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*Why be broken when
you can be gold?*

”

Sarah Rees-Brennan, Unmade

Reducing Social Exclusion: Time for a Modern (Restorative) Approach?

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Risk-Need-Responsivity (RNR) Model

<i>Risk</i>	Programme intensity should be matched to an offender's risk-level
<i>Need</i>	Should target criminogenic needs
<i>Responsivity</i>	Should match an offender's learning style and abilities



The Good-Lives-Model (GLM / GLM-D*)

- ▶ People commit crimes because they lack the ability to realise valued outcomes in socially acceptable ways.
- ▶ The most effective method of engagement is through promotion of primary goods
- ▶ To do this we must **equip offenders** with:
 1. **Internal resources (i.e. attitudes and values) resources and;**
 2. **External resources (skills, resources and opportunities)**
needed to live a positive life



**(Ward, Mann & Gannon, 2007)*

Khulisa

(Zulu: 'to nurture')



- ▶ Award-winning UK charity, with South African roots, established 2007
- ▶ Programme heritage from Khulisa South Africa (established 1997)
- ▶ Helped over 3000 young people (in schools, prisons and community) address the root cause of challenging behaviour (violence-related)



Prevent

Who

- At risk youth (11-18 yrs)
- Teachers / support workers
- Families of at risk youth



Rehabilitate

- Young offenders (15-18yrs)
- Adult offenders (18-35 yrs)
- Prison officers



Reintegrate

- Ex-offenders
- Other vulnerable adults
- Community workers

Silence the Violence (STV)

▶ Participant Outcomes:

- Building self-awareness & alternative conflict resolution
- Developing emotional literacy & emotional resilience;
- Enhancing confidence, self-worth & self-belief in pursuit of safe, healthy and crime-free lives
- **Impact**
 - ▶ ***Only 7% reoffend*** compared to national average (44% for adults / 69% for children)
 - ▶ ***98% positive impact on behaviour,***
 - ▶ ***76% report developing stronger, social connections and increased motivation***

Social exclusion: radicalisation & general crime prevention studies

- ▶ (Re)offending & radicalisation = cause, effect & indicator of social exclusion
- ▶ Key drivers:
 1. Lack of access
 2. Lack of fair recognition
 3. Personal intensifiers
 4. **Subjective sense of exclusion from mainstream society**
- This base-level commonality between (re)offending and radicalisation based on social exclusion makes adopting a social exclusion framework a useful means of comparative study

Social Exclusion is context-specific (England & Wales)

- ▶ Highest imprisonment in Western Europe BUT a 70% decrease in youth justice
- ▶ 1st time entrants down BUT **nearly 7 in 10 children reoffend within 1 year of release**
 - ▶ Looked after children (represent <1% population) = 30% of boys & 44% of girls in custody
 - ▶ < 1 in 4 have a learning disability
 - ▶ 60% difficulties with speech, language and communication
 - ▶ 65% with traumatic brain injury

The Evidence:

GLM - a response to complex needs

- ▶ Respond to root-causes of behaviour
- ▶ Strengths-based approach fosters confidence to explore emotional resilience and restore personal agency
- ▶ *Only 7% STV participants reoffend within 1 year* (national average approx 50%)
- ▶ Link to radicalisation
 - I. “more than a third of ‘lone-actor attacks’ carried out in Europe between 2000 and 2015 suffered some sort of psychiatric disorder.
 - II. Many of those sympathising with terrorism are shown to be presenting mild depressive symptoms and a general sense of disengagement with mainstream society

Social exclusion is multidimensional

- ▶ Social exclusion was preferred in the European Poverty Programmes over “poverty” as it was a more comprehensive term incorporating both poverty & its consequences
- ▶ But... despite its multidimensionality much of the focus on reducing social exclusion appears to target three objective areas of social disparity:
 1. Education
 2. Occupation
 3. Income
- ▶ **Bude and Lantermann:** exclusion-resources-model holds “objective exclusion is merely an antecedent of subjective feelings of exclusion;”

GLM is multidimensional

Bruce Perry – Neurosequential model

1. **Regulate:** Emotionally and physically settling the young person
2. **Relate:** Giving the young person a space to feel connected and comfortable
3. **Reason:** Supporting their capacity and motivation to engage in higher level of cognitive processes

Low resistance to radicalisation associated with social deprivation and needing a sense of belonging - a GLM approach to rehabilitation can help address subjective and objective forms of social exclusion

Social exclusion is relational

- ▶ Social exclusion comes from the French term *Les Exclus*
- ▶ The Social Model of Disability:
"causes of disability could be found in the social environment, social processes and norms apparent in everyday interactions rather than the impairment itself." (Oliver, 1996)
- ▶ For every £1 invested in building resilience (of children), there is an estimated saving of £5.08 over 3 years. (Public Health England, 2017)

Conclusion



- ▶ The broken pot represents socially excluded young people with unmet needs we work
- ▶ RNR is the water the broken pot can't retain.
- ▶ GLM based programmes are the golden lacquer enabling transformative repair
- ▶ A strengths-based culture is the human scaffolding that enables transformation

Thank you!

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