



Evaluation of the Historic England Heritage Crime Challenge “Solve It” delivered by Volunteer Police Cadets (VPC) in England

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- National evaluations of the Mini Police and Volunteer Police Cadets, funded by the Home Office Police Transformation Fund
- Fast-tracking vulnerable young people into the police cadets in Nottinghamshire, funded by the Volunteer Police Cadets
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- Exploring synergies within volunteering in law enforcement and public safety in the UK and Japan, funded by the Economic and Social Research Council
- National programme of research in partnership with the NPCC portfolio for Citizens in Policing, funded by the Home Office Police Transformation Fund

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- Organisational development programme with the East Midlands Specialist Operations Unit (EMSOU), funded by EMSOU
- Place-based leadership development in Kenya and Uganda, funded by the Danish Institute Against Torture
- Workforce engagement in Leicestershire Police and Northamptonshire Police, funded by Leicestershire Police and Northamptonshire Police

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- Understanding serious violence in Nottingham City and Nottinghamshire, funded by Nottinghamshire Office of Police and Crime Commissioner

Evaluation of Women's Health Services for Perinatal Female Offenders in HMP Peterborough, funded by NHS England.

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1. Introduction

The Heritage Crime “Solve It Challenge” was commissioned by Mark Harrison, Head of Heritage Crime Strategy for Historic England and is funded by Historic England’s National Capacity Building (NCB) ongoing grant funding programme, which has a number of strategic goals/outcomes. Historic England were keen that the “Solve It Challenge” project aligned with the NCBs outcomes of:

- Increased capacity (heritage knowledge and skills) in communities;
- Increased diversity in groups engaged with the historic environment;
- Increased access to volunteering in relation to tackling heritage crime;
- Increased knowledge sharing within the heritage sector in relation to youth-engagement and tackling heritage crime.

The aim of the “Solve it Challenge” is to deliver youth led 'heritage crime' social action, reaching a wider and more diverse volunteer group in support of making the historic environment everyone’s business. The ‘Youth Voice’ framework is used to support senior cadets in all six HE regions to effectively test and familiarise themselves with the learning resources and co-design relevant youth led social action programmes. The aim was to have at least six case studies that cadets will then share through a proven peer led ‘train the trainer’ model to drive an exponential increase in the number of young people in the VPC having the skills, knowledge, confidence and motivation to fight for, look after and make the most of their historic environment. The stated outcomes of the project were:

1/ To mobilise the potential of young people (cadets) in communities and harness their skills and ability in support of Historic England’s corporate strategy across all six regions.

2/ To increase capacity (heritage knowledge and skills) in communities by the creating and sharing of good practice by at least six projects aimed at protecting the historic environment.

3/ To produce a cadre of diverse young people and cadet leaders with the skills, knowledge, confidence and motivation to fight for, look after and make the most of their historic environment.

4/ To design and youth-led or co-designed end of project event where they share experiences and inspire others.

5/ To signpost new opportunities to continue their volunteering journey in support of heritage issues beyond being cadets, and to follow up on engagement with the cadet network.

6/ To share good practice between participating pilot site cadet leaders and cadets.

7/ To evaluate the project including a wrap-around of all the participating pilot case studies.

The original ‘one year’ project was designed to follow a sequential timetable that would develop, test and then populate a set of learning resources with youth-led social action case studies. These would be integrated into VPC platform of existing resources and form part of national VPC learning journey - for all cadet units in England to use. The project began in April 2020 but was extended due to the impact of Covid-19 to March 2022.



2. Method

The aim of the evaluation of the Heritage Crime Social Action Initiative was to provide an independent assessment of its success. This includes the impact of local youth-led social action, as well as to provide feedback based on evaluation evidence as to what worked well, facilitators and barriers to success and where improvements can be made in future projects. The evaluation involved a mixed method approach.

(1) Secondary Data Analysis - The research team were keen to assess data collected throughout the project including information like the type of heritage crimes that were being addressed through projects, the number of cadets involved in each project, the number of people within the community involved in the project and publicity relating to each project.

(2) Consultation with Young People - Online surveys with young people were originally designed to be conducted at the beginning and at the end of the projects. The surveys were designed to investigate:

- Changes in young people's awareness and interest in heritage crime
- Their perceptions of the project and their involvement in its design
- What they have learnt, and any skills and knowledge gained
- Their likelihood of continuing their interest in heritage crime projects
- The extent to which they have influenced others in terms of passing on knowledge, awareness and interest in heritage crime
- Their views on how similar projects in the future (and learning resources to support them can be improved).

The leads for the groups were provided with links to the two online surveys. However, in most cases due to the length of many of the challenges being short very few cadets completed the starting survey. Therefore, the survey findings are based on the finishing survey only rather than a comparison between the two.

As part of evaluation two case study sites were identified for a more in-depth evaluation beyond surveys. For these two sites some young people took part in a focus group.

