



*“With the financial support of the Prevention of and Fight against Crime Programme European Commission - Directorate-General Home Affairs”*

# Background to the project

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*Knowsley Council*



# The project

- A three year pilot programme which began in December 2012 and runs to December 2015
- A partnership between Knowsley Community Safety Partnership (United Kingdom), The Safety House Haaglanden (Netherlands), European Research Institute (Italy) and Liverpool John Moores University
- Funded by the EU



# Aim of the project

- To reduce crime rates by reducing reoffending through coordinated targeting of resources at those offenders whose criminogenic needs require additional interventions and support



# Objectives

- **Provide a multi-agency approach** to improve offenders' self-worth, self-motivation, desire to change and willingness to engage, and increase their opportunities to receive education, training and employment opportunities
- **Develop and deliver the Life Change Programme** with the voluntary sector, to assist with mentoring, re-integration through access to the 7 pathways out of re-offending, and improving public confidence that reoffending rates are reducing



# The Life Change programme

- Values and attitudes
- Strengths and weaknesses
- Communication skills
- Self-reflection
- Offending behaviour
- Victim awareness/restorative justice
- Causes and consequences
- Enhanced thinking skills
- Setting goals and techniques
- Interview techniques
- Marketplace



# Project methodology

- Development of over 250, 12 month individual Life Change plans with key milestones, for male and female offenders in response to the specific needs of the individual
- A 24 hour mentoring helpline for offenders, initially for 3 years
- Develop an integrated case management system to facilitate sharing of information and a more coordinated approach to provide support
- 6 action Learning Sets to share best practice amongst the partners Action learning sets



# Action learning sets

- What are the partners doing to reduce reoffending?
- What results is the particular approach having on reoffending rates?
- What works well, for whom and under what circumstances?
- Ways in which good practice might feasibly be transferred amongst the partners?



# Intended outcomes of the project

- Shared learning
- Reduced reoffending
- Greater understanding of specific interventions



# Assessment of Project deliverables

- Evaluation challenges caused by the absence of a service user case management system from the start of the project
- This presentation focus on two elements of the research activity;
  1. a cohort of 15 service users case studies;
  2. focus group based research with the first 5 cohorts of in-prison Life Change programme



	Pre-MALS	Engagement with MALS		Post MALS		
Case Study	Offences in 3 years prior to MALS	Number of Sessions	Time with client (hours)	Cumulative re-offences		
				Within 3 mths	Within 6 mths	Within 12 mths
<b>Peter</b>	2	81	38	<b>0</b>	<b>1</b>	<b>1</b>
<b>Craig</b>	3	50	22	<b>1</b>	<b>1</b>	<b>1</b>
<b>Steve</b>	3	34	16	<b>1</b>	<b>3</b>	<b>4</b>
<b>Paul</b>	2	193	88	<b>0</b>	<b>0</b>	<b>1</b>
<b>Glenn</b>	7	55	57	<b>1</b>	<b>1</b>	<b>2</b>
<b>Kyle</b>	4	132	59	<b>0</b>	<b>0</b>	<b>0</b>
<b>Patrick</b>	8	191	89	<b>0</b>	<b>1</b>	<b>3</b>
<b>Shelly</b>	3	109	49	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vince</b>	1	180	78	<b>0</b>	<b>0</b>	<b>0</b>
<b>Jason</b>	12	65	28	<b>0</b>	<b>0</b>	<b>0</b>
<b>Matt</b>	2	47	20	<b>0</b>	<b>0</b>	<b>1</b>
<b>Joe</b>	3	139	66	<b>0</b>	<b>0</b>	<b>0</b>
<b>Harry</b>	3	76	38	<b>0</b>	<b>0</b>	<b>0</b>
<b>Liam</b>	7	108	52	<b>0</b>	<b>0</b>	<b>0</b>
<b>Karl</b>	1	96	49	<b>0</b>	<b>0</b>	<b>0</b>

# Key/emerging learning from the Recidivism of Case Studies

## *Operational Process Issues*

- Clarity in the defining (and governing) of partners and their role expectations
- Partners needing to strike a working balance between independence and integration
- Establishing information sharing protocols and defining directional exchanges of information
- For peer mentoring schemes specifically, finding a balance between structured/uniform delivery and real-time pastoral support
- A further clear challenge for peer mentoring provision is about protecting the well-being and esteem of the staff engaged in mentoring



# Key/emerging learning from the Recidivism of Case Studies

## *Outcomes and Future Challenges*

- A clear future challenge concerns the extent to which generated data - in terms of cost of crime and offence scoring - are used to shape priorities
- The scope of attributing the impact of partners in positively improving the behaviour of multi-agency managed clients
- Establishing realistic ambitions and performance targets for mentoring projects
- To consider different tiers of mentoring provision
- To ensure that the provision of mentoring services does not go so far that it privileges service users and that a balance needs to be struck in providing support to the wider community



# Key/emerging learning from in-prison LCP research

## *Focus Group themes*

1. Clear sense of the course objective
2. The facilitator's status as an ex-offender
3. The willingness to constructively challenge participants
4. The creation of a mutually supportive environment
5. Identifiable productive and tangible benefits



# Key/emerging learning from in-prison LCP research

- The content and stimulation users found within the curriculum
- The quality and credentials of the course facilitators
- The support from prison staff and the gravitas of governor-level involvement
- The challenge of those looking to deliver similar provision is to try and plan for and be ready to accommodate inevitable structural changes to the curriculum
- The need to constantly review and renew the mechanisms for selecting candidates for the course



# Key leaning 1

- Transnational collaborative ventures need to consider carefully how well potential partners complement each other and their ability and agility to implement change



# Key learning 2

- The need to develop models that are flexible and sensitive to the challenges involved and the willingness of collaborative partners to support each other in the complex transference of ideas between heterogeneous settings



# Key learning 3

- The challenges for future transnational projects are (1) to try to ensure that a focus on the project outcomes remains constant and project partners cohere around the project and remain resilient, but that (2) there is flexibility in responding to the impact of the changing national and supra-national policy landscape in making the realisation of these aims possible



# Key learning 4

- The continued operation of LCPs (in the UK and Italy) and emphasising the value of maintaining multi-agency working (and the open/active information sharing between partners that underpins IOM and the Safety House) have been key elements of the project. However, the challenge of ensuring these messages/impacts endure is difficult and one partnerships have to address



# Key learning 5

- A flexible approach to the use of the action learning method ensured that a participatory approach was maintained to asking and discussing key questions around reducing reoffending whilst also developing an overview across the transnational jurisdictions



# Key learning 6

- The Reducing Reoffending Project has in part made a strong case for the positive role and added value of peer mentoring schemes in tackling offender behaviour, attitudes and beliefs, but also a series of lessons and considerations for its implementation and practice elsewhere



# Key learning 7

- The need to think about and develop the ability to demonstrate effectiveness and impact of intervention work



# Further information

<http://reducingreoffending.co.uk/>



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