (P9).* This instils a sense of pride and achievement in these young people something which they may have lost or never really experienced, possibly as a result of their lifestyle choices or the stigma associated with their neighbourhood or background. This change was something which was also commented on by the Garda, *"The ballyrunners programme in general, I think it is, it does have a positive effect as a whole and from attending the graduation ceremony last year and having spoken to the lads after they received their Gaisce awards, some of them were saying I've never achieved something like this before in my life. It gave them a sense of worth, or a sense of well-being and that they could actually finish something if they put their minds to it" (G1).*

In addition to gaining a sense of pride and well-being, a number of participants also spoke of their new found determination, *" I feel more motivated, to get things done like, if I wan'a do somethin' then, like the way I feel now, if I set meself a goal, I'm not go'na stop until I get it" (P4).* Some participants (see Table 11) even mentioned that should they be convicted and sentenced to time in prison as a result of offences they committed prior to the course, they are still determined that they will continue to make changes and progress, *"But like I still have to expect the, what could happen and I do and if that does happen to me and I go to prison, I'll come out and I'll start exactly where I am" (P7).* This highlights the degree of determination that these young people now feel having been given an insight into the opportunities and the life that is available to them through the Ballyrunners.

Another area of personal growth which was frequently mentioned was increased self-confidence (see Table 11). This was discussed in relation to the impact of activities such as dance and drama, *"there was a part where we had to do dance and all, and we were all mainly boys, and we hadn’t got the confidence to do it, but they got a dance teacher in and we started doing it. But eventually we all progressed and started dancing in front of each other. It looked stupid but when we were doing it, it was funny and the enjoyment, and it brought confidence, built our confidence for us as well" (P1).* A number of other participants also indicated that their involvement in the course boosted their confidence with regards to applying to course and progressing in their education, *"It gave me the confidence even to apply for Springboard, like I never would have done something like that"(P8).* This draws attention to the links which exists between the various themes and how personal growth and in particular crucial attributes such as confidence can have a significant impact on levels of educational attainment and progression.

This reported increase in self-confidence may also have played a part in enabling the participants to feel more comfortable in an unfamiliar group setting, *"you learn to go out and interact with people and goin' into groups of people that I don't know like. 'cause when I went to, when I left here, when I finished this course like I went onto another course and there was people on that, that I didn't know and we kind'a just clicked"(P4).*

Overall it is apparent from the findings that the programme leads to personal growth, with participants reporting feelings of achievement, determination, self-confidence and comfort in a group setting. It is also evident also that these developments then subsequently had a positive impact on further areas such as educational progression.

Table 11.

*Focusing on Personal Growth*

|  |  |  |
| --- | --- | --- |
| **Category** | **Subthemes** | **Quotes provided by the participants, co-ordinators and Gardaί** |
| **Focusing on Personal Growth** | Pride/ sense of achievement | **P1:** Yeah, I did, yeah. I felt good because I just live up in Poppintree so I walk past [the gardens] every day, with a smile on my face, saying I done that.  **P3:** to go to that ballyrunners and to go to do all those courses, I'm shocked. I was well proud of meself, y'know.  **P6:** I got me Gaisce award yeah, I was chuffed with that I was  **P8:** Yeah, yeah, the Gaisce was great, like the run and all we done for it, it was hard but it's an accomplishment in itself like. |
| New found determination/  motivation | **P8:** it changed me and then it kind of pushed me more, then I went and done Springboard and I moved to Boston and all with Springboard so it kind of pushed me more to do that as well.  **P4:** even if they... please god they don't now, but in two weeks time if they come back to me and say ' look you didn't get on', I'll apply again, y'know what I mean. And I won't stop until I get it like. |
| Confidence | **P4:** It kind of gave me the confidence to go on and progress on and do stuff, other things like.  **P9:** I'm much more confident after doing it, I'm not shy or anything, especially after doing that bleeding drama. I was the first time but then after I was like what's the point of being shy, y'know what I mean. |
| Become more comfortable in a group setting. | **P4:** it just, it just kind'a helped me get into groups and just be meself like.  **P10:** it would have been the first kind of em, course I done. So just getting involved more and interacting with the group, so I suppose it would have prepared me then for the next course. |

*Note. P = Participants, C=Co-ordinators, G= Garda (e.g., P2= Participant 2)*

**3.3 Discussion of the Qualitative Findings in Light of Previous Research.**

Four overarching themes were identified in the research: the needs and obstacles of the group, reasons which contributed to the decision to join the Ballyrunners, interventions and approaches used and outcomes and benefits. Each of these themes related very closely to the research questions that endeavoured to establish why the Ballyrunners programme was delivering such successful outcomes.

The needs and obstacles identified by the current study highlighted the considerable difficulties these young people face in relation to issues such as substance use, offending behaviour and the need for personal development (see Table 1). This is consistent with current research which has found numerous links between early school leaving and issues such as these. Furthermore, these findings provide us with some indication of the level of support required by this particular cohort as well as the issues which must be addressed in order for them to develop and progress.

The findings also identified a number of reasons why these young people chose to join the Ballyrunners, of which Readiness for Change was a prominent feature. The Multifactor Offender Readiness Model offers an explanation of the emergence of Readiness for Change which includes three important constructs motivation (see Table 4), responsivity (see Table 4) and readiness (see Table 3), each of which was identified in the current findings (Ward, Day, Howells & Birgden, 2004). For example, a number of motivating factors were identified in the data such as new responsibilities, completion of the Gaisce award and the desire to desist from crime (see Tables 2 & 3) which fit the constructs uncovered by Ward et al., (2004).

Readiness for Change was a frequently occurring theme with a number of individuals citing it as their primary reason for joining (see Chapter 3,Table 2). Responsivity was also evident in the findings (see Chapter 3,Table 3) with both the participants and the coordinators indicating that the course design was well suited to the needs of the individuals. According toWard et al., (2004) the presence of these three elements contributes to a reduction in recidivism, that is, a relapse in to criminal behaviour. This therefore may be one possible explanation for the low levels of recidivism in the Ballyrunners programme, making it a very successful intervention in terms of desistance.

Support and Relationships was another feature of the programme which was very prominent in the findings of the present study. So much so that it is quite possibly one of the key components of the course, particularly in relation to the level of support and the quality of the trusting, respectful relationships which developed between the participants and coordinators. This feature of the Ballyrunners programme was mentioned frequently in the data and by all three stakeholder groups, with a number of participants indicating that one or both of the coordinators had a very positive impact on their lives whether that is as a mentor, a role model, a confidante or a source of encouragement. These finding provide further evidence to support the premise that the presence of a caring, dependable adult is a very important element in youth development which can have a positive influence on the lives of the young people involved (Roth, Brooks-Gunn, Murray, & Foster, 1998).

The programme also targeted issues such as pro-criminal attitudes as well as negative attitudes towards the Gardaί and the possibility of change. This was carried out using a variety of strategies such as pro-social modelling, restitution, psychosocial interventions such as positive reinforcement and an inter-agency football league (See Chapter 3). Encouraging results were found for each, with all three stake holders groups indicating a reduction in recidivism as well as positive changes in attitude in relation to crime, the Gardaί and the possibility or likelihood of change. This supports recent research which suggests that the use of strategies such as restitution and psychosocial interventions are effective in the prevention of recidivism in juvenile offenders ([Cocozza, Veysey, Chapin, Dembo, Walters, & Farina, 2005](http://www.sciencedirect.com.eproxy.ucd.ie/science/article/pii/S0272735811001814?np=y" \l "bb0075); Dembo, Wareham, Poythress, Cook, & Schmeidler, 2007).

The findings also revealed a number of approaches and interventions that were used successfully to target lifestyle changes such as career guidance. This intervention specifically was identified by the coordinators as a crucial element of the programme, supporting the participants in accessing further education. The use of sport and fitness was also identified by the participants and the coordinators as an effective strategy in targeting substance abuse with both stakeholder groups reporting decreased levels of drug and alcohol use in the group and with many individual indications of total abstinence. This provides further support for studies that cite sport as an effective intervention in addressing the issue of substance abuse (Collingwood, Sunderlin, Reynolds, & Kohl, 2000; Werch, Moore, DiClemente, Owen, Jobli, & Bledsoe, 2003). Sport is often a feature of programmes targeting young males however the Ballyrunners caters for both males and females and has successful outcomes with both sexes. This provides support for the use of sport as an intervention for females as well as males.

One further theme which was identified in relation to interventions targeting lifestyle was the coordinators approach to substance abuse by which they gradually became less tolerant of the participants attending the programme while under the influence of drugs or alcohol. According to the coordinators this was an important feature of the programme as they believe that a strict 'no tolerance' policy at the beginning of the programme would have had devastating consequences for attendance rates and by extension, the programme outcomes.