(3) Interviews with Key Stakeholders and community members – For the two case study sites telephone or online interviews were held with key stakeholders involved with the initiative, both at a strategic level (e.g. members of the VPC and the police) and at an operational level such as cadet leaders. The interviews asked about the journey of the projects including challenges and successes, the impact of the projects and asked participants to identify strengths, weaknesses, threats and opportunities. Community members involved in these two projects were also interviewed, asking about the impact of the cadet's involvement on the heritage crime issue and on the cadet's relationship with the community. A survey for key stakeholders and community members was also available to the other sites.

3. Results

3.1 Overall project statistics

The following statistics were compiled and supplied by the manager of the VPC Heritage Challenge Programme¹. It should be noted that not all units were able to give exact numbers so estimates have been included.

- All 40 Police Forces in England including the British Transport Police were invited to participate in the project.
- Over 100 leaders representing 22 Forces participated in online leaders training and support
- 28 Cadets Units representing 20 Forces engaged with the project
- 3 bespoke Heritage/Heritage Crime training resources were designed, tested and made available online to participating Forces
- 1 bespoke Social Action module was made available to all Forces online.
- 1 Cadet Youth Forum was established to guide and test draft training materials
- 1 covid-adapted learning resource was integrated into the VPC Learning Journey and made available to all Forces in England and Wales. By the end of March this will be joined by the other resources and 6 x case study examples.
- 16 Units representing all 6 regions, completed social action projects (including online) in all regions and 4 more are still in progress.
- 443 Cadets participated in training or learning activities
- 284 Cadets participated in a social action project (including online during lockdown)
- Up to 10 Case Study Units were identified to represent a selection of social action projects to be included in the learning resources. Note – that some projects are continuing - so a final list is to be confirmed.
- The War Memorial Trust and Heritage Watch offered formal support to the initiative.



Although covid-19 hampered the project, the extended timescale, meant that more Forces were able to engage with the project. Appendix A contains a table of the Forces and Units that participated, the nature of the engagement, numbers involved and the theme of their challenge².

1 James Cathcart (Jan 2022) Heritage Project Managers Briefing for Evaluation “Lessons Learnt” Report.
2 Ibid 1

3.2 Survey Data

3.2.1 Survey Sample and Demographics

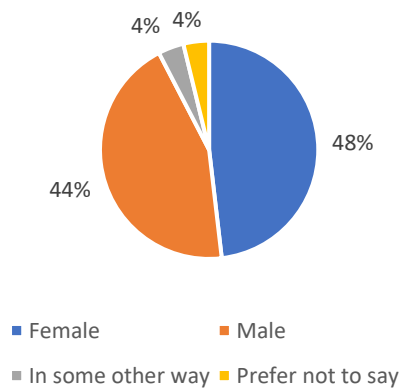
52 cadets completed a survey at the end of their challenge. These cadets came from the following police forces, also listed is the type of challenge they took part in.

- Cambridgeshire (Peterborough)– Historical weapons & War Memorial
- Essex (Hadlow) - Churchyard clearance and heritage research
- Kent (Dover) - engaged in Heritage Walks/Patrols along coastal cliffs heritage sites/crime prevention/condition assessments
- Lancashire (Blackpool) - War Memorial
- Norfolk (Great Yarmouth) – War Memorial
- East Sussex (Wealden) – Church roof theft /research and crime prevention
- Warwickshire (North and South) – War memorial
- West Yorkshire (Leeds West) – War Memorial

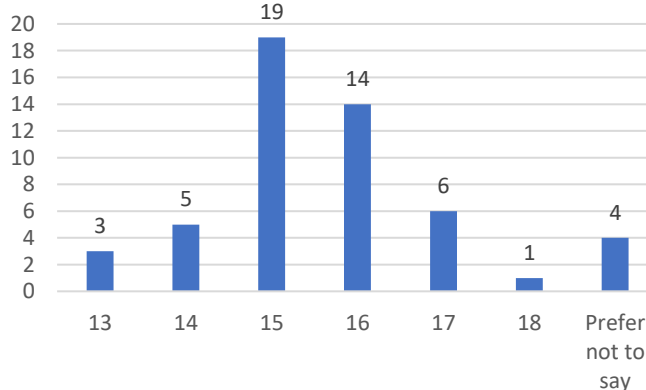


48% (25) of cadets that completed the survey were female, 44% (23) were male, 4% (2) classified themselves in some other way (one specifying 'agender') and 4% (2) prefer not to say. The mean age of cadets was 15 with the graph below showing the age range.

