

- [What does the evidence tell us about the relationship between lifelong learning and crime and social exclusion?](#)

We have worked with the youth criminal justice system as part of a wider project so although we record evaluation for our part of the work, we do not track the long term outcome of the young people we work with. Feedback from our partner organisation does show that during the intense programmes, recidivism is very low, longer-term this is not the case with up to 70% re-offending.

One of the main positive 'feelings' described by young people during our programmes is the feeling of belonging to a team and belonging to something positive. Often the young people have a sense of not fitting in and our activities are planned so that all can participate equally. If this could be extended into a work place, the opportunity to avoid social exclusion and indeed crime is strong.

- [Where are the gaps in evidence in relation to this theme?](#)

As explained, above we are part of wider programmes of work so we do not track or support young people long term, so our evidence is short term. Longer-term social research considering individuals attitudes and influences would be beneficial.

We use a number of different methods for measuring impact including questionnaires, discussion groups and direct observations but this does not provide evidence of the long-term outcomes for the individuals involved.

- [What key messages for the Inquiry should be extracted?](#)

Education is not a quick fix and those most at risk need to be targeted at important life stages with interventions, for example:

- Leaving school
- Independent living
- Starting a family

Across a number of different schemes we are involved in, we have observed a variety of differences in the levels of interaction between young people and the workers assigned to them. Those with varied, tough backgrounds and project 'street cred' are much better at obtaining the respect required to influence change. This is quite a challenge for organisations in the Safeguarding arena.

In particular:

- [What *modes of education* have been proven effective in reducing recidivism and/or producing long-term effects on criminal activity?](#)

Facilitated discussion as opposed to lecture style lesson has increased participation levels across our programmes and we have been a lot stronger in our messages using personal experiences of both victims and professionals, to bring home the reality of individual's actions.

These changes in our delivery have led to strong expressions of wanting to avoid future criminal/anti-social behaviour, however, as we are in the early stages we do not have any evidence available to support this.

Evaluation of our RTC schools education programmes that consider safety as well as vehicle crime and anti-social behaviour, demonstrate that the young people are able to design interventions themselves, targeted at their peers this is something we hope to build on in the near future.

Our juvenile firesetter scheme uses a variety of different methods to deter children and young people from setting fires. The mode of education is dependant on the age and level of understanding of the firesetter. The advisor explains the possible consequences of starting fire, uses case studies and personal testimonies to illustrate points. This scheme is successful with less than 2% of cases that have been re-referred to the scheme.

- *What categories of criminal behaviour are most open to educational treatment, and how might this be developed?*

Not our area of expertise.

- *What kinds of infrastructural development are needed to strengthen the part lifelong learning plays in combating social exclusion?*

The common Assesment framework should allow comprehensive tracking of young people to assist in tailoring services, identifying triggers and enhanced information sharing amongst agencies.

Kent Fire and Rescue Service, Community Safety division is currently expanding in areas, such as performance and data management. This will enable us to measure our impact more effectively

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