The development of personal growth was another area that was targeted in the programme using a variety of interventions and approaches, such as expectations, consequences, and the principles of positive reinforcement. The idea of using positive reinforcement with young offenders is a non-traditional approach. However, it is clear from the numerous previous convictions held by many of the Ballyrunners that the use of punishment and deterrent strategies such as criminal charges and imprisonment, have failed to discourage these young people from crime. Furthermore, it has been argued (McGuire, 2002) that it is the reinforcement of law-abiding behaviour and not the threat of punishment which prevents most people from committing crime.

In the case of the Ballyrunners programme the participants are frequently reinforced by means of social praise and visible rewards, as well as responsibilities and recognition for socially appropriate behaviour. In addition to this, the various goals of the course involve achieveable, non-academic goals that provide frequent opportunities for reinforcement as well as a low likelihood of failure. Altogether the culmination of these principles resulted in reports of increased confidence and a sense of achievement.

Overall the findings indicate that the Ballyrunners programme is highly successfully intervention in addressing the issues which were identified as barriers to development and progression, such as a low level of educational attainment, substance abuse, criminal behaviour, negative attention from Gardaί and the need for personal growth and development. This is achieved through the use of a variety of strategies and techniques such as mentoring, relationship building and career guidance and is consistent with the findings of a recent review of a number of similar programmes, that indicated that the implementation of strategies such as these lead to higher levels of success with early school leavers (Lehr, Hanson, Sinclair, & Christenson, 2003). The Ballyrunners however, is one of the few courses of this type available to early school leavers in Ireland. Its unique and highly responsive approach combined with its compelling levels of success, make the programme an excellent example of a targeted intervention for early school leavers with a history of substance abuse and offending behaviour.

**3.3 Social Return on Investment Report**

**Introduction and Background.**

As noted at the outset of this chapter, the Ballyrunners programme is a course run through the Ballymun Job Centre in conjunction with a number of agencies under the Equal Youth Initiative. The programme aims to provide the support and training necessary to assist early school leavers and young offenders to access further education. There are a number of obstacles in doing this however such as a high level of drug use and offending among participants and in most cases a lack of self-esteem and confidence. All of these issues must therefore also be addressed in order to achieve the primary aim of educational progression. At present the programme is co-ordinated by two members of staff, a career guidance officer and a probation officer. The programme, which incorporates a FETAC qualification and a Gaisce or President's award, can involve up to 12 young people and is run for three hours a day, three days a week for 26 weeks.

**About Social Return on Investment Analysis.**

Social Return on Investment analysis (SROI) is a method of evaluating services or activities, by assigning a financial proxy or monetary value to social and economic gains. This value can then be communicated to funders in terms of a ratio which states, for example, that €3 of social value is derived from every €1 invested.

**Scope of the project**

An evaluative SROI analysis was carried out by a single researcher as part of a Masters level programme. It was conducted with the help and supervision of an SROI practitioner and at the request of the Ballymun Job Centre. A full SROI analysis requires a substantial amount of time and skill, which is beyond the scope of the current project. The research will therefore focus only on the impact of the training in relation to the changes and outcomes for the seven programme participants, who completed the course in 2012. It is intended to serve as an estimate of the programmes value and as an example of the value and degree of information which can be derived from SROI analysis.

**Aims and Objectives**

Thus far, the programme, which has been in operation over the past four years, has achieved a high level of success with many individuals progressing on to further education. It is the intention of the current research study to explore this success and to provide an insight into the social and economic benefits of the programme.

**Audience.**

It is hoped that the findings will prove useful in the design and planning of future programmes by the programme co-ordinators and possibly in the replication of the course in other areas. The results may also be used to convey the level of success of the programme to future funders.

**Stakeholders and data collection.**

Two main stakeholder groups were identified the programme participants and the Organisations, which included the programme co-ordinators, the community Gardaί and the funders. Information was collected by means of one-to-one interviews with the programme co-ordinators, the participants and a community Garda. Statistics were also provided by the Gardaί on offenders and the programme records were consulted. The MOTIVES tool which has been described above (see methodology) was also used to calculate an SROI ratio for the participants to add further reliability to the findings.

**Exploring the change: Outcomes**

The change process is explored in greater detail below using an Impact map. An Impact map is a table which outlines how resources or 'inputs', lead to activities or 'outputs', which subsequently result in various changes or 'outcomes. This is also referred to as the theory of change and provides a more detailed description of the impact of the programme and the change process which occurs (The SROI Network, 2009).

Table 12.

*Impact Map for Programme Participants (stage 1 & 2).*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Stakeholders | Intended/ unintended changes | Inputs | | Outputs | The outcomes |
| Who do we have an effect on? Who has an effect on us? |  | **Description** | **Value**  **€** | **Summary of activity (quantify)** | **Description (how would you describe the change?)** |
| the programme participants | education level and employment | time | €0.00 | FETAC level 3 qualification in health and fitness for 7people | almost all of the participants progressed to further education |
|  | level of substance abuse |  |  | Gaisce awards for 7 people | Reduced/ceased drug and alcohol abuse |
|  | level of criminal activity |  |  | 7 people completed a mini marathon | Reduced/ceased involvement in criminal activities |
|  | self-esteem and confidence |  |  | group outings for a number of people | increased self-esteem and confidence |
|  | access to services |  |  | inter-agency football league | referred to services such as substance abuse counselling where necessary |
|  | Qualifications/Awards |  |  |  | Recieved FETAC qualifications and the Gaisce award. |
|  | levels of health and fitness levels |  |  |  | increased fitness levels |

*Note. As previously discussed a full SROI analysis is beyond the scope of the current research project, therefore the impact map will involve details of the programme participants only. The full SROI analysis and details relating to the other stakeholders can be seen in Appendix 5*

**Inputs.**

The participants invested a significant amount of time and effort in the programme, this was not given a financial value however as is customary in SROI analysis (The SROI Network, 2009).

**Outputs**

A number of outputs were identified by the coordinators and the Ballyrunner themselves, these included FETAC qualifications, Gaisce awards, completion of a mini marathon, group outings, an inter-agency football league and new friends.

**Outcomes.**

Many of the outcomes listed above are interconnected and impact upon each other in various ways in what is known as a chain of events (The SROI Network, 2009), for example access to further education and educational progression is much more likely in a situation in which an individual has already obtained a FETAC level qualification. Connections such as these between the different outcomes and the factors which lead to those outcomes were explored in greater detail in the 'Qualitative Results' section above.

**Exploring the change: Evidence and value**

**Indicators**

In order to ascertain that the change has in fact occurred, indicators such as 'the number of participants in further education' are used to demonstrate the change.

**Durability of the change.**

It is also important to consider how durable these changes or outcomes are over time. Some may have long-term effects lasting years or perhaps even a life-time while others may only last while the programme is in operation. A number of the outcomes involve a reduction in problem behaviours such as reduced substance abuse and desistance however these things may be intrinsically linked to being engaged in a course. As all those who completed the course however, proceeded almost directly into further education and as the majority of those courses will last for a period of 1 year, it was decided that one year was a realistic estimate of the durability of the change. This is however quite a conservative estimate, particularly in light of the significant changes reported by many of the participants *"it really sunk in that, em, this was, kind of, going to be like a changing point for me. You know like, it was a very pivotal moment in my life, you know. It was really when it set in that things were going to be different, you know" (P2).*

**Financial proxies.**

Financial proxies are approximations of value which are used for outcomes for which it is impossible to obtain a true value. For example, as 'increased self-esteem' cannot be bought or sold, it does not have a financial value. It is possible however, to pay for counselling for self-esteem which should have approximately the same effect. The cost of counselling is therefore used as a financial proxy for increased self-esteem. This is one of the many benefits of SROI analysis which makes it possible to account for the benefits for which there is no financial value.