Gender breakdown of cadets

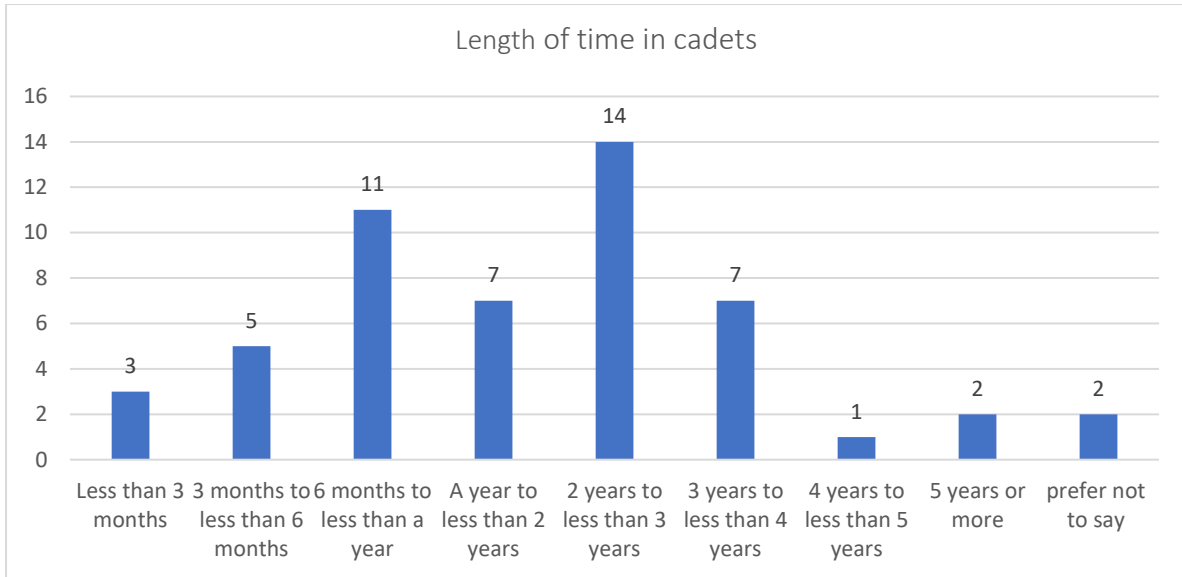


Age range of cadets



The majority of cadets were white British (46, 88%), 2 (4%) were Asian or Asian British, 1 (2%) was Mixed or multiple ethnic group, 1 (2%) were of an 'other ethnic group' and 2 (4%) preferred not to say.

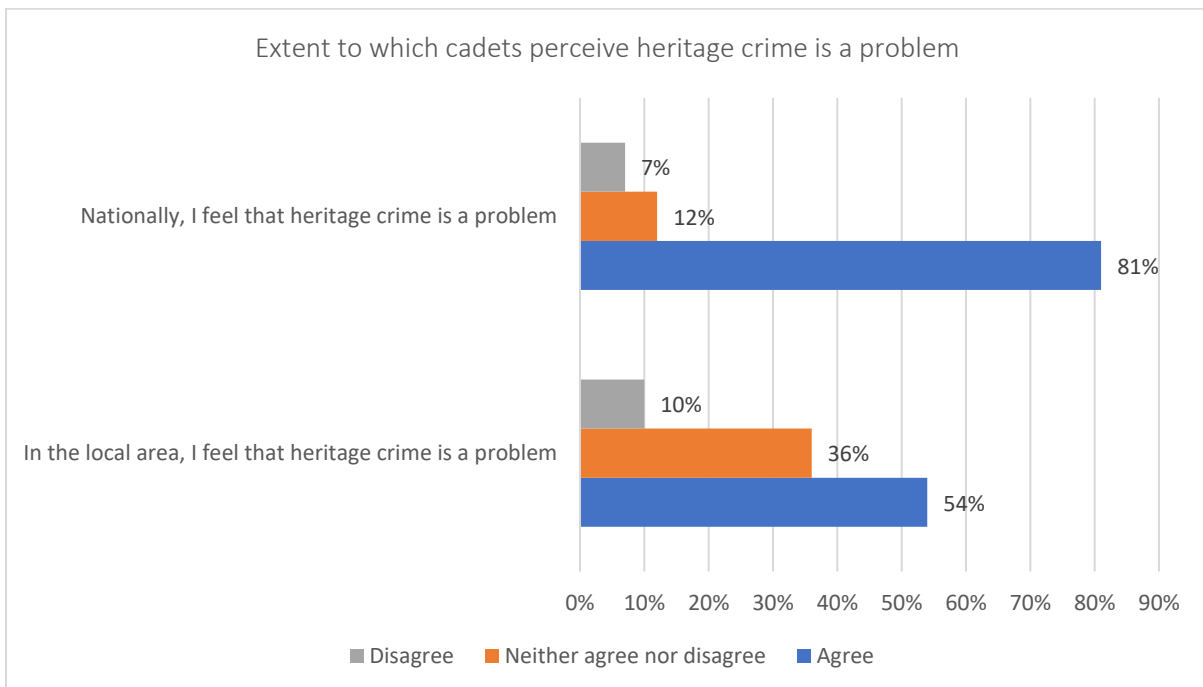
The figure below shows a breakdown of the length of time participants had been in the cadets. 37% (19) had been in for less than a year, 40% (21) had been in for a year to less than 3 years and 19% (10) had been in for 3 years or more.



It is important to note that this demographic information is for those that completed the survey and not for all those that took part in the programme. This demographic data was not available, so a comparison could not be made.

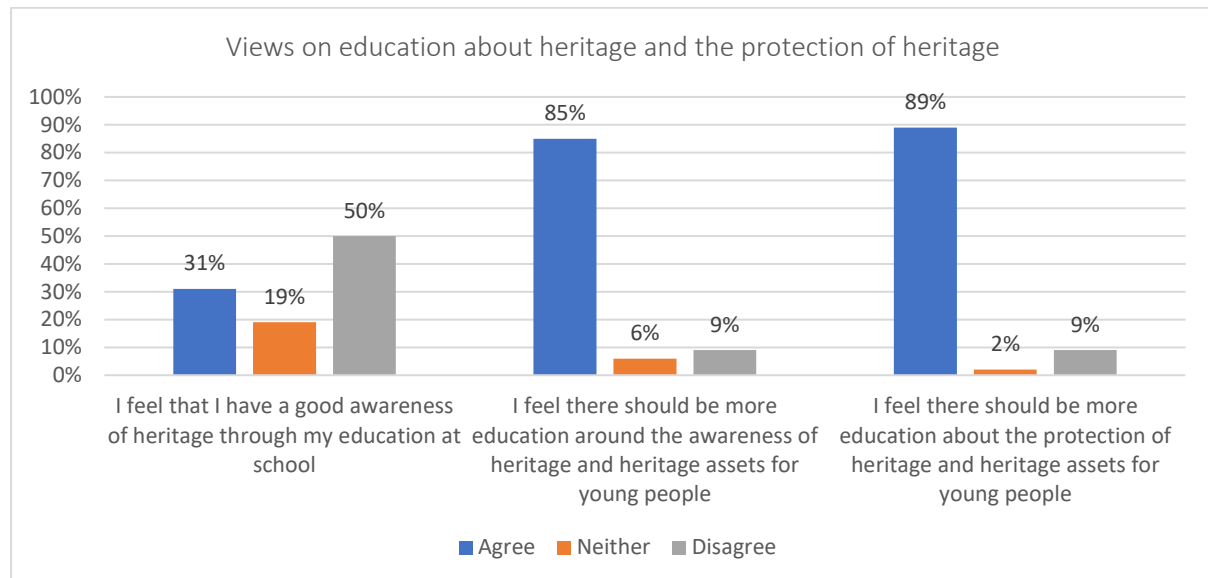
3.2.2 Extent to which cadets perceive Heritage Crime is a Problem

8 in 10 cadets (81%) perceived that heritage crime is a problem Nationally, whereas a smaller proportion agreed that it was a problem locally (54%). It is worth noting that this is still half and that a much higher proportion selected 'neither agree nor disagree' in relation to heritage crime locally compared to Nationally, 36% and 12% respectively. This may be because they have more exposure to information about heritage crime nationally due to media reports.



3.2.3 Education on heritage and heritage crime

There was a high level of agreement with the statements 'I feel there should be more education around the awareness of heritage and heritage assets for young people' and 'I feel there should be more education about the protection of heritage and heritage assets for young people', with 85% and 89% agreeing respectively. Less than a third (31%) of young people agreed with the statement 'I feel that I have a good awareness of heritage through my education at school' and half (50%) disagreed (with a further 19% neither agreeing nor disagreeing).



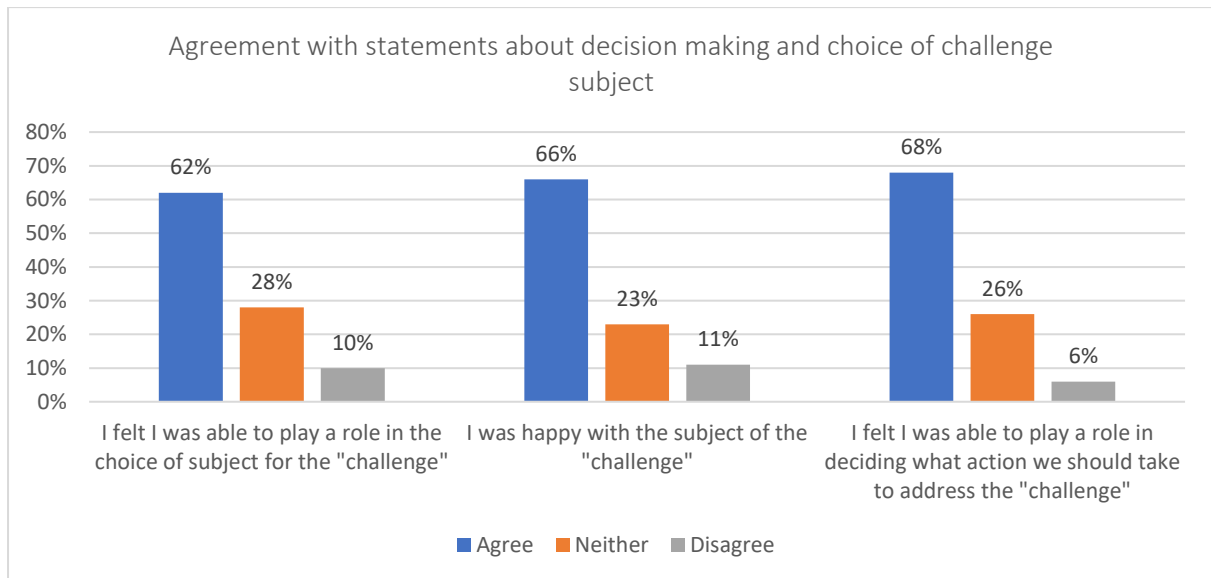
When asked about how the heritage crime challenge can be improved some young people suggested bringing it more into schools.