Table 13

*Impact map for programme participants (stage 3)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Source** | **Quantity** | **Duration** | **Financial proxy** | **Value €** | **Source** |
| **How would you measure it?** | **Where did you get the information from?** | **How much change as there?** | **How long does it last?** | **What proxy would you use to value the change?** | **What is the value of the change?** | **Where did you get the information from?** |
| number of participants in further education | interviews with programme participants and co-ordinators | 8 | 1 | cost of career guidance | €480.00 | BJC |
| no. of individuals reporting less frequent use | interviews with programme participants and co-ordinators | 8 | 1 | cost of 10 addiction counselling sessions | €400.00 | access counselling service, 2013 |
| less frequent contact with the Gardai, arrests and convictions | interviews with programme participants, Gardai and Garda statistics | 8 | 1 | annual cost of criminal justice services associated with young offenders | €94,168.00 | WikiVois, 2013 |
| no. Of individuals reporting increased confidence/self-esteem | interviews with programme participants and MOTIVES tool | 8 | 1 | cost of 10 sessions of counselling | €400.00 | access counselling service, 2013 |
| no. Of individuals referred to other services | programme records | 8 | 1 | GP referral/appointment | €55.00 | Jervis Medical Centre, 2013 |
| programme records | programme records | 7 | 1 | cost of FETAC (level3 course) | €130.00 | [www.metac.ie](http://www.metac.ie/) |
| programme records | programme records | 7 | 1 | cost of a personal development course | €499.00 | [www.professionaldevelopment.ie](http://www.professionaldevelopment.ie/) |
| no. Of individuals reporting increased fitness. | interviews with participants and programme records | 7 | 1 | cost of gym membership for 26 weeks | €234.50 | Ballymun Leisure Centre, 2013. |

*Note. As previously discussed a full SROI analysis is beyond the scope of the current research project, therefore the impact map will involve details of the programme participants only. The full SROI analysis and details relating to the other stakeholders can be seen in Appendix 5*

**Establishing Impact.**

It is also important however to consider the possibility that the programme was not entirely responsible for the level of change measured. In order to ensure the accuracy of any claims made in relation to the programme's impact, it is necessary to consider three factors. Firstly, what is the degree of change which would have occurred even if the programme had not taken place (deadweight), whether anyone else contributed to the change (attribution) and how much of the activity simply displaced other outcomes or had unintended consequences (displacement). An example of this would be an intervention which rather than reducing the rate of crime in area, instead displaced the crime to another neighbourhood (The SROI Network, 2009). As an accurate calculation of impact requires a substantial amount of time, Deadweight and attribution were set at 30% with Displacement placed at 0% at the advisement of the SROI practitioner (see Appendix 6).

**Social Return Calculation**

The social return ratio is calculated by firstly multiplying the financial proxy for each outcome by the quantity or in this particular case, by the number of individuals that experienced this outcome (see Appendix 6). Deadweight and attribution and drop-off are then deducted resulting in an impact calculation for each of the outcomes, the sum of which is the total impact calculation. This is then divided by the total inputs to give a ratio of social return as shown here and in greater detail in Appendix 6:

**(Total impact calculation) 312,717.00**

**= €6.74 :1**

**(Total inputs) 46,371.36**

This means that there is a social return of €6.74 for every €1 that is invested in the Ballyrunners programme. An investment of €9000 euro, which is the amount of funding required to run a 26week programme for up to 12 young people, would therefore provide a return of €60,660. This highlights the substantial social value of the programme which provides convincingly evidence of the success of the programme particularly when it is combined with the qualitative findings which were presented earlier in the chapter.

**The MOTIVES tool**

The MOTIVES tool is a questionnaire which was designed as part of a pilot study to help employers to establish the impact of a particular course using SROI methodology and social impact theory. This was primarily intended for use with employees and many of the financial proxies were calculated with this in mind. It was decided however, that this tool was also applicable to the Ballyrunners programme as the majority of the outcomes were the same (e.g., increased eagerness to learn, increased attractiveness in the labour market). The MOTIVES tool therefore provided an estimate of the impact of the Ballyrunners programme from the point of view of the Ballymun Job Centre. The estimated impact value and a list of the most commonly cited benefits was presented in a report which can be seen in Appendix 7.

According to this report the estimated social return of the programme from the point of view of the Ballymun Job Centre is €3.84 for every €1 invested and the most common benefits include eagerness to learn, attractiveness to the labour market and motivation to take on new tasks.

**3.5 Discussion of the findings relating to Social Return on Investment analysis.**

The Social Return on Investment analysis was included in the present study as it provides strong evidence of the programme's success in financial terms, in way which is universally understood and highly convincing. This method of analysis constitutes a relatively new approach to evaluations of this type. It is evident from the present study however, that this method of analysis adds substantial evidence to support the efficacy of a programme or intervention and as such is a highly valuable tool for both researchers and practitioners who wish to demonstrate the value of their work in a way which is appealing to potential funders.

This includes a description of the inputs (e.g., time), outputs (e.g., FETAC level 3 qualification) and outcomes (e.g., progression to further education, increased self-esteem) of the programme that have previously been discussed in the Qualitative findings section (see Chapter 3). The SROI analysis further supplements this information however, by identifying indicators or evidence that 'change(s)' (e.g., reduction in criminal activity) has occurred and subsequently assigning a financial value to such changes through the use of financial proxies, thus enabling the researcher to establish the value of the programme in financial terms.

One outcome in particular, 'reduced or ceased involvement in criminal activity' (see Table 11, Chapter 3) highlights the benefits of the programme benefits in terms of the cost of the criminal justice services associated with one young offender. This stands at €94,168 annually. Specifically, this means that the savings to the state associated with the desistance of one young person could fund 10 Ballyrunners programmes, each of which may potentially facilitate the rehabilitation of up to 12 more young offenders, giving a saving to the state of €11,300,160.

The social return on investment ratio also provides a very convincing argument for the success of the programme with the MOTIVES tool indicating a return of €3.84 for every €1invest and SROI analysis indicating a return of €6.74 for every €1 invested. Based on the figures from the SROI analysis, an investment of €9,000, which is the amount currently required to run the Ballyrunners programme, would therefore provide a return of **€**60,660 to the state and to the taxpayers. This is a substantial return which provides strong evidence of the programme's success and a compelling argument for future investment. The present study also presents a convincing argument for the use of SROI analysis in the field of Psychology, as a method of demonstrating the effectiveness of an intervention, exploring the impact of the various outcomes and evaluating the benefits. All of this can then be presented as seen in Chapter 3, in a way which is easily conveyed, universally understood and highly compelling.

Chapter 4: Discussion.

**4.1 Overall discussion**

The current study provides a comprehensive evaluation of the Ballyrunners and a greater appreciation of the difficulties these young people face, the interventions and approaches that proved successful in addressing these issues and the type and degree of change (individual and community) that occurs as a result of participation on this programme. In addition to this, the SROI analysis provides a compelling financial account of the processes involved and the overall value of the programme to both the individual and the community at large. These two features combined make it possible to communicate precisely the level of success of the programme to management and investors, specifically, in terms of the impact it has had on the lives of those involved and the potential social and economic benefits which may be derived it for the general community.

Overall the success of the programme is undeniable and it is evident that the programme coordinators, through a great deal of hard work and dedication, have been able to incorporate a variety of strategies that have led to significant changes in the lives of these young people. As a result the participants of the Ballyrunners have been able to overcome numerous obstacles and vastly improve their situations in terms of their level of educational attainment, employment prospects, substance abuse, offending behaviour and self-esteem. In addition to this the programme which requires relatively little funding of approximately €9000 (see Table 11) has a social return of €6.74 for every €1 invested which would result in a social return of €60,660. This makes the Ballyrunners programme a much more attractive alternative to imprisonment or other negative social sanctions available to the judiciary.

**4.2 Strengths and Limitations of the study**

One limitation of the study is that a full SROI analysis takes a substantial amount of time and a degree of skill that is beyond the scope of the current study and ability of the researcher. Therefore, the SROI analysis focused mainly of the programme participants. In addition to this an accurate calculation of impact requires a substantial amount of time. As this was not possible given the scope of the study, deadweight and attribution were set at 30% and displacement was placed at 0% at the advisement of the SROI practitioner (see Chapter 3- SROI report).

The current study does however have a number of strengths. Firstly the participant groups included a sample of just under 25% of all Ballyrunners as well as both of the programme coordinators and a member of the Gardai. This provided a good representative sample and three different perspectives on the programme. There was also a high convergence of opinion between the three groups demonstrating good reliability and validity in the study which are some of the criteria outlined by Miles and Huberman (1994) as pertinent to good qualitative analysis. In addition to this the information provided by the participants in relation to desistance was further supported by the Garda statistics which confirmed that none of the Ballyrunners in 2012 had come to the attention of the Gardai since completing the programme, this again demonstrates good validity and triangulation (Miles and Huberman, 1994).

Furthermore, the vast majority of the data fit into the themes identified in the study and provided a detailed account of the change process, from the needs of the participants to the interventions employed and the various outcomes of the programme. In addition to this, the objectivity of identified themes was assessed, as suggested by Braun & Clarke (2006), using inter-rater reliability checks. These revealed a high level of inter-rater agreement of 87.5%.

The SROI analysis also provided further evidence of the success of the programme in a financial format that is easily communicated and universally understood. This particular element of the study would be very valuable in future funding applications as it provides a very convincing argument for the need for and possible benefits of the programme.

**4.3 Implications of the present research**

The current study provides a detailed account of the factors that contribute to a highly successful programme for early school leavers and the strategies that proved successful in addressing issues such as substance abuse, offending behaviour and low self-esteem. These findings may therefore prove very useful for the future design of similar programmes or for the replication of the Ballyrunners programme in other areas. The key components necessary for the successful replications of the programme are outlined in the 'Recommendations - A framework for replication' section below. In addition to this, the current study also demonstrates the efficacy of SROI analysis and the possible benefits of it in terms of providing evidence of the success of a programme and as a demonstration of the potential value of an intervention. This provided programme designers and change managers with a tool to audit the value of their impact and the impact of the programme(s) they run, providing compelling evidence of the results that can be achieved using financial indicators.