Bring it more into schools to raise awareness to young people

I think to improve you could come into schools to raise more awareness about the heritage crime prevention

3.2.4 Involvement in decision making and empowerment.

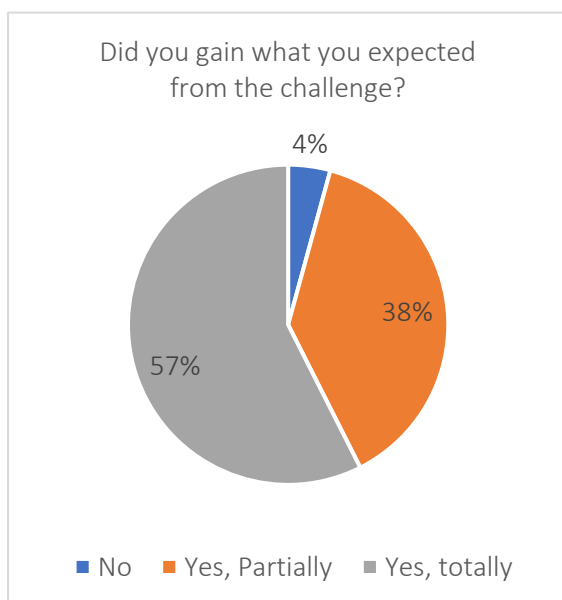
It is worth noting that about 6 in 10 (62%) participants agreed that they felt that “they were able to play a role in the choice of subject for the challenge”. 1 in 10 disagreed that they had a choice in the subject and that they were happy with the subject of the challenge. It is important to note that the majority of survey respondents had taken part in a war memorial challenge which are likely to have involved less decision making about the subject of the “challenge”.



Agreement was higher with the statement ‘I felt I was able to play a role in deciding what action we should take to address the challenge’ (68% agreeing).

Due to COVID-19 restrictions, choices of topic and location of projects were restricted. However, the War Memorial Trust had online materials and interactive maps suited to online learning. Churches were also available as they were easier to visit during COVID-19 restrictions due to them remaining open and accessible to the public for longer.

3.2.5 Did cadets gain from the challenge what they had expected?



Cadets were asked whether they gained what they had expected from the social action challenge. Of the 47 cadets that responded, 27 (57%) said ‘yes, totally’, 18 (38%) said ‘yes, partially’ and only 2 (4%) said no. However, when asked to give a reason for their answer the two that selected no commented ‘I don’t know how to answer that question’ and ‘crime is still a problem’.

20 of those that said yes (totally or partially) gave reasons that discussed an increased awareness and understanding of heritage crime and prevention tactics surrounding it. Cadets had expected to gain this understanding and they most often did. 6 cadets also felt they had learnt more than they expected they would.

I expected to be told what heritage crime is and how we were able to help, but I gained so much more knowledge and it was all in depth

I think we sort of gained something from the challenge as it boosted our awareness and education on the heritage crime subject. It also made us realise that heritage crime is a severe matter in the UK. I expected it to be a matter of just research and presenting it, but it has taught me a lot more

I expected to get a deeper understanding of heritage crime and how to protect it and through this project I really got insight into both these things about heritage crime both locally and nationally.