**4.4 Recommendations - A framework for replication.**

The current study identified a number of key components of the Ballyrunners programme that were instrumental to its success. They were as follows:

* Firstly it was very important that the participants were both ready and willing to change (see Chapter 3,Table 3).
* Secondly, the design of the programme must be reponsive to the needs of the participants and should take into account the areas of difficulties they face. The programme should also be structured so as to encourage and increase the likelihood of attendance as described in Chapter 3, Table 4. The coordinators of the Ballyrunners programme indicated that they believe that it is important that the programme is not obligatory, court-mandated or connected to social welfare. The Gaisce award also appears to be a crucial motivating feature that also provides structure and frequent opportunities for reinforcement.
* A high level of support is perhaps one of the most important features of the programme enabling the coordinators to develop trusting relationships that subsequently provides them with a greater understanding of the relevant issues and that places them in a position to address these issues. In addition to this, the skills, knowledge, attitudes and personalities of the programme coordinators appear to be crucial to its success (see Chapter 3, Table 5). Recruiting the right people with the right approach and attitudes is therefore paramount to the successful replication of the programme.
* There are also a number of strategies that contributed to the success of the Ballyrunners and that would be important features to include in future programmes such as pro-social modelling, positive reinforcement, the inter-agency football league, the use of sport and exercise to discourage drug use, leniency at the outset of the programme and with gradually increasing expectations and enforcement of the rules. These strategies and a number of others are outlined in greater detail in Tables 6,7 & 8.

**4.5 Suggestions for change.**

The present study may have benefitted from the addition of pre and post intervention measures of variables such as self-confidence, self-esteem, substance use and criminal activity. This would further enhance the findings of the present research by providing not only evidence that a change occurred but also an insight into the level or degree of change which occurred in each of these outcomes. In addition to this, the impact of the programme could be further evaluated through the use of a longitudinal design and a control group to explore the durability of the change and the impact of the programme on the long-term future of the participants.

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**Appendix 1: Email of Ethical Approval**

Dear Evelyn,  
  
I am in receipt of your Research Ethics Application form for the research you propose to complete for the MPsychSc Degree. It is the decision of the TMREC-SPsy that this proposal is approved and that you may proceed with the  research.  
  
Best wishes,  
  
Dr Joan Tiernan,  
Reg Psychol. DWOP, C. Psychol  
School of Psychology  
Chair TMREC-SPsy  
Chair Human Research Ethics Committee - Humanities, UCD  
Chair Supervised Practice Committee, DWOP  
  
[joan.tiernan@ucd.ie](mailto:joan.tiernan@ucd.ie)  
Tel: 00353 (0)1 7168587  
FAX: 00353 (0)1 7161181

**Appendix 2: Information Sheet for participants**

|  |  |  |
| --- | --- | --- |
| cid:FACAE8AA-808E-4332-A624-D717C98B2FEE@ucd.ie | **UCD School of Psychology**  Newman Building  University College Dublin  Belfield, Dublin 4 Ireland  T: +353 1 716 83638369  F: +353 1 716 1181 | **Scoil na Síceolaíochta**  Áras Newman  An Coláiste Ollscoile Baile Átha Cliath  Belfield, Baile Átha Cliath 4, Éire  [Psychology@ucd.ie](mailto:Psychology@ucd.ie)  [www.ucd.ie/psychology](http://www.ucd.ie/psychology) |

**Information sheet for participants**

**Research topic: An evaluation of the Ballyrunners programme: successful aspects of the programme and potential for further development.**

**The present study:**

You have been invited to take part in a research project which will be looking at the Ballyrunners programme and the experiences of the people who took part in it. This study will be carried as part of a postgraduate degree in Psychology in University College Dublin (UCD).

**Aims of the study:**

This study will be looking at the Ballyrunners programme to see what parts of the programme are most helpful and what else could be done to make it better. This will be done by meeting and talking to the people who took part in the Ballyrunners, to see what they thought of the programme. We want to hear from the people who finished the Ballyrunners programme and those who started the programme but did not finish.

**Who can take part?**

In this study we want to talk to the people who have taken part in the Ballyrunners programme. The study is interested in the people who finished the programme and those who started it but were unable to finish it. Anyone who was a member of the Ballyrunners in 2008, 2010 or 2012 can take part in the study.

**What is involved?**

The people who took part in the Ballyrunners this year will be invited to come together in a group to talk about the programme. The people who were in the Ballyrunners in 2008 and 2010 will be invited to come in separately to meet the researcher and talk about the programme and how it helped them.

**What we want to know?**

* What did you get from doing the programme?
* Did you think the programme was helpful?
* What parts of the programme did you enjoy?
* What parts of the Ballyrunners programme, do you think, make it successful?
* What made you want to do it?
* What could be done to make the programme better?

**Confidentiality**.

All of the information that is collected in the group and in the interviews is confidential and will only be available to the researcher and their college supervisor and the examiner . Each person will be given a number which will be on their interviews, your name will not appear on any of the information you give. The information we collect will be used in a research project for a college course and may appear in a journal article, in a report for the Ballymun Job Centre or may be presented at a conference. Some quotes may be used also but no names will be used at any time. The interviews will be kept in a locked filing cabinet or in locked files a computer for a year, until the college research project has been submitted.

**What will happen if I volunteer?** Your participation is totally voluntary. If you decide to take part in the study you will be invited along to the group or to talk to the researcher at a time that suits you. You can leave the study at any time. You can also have your information taken out of the study at any time up until the analysis.

**Contact Details** If you have any further questions about this research or would like to participate please contact:

Evelyn Kennedy: [evelyn.kennedy@ucdconnect.ie](mailto:evelyn.kennedy@ucdconnect.ie)

Pat Kavanagh at the Ballymun Job Centre: kavanaghp@bmunjob.ie

**Thank you very much for your time.**

**Appendix 3: Consent form for participants.**

|  |  |  |
| --- | --- | --- |
| cid:FACAE8AA-808E-4332-A624-D717C98B2FEE@ucd.ie | **UCD School of Psychology**  Newman Building  University College Dublin  Belfield, Dublin 4 Ireland  T: +353 1 716 83638369  F: +353 1 716 1181 | **Scoil na Síceolaíochta**  Áras Newman  An Coláiste Ollscoile Baile Átha Cliath  Belfield, Baile Átha Cliath 4, Éire  [Psychology@ucd.ie](mailto:Psychology@ucd.ie)  [www.ucd.ie/psychology](http://www.ucd.ie/psychology) |

**CONSENT FORM**

You have been invited to take part in a research project which will be looking at the Ballyrunners programme and the experiences of the people who took part in it. This study will be carried as part of a postgraduate degree in Psychology in University College Dublin (UCD).

Please read the information sheet carefully and if you wish to take part, tick the boxes below and sign your name at the bottom of the page.

**I agree to the following:**

* **To take part in a group talk or interview.**

* **To being recorded in the group or interview.**
* **To the information I give being used in a research project,**

**Journal article or report for the Ballymun Job Centre.**

* **I understand that my name will not be used.**

I would like to take part in this study.

**Participant’s Name (in BLOCK CAPITALS)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Participants signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

*If you have any questions about the study of the information provided please contact:*

*Evelyn Kennedy at* evelyn.kennedy@ucdconnect.ie

**Appendix 4 (a): Interview schedules for the Ballyrunners participants.**

**Introduction**

* Purpose of the study.
* Confidentiality and recording issues.
* Appreciative Inquiry technique.
* Outline of the types of questions involved and the areas of interest.

**Appreciative Inquiry**

1. Can you tell me about a time with the Ballyrunners that was a high point for you? A time when you were most engaged or enthusiastic and felt good about yourself?
2. What were the things that made this event a high point?

* what was there in yourself, in the things you did or in your capabilities that made it a good experience?
* Secondly, what was it about the programme or the people involved that made it a good experience?

1. What was the best part of that experience? How did you feel in that moment?
2. If you think back now to all the things that made that such a good experience, do your plans for the future involve any of those things that made the experience such a high point for you?

**The strengths of the programme.**

1. What were your favourite parts of the programme?
2. What do you think makes the programme work so well?
3. How did you benefit/what did you gain from doing the programme?
4. What is it about the people that run the programme or how they run the programme that make it work well?

**The appeal of the programme?**

1. What was it about the programme that made you want to take part?
2. What were you told about the programme? Which of those things were most important to your decision to join the Ballyrunners?
3. Was the Gaisce/FETAC awards an important part of the programme for you?
4. The FETAC award is in sport and fitness, is there any other qualification that you would have been interested in doing?
5. Have you been involved in programmes like this before? Did you finish it? Why/why not?
6. How is the Ballyrunners different? Is it better in any way?
7. Would you recommend the programme to others?

**Perspectives of the participants, community, family and friends.**

1. Do you think the area needs more programmes like this? How do you think they help?
2. What do your friends/family think of the programme?
3. do you think that taking part in the programme changed the way people in the community saw you? Did it change the way you see yourself?
4. In what ways did you get involved in the community?
5. Do you think that programme changed the way employers, colleges, training centres see you?
6. Do you have a good relationship with the programme coordinators? Why do you think that is? How do they interact with the Ballyrunners?

**Future of the programme**

1. What would you like to see more of in the programme?
2. Is there anything you would like to see added to/changed in the programme?
3. What kind of things would you like to see the Ballyrunners doing in the next few years?

**Appendix 4 (b): Interview Questions for the coordinators**

**Appreciative inquiry technique.**

1. I am sure there were good and bad parts of the programme but for now I want to talk about the good parts.
2. Can you tell me about a time with the Ballyrunners when you felt good about yourself, when you were really enthusiastic and full of energy?
3. What was it about that activity that made you feel that way?
4. What do you think changed in you to make you feel like that?
5. What was it about the programme or the people involved that made that possible for you?

**Planning phase.**

1. Why did you decide to set up the Ballyrunners? Where did the inspiration come from for the programme?
2. When recruiting or choosing participants, what was your initial criteria? Has that criteria changed in recent years?
3. How did you go about recruiting participants?
4. Why did you decide to include the Fetac/ Gaisce?
5. How was the course structured? How many days/hours?
6. How did you begin the course- opportunities for the participants to get to know one another?
7. What information did you provide them with about the course? How did you 'sell it' to them?
8. What issues did you try and target? How did you address these issues?

**Implementation phase/strategies used.**

1. How do you interact with them?
2. Is it a collaborative approach?
3. What is it in your opinion that attracts them to the course?
4. How do you keep them interested/engaged?
5. How did you build good relationships?
6. What is the structure of the course?
7. Was attendance connected to social welfare etc? Have you any experience of that? What kind of impact do you imagine that would have?
8. Was there any kind of negative consequences used? Or did you use positive reinforcement strategies?
9. Where did the idea for the football tournament come from?
   1. how do you feel it went?
   2. do you feel it improved relationships between the participants and the Gardaί?

**Changes observed**

1. I understand a number of the participants had a history of drug use, what issues did you face in relation to this?
2. Do you believe that engaging in the programme had a positive impact on this?
3. Why do you think that is?
4. Did you notice other changes as they progressed through the programme?
5. What was it, in your opinion that caused these changes?
6. Do you feel the participants benefitted from engaging in the programme?
7. How did you implement rules?

**Reasons for success.**

1. Do you feel the programme has been a success?
2. How many participants have gone on to further study, employment?
3. Why do you think the Ballyrunners is so successful?
4. If you were to offer advice to someone intending to set up a similar programme?
5. Obstacles faced?
6. Funding, how many people, how much?
7. Going forward, future plans? Hopes? Expansion?

**Appendix 4 (c): Interview question for the Gardaί.**

**Questions for Community Gardai**

1. How did you come to be involved?
2. Did you know many of the programme participants beforehand?
3. In your opinion, what was their general attitudes towards the Gardai?
4. How much contact did you have with the Ballyrunners?
5. What activities were you involved in?
6. Did you take part in the football tournament? Fun run?
7. What was the feedback from the gardai in relation to the football tournament?
8. Overall, do you believe it had a positive effect?
9. How did they interact with you?
10. Do you feel that your relationship/their attitudes changed over the course of the programme?
11. At what point did you begin to notice a difference?
12. Did you see other changes in the participants?
13. What did you think of the course in general? Valuable?
14. Overall, do you think there has been a change in the amount or type of contact they have had with the gardai since?
15. How do you think the Ballyrunners compares to other programmes?