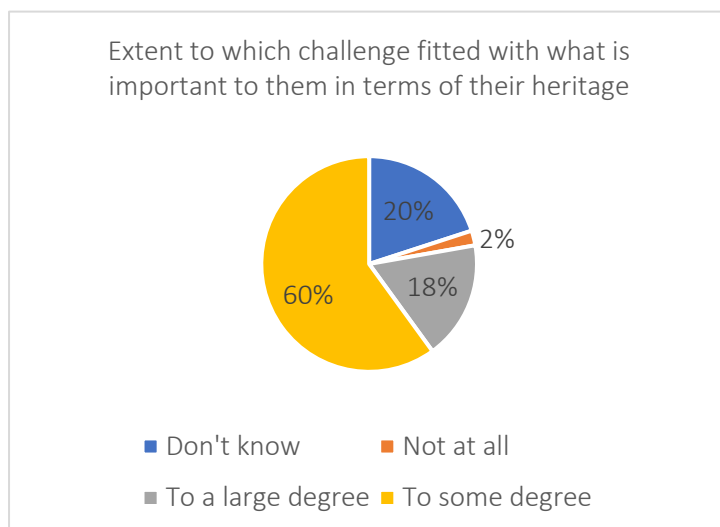
I feel like I've gained knowledge on a topic that isn't spoken about

Others talked about the satisfaction of helping the community, with 4 individuals mentioning this.

To help the community with us doing our little bit to stop the crime happening

A couple of participants who selected 'yes, partially' commented "Not a lot of time spent on it" and "It was not very exciting it didn't really grip me"

Participants were also asked 'Did the challenge fit well with what is important to you in terms of your heritage?'



60% of respondents felt that the challenge fitted well with what is important to them in terms of their heritage 'to some degree'. 20% of respondents answered that they didn't know whether it did, whilst 18% felt the challenge fitted well with what is important to them in terms of their heritage to a large degree, whereas 2% felt it did not at all.

3.2.6 What did cadets learn and what skills did Cadets feel they gained from the challenge?

The most common answer when asked what they learnt from the challenge was an awareness of heritage crime and its prevention, and heritage protection, which was given by 23 of the 34 cadets that commented.

Awareness of the issue of heritage crime, prevention of heritage crime and able to give information about heritage crime

I feel through the Heritage Crime project I have become more confident with what heritage crime is and what I can do to protect our heritage sites

I feel through the Heritage Crime project I have become more confident with what heritage crime is and what I can do to protect our heritage sites

The variety of ways a community can protect our heritage assets

3 cadets felt they had a greater knowledge of particular heritage sites from the challenge.

I gained knowledge about the individual heritage sites I visited

Greater awareness and appreciation of the many Heritage sites in the local area, and the levels of Criminal Damage that occurs

Other comments about what they felt that they had learnt included “Pushed myself to be involved in something outside my comfort zone” and “It’s important to respect places/people that come from a religious background”

21 of the cadets stated a skill to this question ‘What, if any skills have you developed and practised during the challenge?’ The remaining 21 left this question blank or put ‘none’, ‘NA’ or ‘don’t know’.

Most commonly mentioned for those that stated a skill were presentation skills (6), teamworking (5), observation and analysis skills (4) and improvements in their confidence (4). Comments included:

I personally have improved my skill of presenting to others and being confident to talk in front of people sharing my ideas and views

I developed my ability to present work and research about heritage sites.

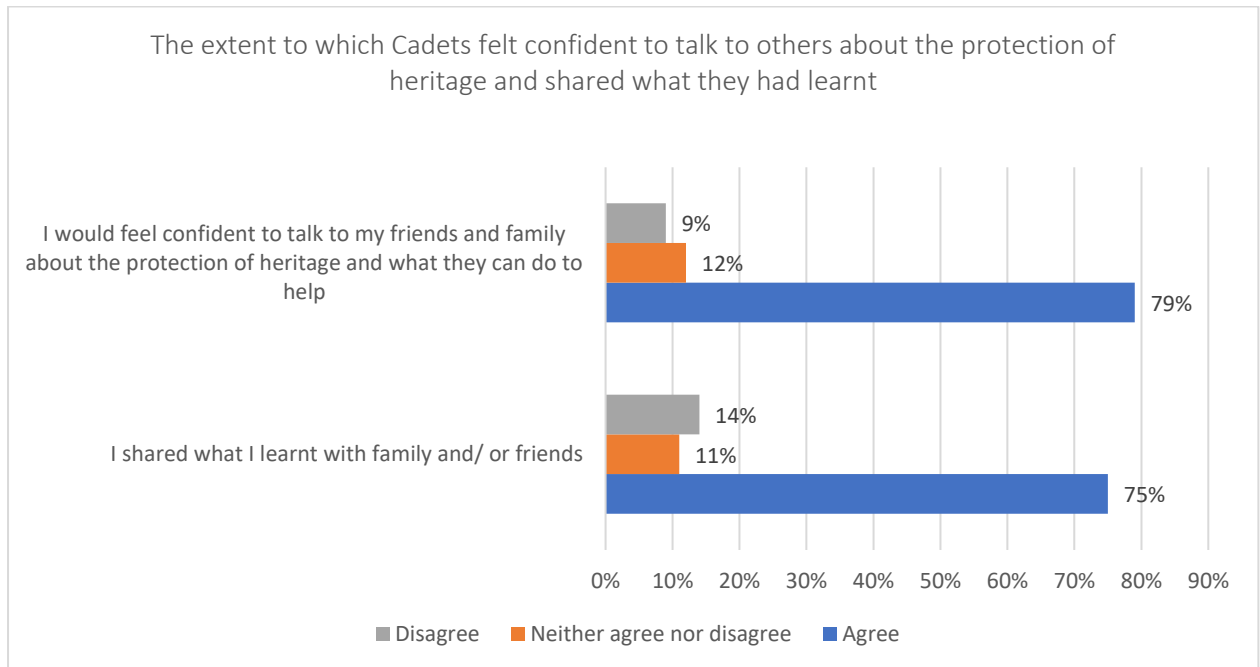
Teamwork as we worked well together in groups that some of us wouldn't even normally talk to