**Appendix 5 (a): Sample interview for the Ballyrunners group (participant 2).**

|  |  |
| --- | --- |
| *R* | So which year was it that you done it? |
| *P2* | I was year 1, the first, the very first year, that was '08 or '09, I don't know. |
| *R* | Ok, and then did you come back? You came back to help didn't you? You were one of the mentors. |
| *P2* | Yeah, I was one of the mentors with the next group. |
| *R* | Oh, very good, and are you thinking about doing it again this year. |
| *P2* | Yeah, I'd love to mentor this, the next group like that's comin' up. I really, really would. |
| *R* | Yeah, that's great, because [coordinator 1] was kind of saying it to you, I think she was trying to get you onboard. She was saying you were great the last time with them. Em, Very good! And did you do the fun run, was that part of... |
| *P2* | Yeah! |
| *R* | Yeah, how was that? |
| *P2* | That was grand, yeah. Yeah, I think I came, like the top one hundred, there was like four thousand or somethin'. |
| *R* | Wow, oh my god that's amazing, you must be fairly fit. I don't know how I'd do with that now. It's 5k isn't it? |
| *P2* | (laughs) 5k, or 6k, 6k, yeah. |
| *R* | 6k, oh ok, and it's in the Phoenix park yeah? |
| *P2* | Yeah! |
| *R* | Jeez, well done that's great. And you raised loads of money as well didn't you? |
| *P2* | Em, I can't remember how much exactly was raised, But eh.. |
| *R* | It was a good bit wasn't it. |
| *P2* | Yeah, there was a good enough, fair bit. It's for a good cause, so.. |
| *R* | Yeah, it was Simon Community, that's definitely a good cause. Em , ok so, em can you tell me about like a high point with the Ballyrunners, for you. So a time when you were, kind of, you know, really enthusiastic and you felt really good about yourself. |
| *P2* | Em, I think the high point for me was, em, maybe about three classes in, we had a, our instructor, Jimmy Bell, and me and him, we were going over to, kind of, practice like, you know for the running, and me and him, we were talking in his car on the way over and it, kind of, it really sunk in that, em, this was, kind of, going to be like a changing point for me. You know like, it was a very pivotal moment in my life, you know. It was really when it set in that things were going to be different, you know, that was the high point. |
| *R* | Ye, so I suppose you felt great, that's a good feeling. Eh, yeah, because you actually, I think it was you and Declan was it? That, kind of, mentioned that this was where you started or you seen it... |
| *P2* | Yeah, we started here, Yeah. It's the first place we got our opportunity, you know. |
| *R* | Yeah, yeah, that's brilliant. They're doing well then, that's two of you. Em and, eh, so what things was it that, kind of, made that a high point, like so what was it about that, that made you feel, like.... |
| *P2* | Em, well I guess because before, before even the concept of Ballyrunners was pitched to, to me like, it kind of just, life was just, kind of like stagnate and I had kind of gotten a lot of doors shut in my face, so it really felt as if, that I was going to go nowhere, that I was going to be stuck in this like, s\*\*\*. On the dole forever, y'know, it was kind of, yeah. It was just the change.... |
| *R* | .. so you that's when you realised? Yeah, that's brilliant. So what was it then, kind of, i suppose, about the people involved in the course, or say maybe [coordinator 1] and [coordinator 2], what was it that, kind of, made it or made things work really well for you? |
| *P2* | It was more of a family thing than, y' know like, we didn't come together as a class, it was a family , y'know like, we helped each other along, even at the end in the run, people who were at the back, we all waited at the finish line and if somebody was struggling we'd run back for them, y'know so. It was support you, y'know, we were a family. |
| *R* | Yeah, so it sounds like you had a really, like you all had a really good relationship, like you got really close. |
| *P2* | Yeah, I still know [coordinator 1] as Mama [coordinator 1]. |
| *R* | Yeah (laughs), Mama [coordinator 1]! Yeah, it seems like [coordinator 1] and [coordinator 2], that they have a really good relationship with you, would you think that or would you...? |
| *P2* | Yeah, definitely, defo! |
| *R* | Yeah, how do, how would you think or do you think you guys feel about them? or vice versa how they feel about you? |
| *P2* | Yeah, I think it's, like kind of a mutual respect, you know, they gave us respect and they didn't demand it back, it was just naturally given, y'know. |
| *R* | Yeah, so because they respected you, yeah, yeah, it's great. It really seems like that, like they, you can tell like that they're, you know, that you get on, that you all get on real well. Em and eh, so what was then, what was the best part of the experience for you, do you know like, what was your favourite part or...? |
| *P2* | Eh! the best part for me, in like, feeling-wise or in actual things that we done? |
| *R* | Eh, yeah, yeah, the programme that you enjoyed the most? |
| *P2* | Yeah, em, I guess, you know like, we'd be in the gym and we'd all be working and like, we'd all be on one big row of treadmills and we'd all be sweating and dying together, but we'd be cheering each other on, yeah. |
| *R* | A bit of competition as well, was there? |
| *P2* | Between a few of the lads there was, yeah, at one stage, we'd all be going full pelt running. |
| *R* | Yeah, when you have a crowd of guys on treadmills there is always going to be a bit of competition. And eh, so what was your favourite activity of the things that you did, what best? |
| *P2* | For me, em, we had an anatomy class and I was dead into it, y'know like. I just thought it was brilliant finding out about all the different muscles and you know like, we had to know the, the work outs that were, that would go with certain muscles like, you know, so. It was good finding out all this information, you know. |
| *R* | Yeah, it's really interesting so it is. Em, and eh, so, is that something you would want to go on with again? |
| *P2* | Well I've already achieved, I'm now a fully qualified personal trainer. |
| *R* | Ah no way! that's brilliant, well done, my boyfriend actually does the same thing. He should be in here chatting to you really, you would have more to talk about. Em and eh, that's brilliant, so did you, was Fetac, was that part of Ballyrunners? |
| *P2* | Yeah, yeah, Fetac was, was the Ballyrunners, yeah. We, we all achieved Fetac. |
| *R* | Ok, so was that the first time you did a health and fitness thing? |
| *P2* | Yeah, it, it was, that was the first course in general that I've stuck at, just in general. It caught my imagination and it just kept me, you know. |
| *R* | Yeah, and so that was level three was it, and then did you go on ahead and do.... |
| *P2* | Level four and then five. |
| *R* | Ah that's brilliant, great. [participant] was actually saying he is doing four at the minute as well. That's brilliant, so they're pumping out all the fitness trainers here. em, that's brilliant, so do you thnk then that it benefitted you, the course? |
| *P2* | Definitely, 100%, Yeah. |
| *R* | What kind of ways, like what kind of....? |
| *P2* | Well as I said, it was the first time for me that a door was opened and the first time that I actually got a bit of like, positivity coming in, into my life, and like it gave me an opportunity , like kind of, just to, like kind of, eh, I don't know, it opened a lot of doors, like I learned commitment, like, because I was never close to my own family, I got a feeling of family as well. I committed myself to something for the first time and I followed it through and stood it through and I reaped the rewards from it, so. |
| *R* | Yeah, it's brilliant, well done. Em, and so is there any kind of other, so obviously it benefitted you as well in like, a job like, you did real well with that as well, and did you feel better about yourself after, like do you think you kind of, changed? |
| *P2* | Oh yeah, definitely, definitely yeah. Like, em, you know, eh, I don't know I kind of, it kind of gives you back your kind of humanity, do you know what I mean, if you get what I mean? |
| *R* | Yeah, I do yeah. and does it give you back, I suppose. |
| *P2* | It gives you back a feeling of self-worth, you know. |
| *R* | Yeah, yeah, great and I suppose confidence as well? does that come with it as well? |
| *P2* | Yeah, yeah, it's all kind of in the package. |
| *R* | Yeah, its all in the mix. yeah, so definitely, so you think there is a big change in before and how you've been since? and has that kind of, has that kind of stayed, like have you kind of...? |
| *P2* | Yeah, yeah, I've took what I've learned in the Ballyrunners and I've just applied it to other things, like, right now I'm not working in the fitness industry, you know so, but I'm using what I've learned to kind of like, to change it around for what I'm doing at the moment, you know. |
| *R* | Yeah, exactly. Yeah, brilliant. So it must have been a big change then if you, you weren't working before were you? And then it's like three days a week in here. |
| *P2* | Yeah, it was, it was a great change; It was absolutely brilliant (laughs). |
| *R* | Ye I suppose it was something to kind of... |
| *P2* | It got me out of the house. |
| *R* | Yeah, it got you going and when you're looking forward to it as well it's a big thing. Em , and we were chatting about [coordinator 1] and [coordinator 2] as well, so do you think, what do you think they do that makes it work? Because it seems like they....? |
| *P2* | It's a helping hand, you know, like they, like, you know sometimes your morale will be down and they'll always be there to, you know like, to lift your spirits and y'know, to give you the help that you need to get you through it like. |
| *R* | Yeah, yeah. |
| *P2* | Definitely. |
| *R* | And, or, like, do they motivate people or...? |
| *P2* | Yeah, they really do, yeah. They make you feel as if you can achieve stuff. It's, at first like I didn't really think that I'd be able to get through it, but, you know, they really make you feel as if you're worth something and it was because of that, that I got through it as well. |
| *R* | Yeah, yeah, so they're great at motivating and getting... |
| *P2* | Ah yeah, most definitely. |
| *R* | And what about getting people involved, were there activities or was there anything kind of to get people...? |
| *P2* | Eh, I thought, well to be honest, eh, [coordinator] kind of like, scheistered [talked/persuaded] me into it (laughs). |
| *R* | (laughs) I can see her doing that all right. |
| *P2* | Em, yeah, I don't know, I think it's just one of their traits, like where they can just naturally just get you involved and get you interested, d'ya know. Yeah, I think as well like 'cause they'd, they, they'd gotten my respect just off the bat so... |
| *R* | Yeah, yeah! And em, did....? what were you told about it, before you started, like how did they, that led to you, I suppose.... |
| *P2* | Em , well they did say that they were gona try out this fitness course and at the end there was gona be a run and it would go to, the money raised would go to a good cause, and, I duno, I think it, it was all new so like I don't really think that there was much of a pitch to us like. We had to just trust their good nature, and that, y'know (laughs) |
| *R* | ...That they had something good planned (laughs). So the health and fitness thing, the Fetac thing, was that, was that what kind of pulled.... like made you want to do it then? |
| *P2* | Em... |
| *R* | Was that the main thing, or...? |
| *P2* | In all fairness, I just wanted a kind of change from the usual, run of the mill, sittin' around looking .. for nothin' (laughs), y'know. But yeah, I d'know, I guess it was something different and I just took it on board that it was gona be somethin' different for me. |
| *R* | Yeah and they seem to have loads of, kind of like, new stuff in it, like ye went to Leinster house and like different stuff that you never really... |
| *P2* | Yeah, very different, we never did any of that. (laughs) |
| *R* | Yeah, I've never been to Leinster House either (laughs), I wouldn't mind taking a look. And so what else, what kind of things were they doing? |
| *P2* | For my, for my year, what we did was, we went from here to the gym and then from the gym then we went to the field or, and we just practiced runnin', but then it's kind of evolved like, y'know like, that was just when they were plotting the whole thing, now they're doin' like, gardening and drama and stuff like. It's great though, it gives people an avenue, y'know like that they can express themselves. |
| *R* | Yeah, definitely and it sounds like it would be good craic [fun] a lot of it. |
| *P2* | Ah it's great, yeah. |
| *R* | It seems like they do loads of stuff, like even when you're training together, it makes it a lot easier when you've got, like I suppose, people with you. Em and you said you did programmes before, like you've done stuff like this before but you've never finished it? |
| *P2* | Em well, I never did anything fitness-wise, like I did a lot of really stupid things, like I've done a , done a childcare class (laughs), just so I could get out of the house and sleep in class, but after about a few weeks I just like quit, y'know. I just wanted something to do. |
| *R* | Em what d'you think, so what was it about the Ballyrunners that kind of kept you going, whereas the other things, you know, you didn't bother and you kind of, didn't finish? |
| *P2* | I guess, em, 'cause as well, the trainers, they came from the same background as us, y'know. They were like-minded and honestly they, they'd gotten out of that whole rut that they were in and they were the most influential people I know. |
| *R* | Yeah, Yeah. So I suppose they you're kind of like, aw sure you know.... |
| *P2* | Yeah, yeah. If he can get out and do something with himself, we can. It gave us a kind of like, a feeling that we can change, y'know. |
| *R* | Yeah, yeah. And I suppose [coordinator 1] and [coordinator 2] then are, kind of, saying the same thing. |
| *P2* | Aw yeah, like, like, we have [coordinator 1] and [coordinator 2] in our ears telling us we can do these great things as well and we have them the models of whose actually done great things and we definitely can aspire to be better. |
| *R* | Yeah, brilliant, and eh, so those kind of things, I suppose, kind of made Ballyrunners better, was there anything else that you think made, I suppose a better programme of it? |
| *P2* | Well to be honest, y'know, I don't think that they can work on anything and make it better, y'know like I think they had the formula kind of, for, for something great when they first piloted it with us and they just, they worked on it and they, i think that as long as they just keep on making people believe that they can be better and do better, then only better things can happen |
| *R* | And did they, like even this year, i think someone was saying about how they, on Fridays and stuff, that they kind of, asked people what they wanted to do and then maybe went bowling or....do you think that was important or like do you think that was a big thing that they were kind of asking everyone what they wanted to do as well, that ye kind of had a bit of... |
| *P2* | Yeah, I think, yeah, I think, it gives y'know like, it gives us as the students, well students, trainers, whatever, trainees. (laughs) it gives us a bit of like, well, now we have the choice, we're not actually just like back in school, where it's a set curriculum , we can do what we want and it keeps us kind of interested like. Yeah, it gets us out of the monotonous kind of classroom environment. |
| *R* | Yeah so there's kind of been a change and you don't really know what you're going to be doing. sounds good! (laughs) And eh, what about your friends and family like, what would they think of it or....? |
| *P2* | Well my mam, she eh, really, really, eh, was like, has a lot of respect for [coordinator 1] y'know, my mam has only met [coordinator 1] once and that was at the end of the first course for me. But yeah, she has a lot of respect for [coordinator 1] because of what she did for me and the opportunity she gave me. Yeah, I really think that. |
| *R* | Yeah, and so, what about your friends, would think its a good courses or would of them be looking into it or...? |
| *P2* | Well, yeah. My friends they didnt make the same life choices that I did, they all went on and did things with their lives. But I definitely think people that made the choices that I made would benefit greatly from it. |
| *R* | Yeah, and you were involved with the gardening and stuff, were you? |
| *P2* | No, I wasn't no. |
| *R* | O were you not, Oh right ok. |
| *P2* | No, no. I never got the chance, that was [participant's] year, that was. |
| *R* | Oh right, OK. So you weren't mentoring that year, was it? |
| *P2* | No, I just mentored the health and fitness, and then I overseen a few of their drama classes |
| *R* | How did that go? |
| *P2* | It was, it was interesting. (laughs) It was differnent from what we knew. |
| *R* | (laughs) I'd say it was good craic [fun] when you get into it. Em, there's always kind of that awkward moment at the start, where everyone is kind of, like.... (laughs) |
| *P2* | (laughs) ye or moaning (laughs). |
| *R* | And so for employers and if you're applying to other courses or you know when you went on to get your Fetac level 4, d'you think that having done the Ballyrunners or having done the things that you did, do you think that would help? |
| *P2* | Definitely, yeah it's a great notch in the belt, it looks great on the CV, it shows, you know, you've seen something through, you've proved you're committed, you can hold something down, y'know. Yeah, it's definitely beniffited me, I still have it on my CV. |
| *R* | Yeah, yeah, I would too, escpecially with the Gaisce. And eh, so do you think it's kind of, affected other areas like, you know, I suppose maybe how you think about other things or how you are at home or how you are with your friends? Do you think it's changed....? |
| *P2* | Across the board, it's completely changed. Yeah, my, my way of thinking or my way of living, yeah. Yeah, I was kind of, a loose canon before I started, I was mad for the drink, y'know, and I just completely, just changed, y'know. It gave me a new lease of me, y'know, for me. It got me off the streets, it got me into a whole different mindset. |
| *R* | It was fun stuff I suppose as well that you were doing, it's not like you were coming down, like you were saying about just kind of, standard school..... |
| *P2* | Yeah, like, eh, the main reason I even joined the job centre, my Ma made me (laughs). So I think like, me making like, a great kind of, investment of me own faith in [coordinator 1] and [coordinator 2] and all, it was......(pause) |
| *R* | ... a good call? (laughs) |
| *P2* | Yeah (laughs) , it was a good call on my part. |
| *R* | Yeah, well it seems like they did the same with you guys like, I suppose, it's a lot of time and that. And did you take part in the football league, no? |
| *P2* | No, did they have one? |
| *R* | No, well, I think last year they had one, where they played the gards [Gardai i.e. An Garda Siochana, the Irish police force]. Yeah, 'cause they were saying there was a lot of people who wanted to beat the Gards (laughs). |
| *P2* | Yeah, yeah (laughs). |
| *R* | I think they were talking about having it again this year, because it seemed like a lot of people got into it. (laughs). Em, so is there anything then that you would like to see added to the programme or that you think would be good for them to try out for next year? Is there anything you can think of that' you would enjoy or...? |
| *P2* | I know that they have a different set of trainers, and I know like, I think like, I don't, maybe its just me personally but I'd love to see the same trainers that we had come back y'know, 'cause they kind of, really kind of, showed me different [coordinator 1]hs, it'd be great to see...y'know. |
| *R* | So the trainers they have now are not...? |
| *P2* | I don't, I don't know the trainers that have come in so. |
| *R* | Oh right ok, the ones that were on your course, Oh right I get you. Oh yeah it would be good to see them again. Yeah, yeah, and to tell them what you're at now as well and that you've got your things going on. |
| *P2* | Yeah, I could boast! (laughs) |
| *R* | Yeah, exactly (laughs) |
| *P2* | Especially 'cause I beat one of me own, I beat the trainer that was there in the marathon. |
| *R* | Did you? Ah brilliant! He trained you too well! (laughs) Em and so is there anything then that you think that you'd like to see changed, you know changed or maybe, you know, that you didn't kind of, think was as good or maybe...? |
| *P2* | I would change, I wouldn't, I wouldn't dare change it, no. |
| *R* | Ok, briliant. Em ,and you weren't here for the cannabis awareness thing were you? |
| *P2* | No, unfortunately no. |
| *R* | No, ok they were just saying that was, that was quite good. |
| *P2* | It just shows like, they had their great foundation for something and they built upon it and it got better and better, y'know. I didn't get a chance to, to, to experience all this but it really seems like... |
| *R* | Well if you're mentoring again, you'll get it all. But you got the free runners, didn't you? (laughs) you didn't too badly (laughs). Em and what about eh, I suppose, kind of, did you make good friends, like you said already there was good support there... |
| *P2* | Yeah, yeah, em, yeah. We made, like, it was a family, y'know like. Like I haven't talked to any of the people that were on my course since a long time, probably back then but like if I ever seen them, definitely we'd make time for each other. We went through and we started off in the same place, y'know. |
| *R* | And so you think that helped as you were going along throught the course, having you know, support like for all of those... |
| *P2* | It benefitted us, yeah, like i said, we all sweated, we all, y'know, had our down time [difficult time] where we really didn't think we could do it. You know we were all out of shape at the start, getting sick, so yeah, but we all pushed through it and we got there. |
| *R* | Yeah, it sounds like you all got in shape in the end (laughs), you did well. |
| *P2* | And so is there anything else then say, kind of, I don't know, about [coordinator 1] and [coordinator 2] or about what their doing or anything else that kind of, sticks out , that you thought was really good or that you know worked well, or maybe kind of made things kind of... |
| *R* | Well I think, em, you know I can't really fault [coordinator 1] or [coordinator 2] on the job that they've done, because as I said, I've got nothing but respect. You know, even now [coordinator 2]'s still getting me out of bed and [coordinator 1] and all reminding me constantly. It's like you know, the course ended but it never truly ended, because they still kept us in the loop and they always treated us the same way, they did. I can't really fault them on anything they've done. I wouldn't even try and fault them, they're just tops! [great] |