Noticing what’s happening in regards to different crimes

I developed more confidence in taking part in the community

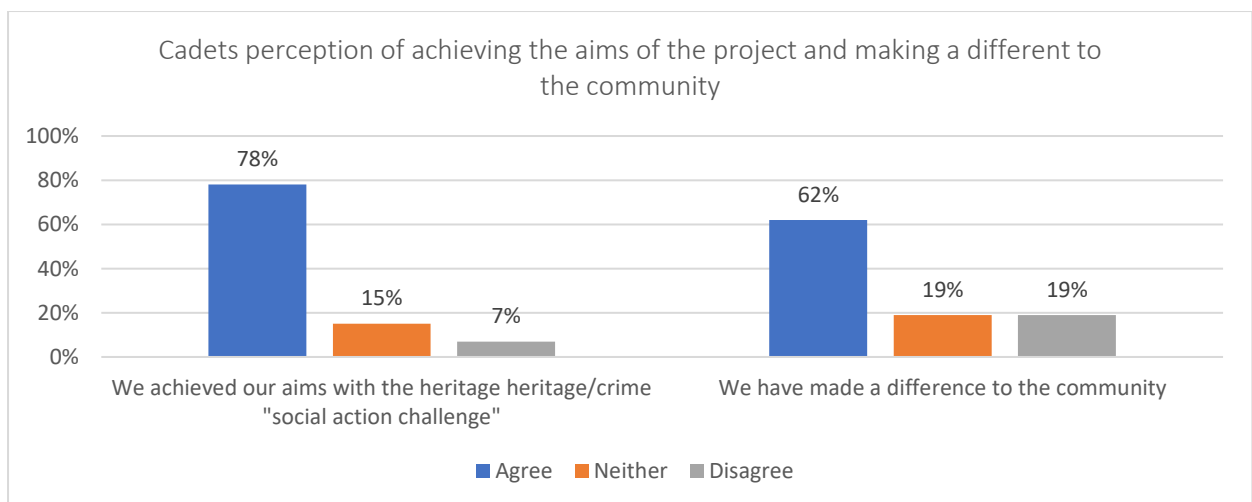
3.2.7 The extent to which Cadets are sharing learning and raising awareness

Three quarters of cadets (75%) agreed that they had shared what they had learnt with family and friends, 11% neither agreed nor disagreed and 14% disagreed. Similar proportions said that they would feel confident to talk to their friends and family about the protection of heritage and what they could do to help.



3.2.8 What did cadets think the group achieved from the challenge?

78% (36) of cadets agreed that the group had achieved its aims through the social action challenge and 62% (29) agreed that the group had made a difference to the community.



When asked what they thought the group had achieved through the challenge, 16 cadets felt they had primarily achieved an understanding of heritage crime and the issues surrounding it.

Knowledge about heritage crime and hopefully we can take this knowledge forward and put into action how we are going to tackle heritage crime

We have more awareness on heritage sites and how we can protect and manage them from crime

Knowledge and understanding on heritage crime

Second to knowledge about heritage crime cadets felt the group had achieved working well together and team working skills (6). Comments included:

I think the group has gained a lot of teamwork skills as when put into separate teams, we all worked together to fulfil the assignment

Definitely closer bonds and relations. Team building skills definitely

Feeding back what we've researched to each other. Learning from each other

Other comments about what they felt they had achieved related to helping the community, raising the profile of cadets and increasing their understanding of the role local people play in preserving heritage sites.

Greater appreciation/understanding and raised profile of Police Cadets in the area

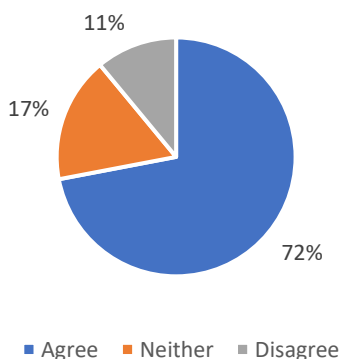
Being able to give back to the community, helping them to feel happier

By attending this event, the group now have a better understanding of the role played by local people and the effort they put in.