*Note: R= Researcher, P2 = Participant*

Appendix 6: Social Return on Investment Analysis: Impact map.

*Impact Map for Programme Participants (stage 1 & 2).*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Stakeholders | Intended/ unintended changes | Inputs | | Outputs | The outcomes |
| Who do we have an effect on? Who has an effect on us? |  | **Description** | **Value**  **€** | **Summary of activity (quantify)** | **Description (how would you describe the change?)** |
| the programme participants | education level and employment | time | €0.00 | FETAC level 3 qualification in health and fitness for 7people | almost all of the participants progressed to further education |
|  | level of substance abuse |  |  | Gaisce awards for 7 people | Reduced/ceased drug and alcohol abuse |
|  | level of criminal activity |  |  | 7 people completed a mini marathon | Reduced/ceased involvement in criminal activities |
|  | self-esteem and confidence |  |  | group outings for a number of people | increased self-esteem and confidence |
|  | access to services |  |  | inter-agency football league | referred to services such as substance abuse counselling where necessary |
|  | Qualifications/Awards |  |  |  | Recieved FETAC qualifications and the Gaisce award. |
|  | levels of health and fitness levels |  |  |  | increased fitness levels |

*Note. As previously discussed a full SROI analysis is beyond the scope of the current research project, therefore the impact map will involve details of the programme participants only. The full SROI analysis and details relating to the other stakeholders can be seen in Appendix 5*

*Impact map for programme participants (stage 3)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Source** | **Quantity** | **Duration** | **Financial proxy** | **Value €** | **Source** |
| **How would you measure it?** | **Where did you get the information from?** | **How much change as there?** | **How long does it last?** | **What proxy would you use to value the change?** | **What is the value of the change?** | **Where did you get the information from?** |
| number of participants in further education | interviews with programme participants and co-ordinators | 8 | 1 | cost of career guidance | €480.00 | BJC |
| no. of individuals reporting less frequent use | interviews with programme participants and co-ordinators | 8 | 1 | cost of 10 addiction counselling sessions | €400.00 | access counselling service, 2013 |
| less frequent contact with the Gardai, arrests and convictions | interviews with programme participants, Gardai and Garda statistics | 8 | 1 | annual cost of criminal justice services associated with young offenders | €94,168.00 | WikiVois, 2013 |
| no. Of individuals reporting increased confidence/self-esteem | interviews with programme participants and MOTIVES tool | 8 | 1 | cost of 10 sessions of counselling | €400.00 | access counselling service, 2013 |
| no. Of individuals referred to other services | programme records | 8 | 1 | GP referral/appointment | €55.00 | Jervis Medical Centre, 2013 |
| programme records | programme records | 7 | 1 | cost of FETAC (level3 course) | €130.00 | [www.metac.ie](http://www.metac.ie/) |
| programme records | programme records | 7 | 1 | cost of a personal development course | €499.00 | [www.professionaldevelopment.ie](http://www.professionaldevelopment.ie/) |
| no. Of individuals reporting increased fitness. | interviews with participants and programme records | 7 | 1 | cost of gym membership for 26 weeks | €234.50 | Ballymun Leisure Centre, 2013. |

*Note. As previously discussed a full SROI analysis is beyond the scope of the current research project, therefore the impact map will involve details of the programme participants only. The full SROI analysis and details relating to the other stakeholders can be seen in Appendix 5*

*Impact map for programme participants (stage 4 &5).*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stakeholders** | **The outcomes** | **Deadweight** | **Attribution** | **Drop Off** | **Impact** |
| **Who do we have an effect on? Who has an effect on us?** | **How would you describe the change?** | **What would have happened without the activity?** | **Who else contributed to the change?** | **Does the outcome drop off in future years?** | **Quantity times financial proxy, less deadweight, displacement and attribution** |
| **The programme participants** | almost all of the participants progressed to further education | 30% | 30% | 0% | 1,536.00 |
| Reduced/ceased drug and alcohol abuse | 30% | 30% | 0% | 1,280.00 |
| Reduced/ceased involvement in criminal activities | 30% | 30% | 0% | 301,338.00 |
| increased self-esteem and confidence | 30% | 30% | 0% | 1,280.00 |
| referred to services such as substance abuse counselling where necessary | 30% | 30% | 0% | 176.00 |
| Recieved FETAC qualifications and the Gaisce award. | 30% | 30% | 0% | 364.00 |
| increased fitness levels | 30% | 30% |  | 656.60 |
| **The Organisers** | improved attitudes towards and interactions with the Gardai | 30% | 30% | 0% | 6,086.40 |
|  |  |  |  |  | 312,717.00 |

*Note. As previously discussed a full SROI analysis is beyond the scope of the current research project, therefore the impact map will involve details of the programme participants only. The full SROI analysis and details relating to the other stakeholders can be seen in Appendix 5*

*Impact map for participants (stages 4 &5): Calculating Social Return*

|  |
| --- |
| **Total Present Value:**  **312,717.00** |
| **Net Present Value:**  **266,345.64** |
| **Social Return € per €**  **€6.74** |



**Your MOTIVES Profile**

Appendix 7: MOTIVES tool report

**Training Evaluation Profile**

***of***

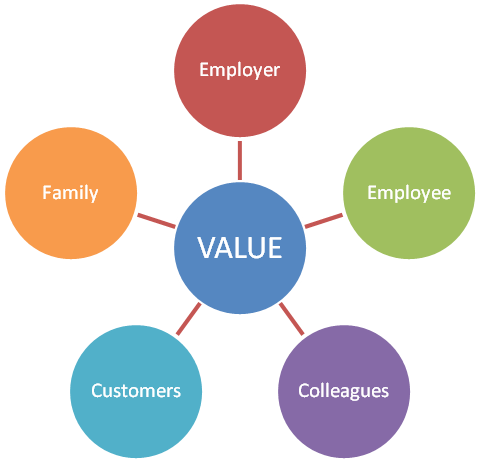
**Ballyrunners**

Social Return on Investment (SROI) is an innovative way to measure and account for the value you create with your work. SROI can encompass all types of outcomes – social, economic and environmental –and involves stakeholders in determining which outcomes are relevant. It is distinct from other evaluation approaches in that it places a monetary value on outcomes, so that they can be added up and compared with the investment made. This results in a ratio of total benefits (a sum of all the outcomes) to total investments (Source: Social Return on Investment– an introduction)

**Organisation Training**

The value created by training can include benefits for the employer, benefits for the employee, their colleagues, their families and the customer.

In order to understand the value created by organisational training/ upskilling your staff you/your staff have used the MOTIVES tool which is an online measuring system based on the principles of SROI where employers/SMEs, training consultants and training providers can meticulously evaluate and gauge the economic and social value of training provided (and in some cases funded) by them for their employees.



This report outlines the following:

• Training course(s) undertaken

• Employee(s) trained

• Key changes for the employee, employer

• And may include key changes for the employees family, colleagues and customers

• The key areas where value has been created

• The overall SROI Ratio

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. Ballyrunners** |  | **By Course** |  | |
| Name | Stakeholder | Top Changes | Investment | Impact |
| BR1 BR1 | Employee | eagerness to learn, attractiveness to the labour market, competent or able to do your work well | €208 | €7,683 |
| BR2 BR2 | Employee | attractiveness to the labour market, motivation to take on new tasks, wellbeing in the workplace | €0 | €5,063 |
| BR3 BR3 | Employee | attractiveness to the labour market, motivation to take on new tasks, sense of value as an employee | €138 | €3,574 |
| BR4 BR4 | Employee | attractiveness to the labour market, motivation to take on new tasks, eagerness to learn | €0 | €5,520 |
| BR5 BR5 | Employee | eagerness to learn, competent or able to do your work well, motivation to take on new tasks | €0 | €5,774 |
| BR6 BR6 | Employee | eagerness to learn, attractiveness to the labour market, motivation to take on new tasks | €0 | €6,505 |
| Nuala Whelan | Employer | productivity, having a skilled staff, value placed on education &  training | €12,460 | €15,044 |

**Investment:** €12,806

**Impact:** €49,162

**Net Present Value:** €36,356

**Total Investment:** €12,806

**SROI:** €1 : €3.84

**By Employee**

**1. BR1 BR1**

Name Top Changes Investment Impact

Ballyrunners eagerness to learn, attractiveness to the labour market, competent or able to do your work well

€208 €7,683

**Investment:** €208

**Impact:** €7,683

**Net Present Value:** -€5,123

**Total Investment:** €12,806

**SROI:** €1 : €0.60

**2. BR2 BR2**

Name Top Changes Investment Impact

Ballyrunners attractiveness to the labour market, motivation to take on new tasks, wellbeing in the workplace

€0 €5,063

**Investment:** €0

**Impact:** €5,063

**Net Present Value:** -€7,743

**Total Investment:** €12,806

**SROI:** €1 : €0.40

**3. BR3 BR3**

Name Top Changes Investment Impact

Ballyrunners attractiveness to the labour market, motivation to take on new tasks, sense of value as an employee

€138 €3,574

**Investment:** €138

**Impact:** €3,574

**Net Present Value:** -€9,233

**Total Investment:** €12,806

**SROI:** €1 : €0.28

**4. BR4 BR4**

Name Top Changes Investment Impact

Ballyrunners attractiveness to the labour market, motivation to take on new tasks, eagerness to learn

€0 €5,520

**Investment:** €0

**Impact:** €5,520

**Net Present Value:** -€7,287

**Total Investment:** €12,806

**SROI:** €1 : €0.43

**5. BR5 BR5**

Name Top Changes Investment Impact

Ballyrunners eagerness to learn, competent or able to do your work well, motivation to take on new tasks

€0 €5,774

**Investment:** €0

**Impact:** €5,774

**Net Present Value:** -€7,032

**Total Investment:** €12,806

**SROI:** €1 : €0.45

**6. BR6 BR6**

Name Top Changes Investment Impact

Ballyrunners eagerness to learn, attractiveness to the labour market, motivation to take on new tasks

€0 €6,505

**Investment:** €0

**Impact:** €6,505

**Net Present Value:** -€6,301

**Total Investment:** €12,806

**SROI:** €1 : €0.51

|  |  |  |  |
| --- | --- | --- | --- |
|  | **By Employer** |  | |
| **1. Nuala Whelan** |  |
| Name | Top Changes | Investment | Impact |
| Ballyrunners | productivity, having a skilled staff, value placed on education & training | €12,460 | €15,044 |

**Investment:** €12,460

**Impact:** €15,044

**Net Present Value:** €2,238

**Total Investment:** €12,806

**SROI:** €1 : €1.17

**Overall Statistics**

**Investment:** €12,806

**Impact:** €49,162

**Net Present Value:** €36,356

**Total Investment:** €12,806

**SROI:** €1 : €3.84

**SROI when discounted by years:** €1 : €3.84





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