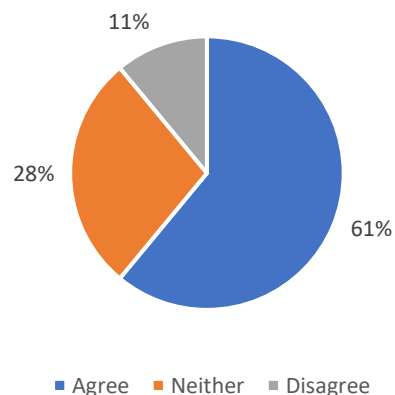
3.2.9 Future interest

Nearly three quarters of cadets agreed (with a third strongly agreeing, 34%) that they are more likely to want to get involved in the protection of heritage crime in the future after this "challenge". 6 in 10 (61%) also agreed that their interest in heritage/ heritage crime has increased because of the challenge (11% disagreed and 28% neither agreed nor disagreed which may be because they would have classified themselves as having a high level of interest anyway).

I am more likely to want to get involved in the protection of heritage in the future after this "challenge"



My interest has increased in heritage/ heritage crime because of this "challenge"





87% of respondents said they would like to be involved in another social action project on heritage/heritage crime in the future, 13% said they would not. For those that responded no they commented:

Not particularly interested in heritage crime but the challenges did raise my awareness for church crime.

I didn't learn much that I couldn't learn myself.

Because I found it fun and interesting to learn about the topic we picked and I think we would

benefit from learning about another topic.

The most common topic discussed by cadets when asked whether they would like to be involved in future projects was surrounding the increase in knowledge gained due to taking part in the heritage crime challenge.

I would love to do one again, because I've learnt a lot for being part of one and I would love to expand my knowledge on things

Some cadets (8) focussed on their desire to help the community.

Yes, to help get (heritage crime) stopped

I'd love to make a change to the community

Others stated their interest and the fun they had had taking part in the challenge were motivating factors in taking part in future projects.

I found it enjoyable to take part in the activity

A couple of cadets felt future engagement would depend on what the next topic may be.

It would really depend as to what we are doing next time

It wasn't as serious or as relevant as other crimes and topics such as knife crime



When asked whether there was anything they thought would be a good subject for a future social action challenge, only eight cadets made suggestions, the majority left it blank or answered no. Responses related to knife crime (2), drugs (2), crime prevention (1), mental health (1), hate crime (1), sexual abuse (1) and cyber-crime/security (1).

Something along the lines of how drugs and distribution of drugs affects people especially children

Hate crime and hate speech. Mental health.

Only one of the responses seemed to be related to heritage crime, which was:

Security systems in historical buildings, ancient weapons and the security of them

3.2.10 Improvements suggested by Cadets

Seventeen cadets (33%) gave a suggestion as to how the heritage crime social action project plan could be improved for young people participating in it in the future. Answers related to increasing awareness, being able to complete activities in person/ face-to-face and engaging with the community more once Covid-19 is not restricting activity (7):

Completion in person, in teams. Working with local organisations to spread awareness to the public

Obviously if COVID wasn't around, having one to one connection with the community and how it affects them and also talking to local churches to see what their vulnerabilities are and how we can help

To be back in person after COVID-19 so you can do it as a group



Also, most commonly mentioned was increasing input on heritage in schools and colleges, comments included (4):

I think to improve you could come into schools to raise more awareness about the heritage crime prevention

Having lessons about it in schools and colleges maybe

Other suggestions included more sessions, making the project more exciting, and choosing a different project.

I think the project was good for understanding heritage crime however I think that there are other more serious and relevant topics

More frequently

3.3 Case Study Sites

3.3.1 Case study sites

Case Study Site 1

The Heritage Crime Challenge was to learn about heritage crime and assess crime prevention measures for local churches. The unit used both the national resources and locally developed materials to explore the themes of crime prevention. Initially each cadet chose a local church to focus on for their Heritage Crime Project and produced individual presentations. They all presented their presentations to the national coordinator of the Heritage Crime Project nationally and the High Sheriff. The cadets then worked as a team to combine their presentations to create one Church Heritage Crime and Crime Prevention presentation and presented this to guests, stakeholders (such as local church owners), supporters and beneficiaries, including other Forces. Cadets received inputs to help them with presentations from Ecclesiastical Insurance and someone within the local diocese. As part of the project a Force drone was utilised to create a video of a local church which cadets could watch and point out vulnerabilities of the church. This is a video that can now be used with other groups. The cadets also went on heritage site walks together. The project concluded with a certificate presentation with parents, and the High Sheriff.

As part of the evaluation 5 of the cadets took part in an online focus groups, 2 cadet leaders took part in an interview and 1 community member took part in an interview. Four key stakeholders and community members completed the online survey.

Case Study Site 2

Cadets chose to do their challenge on a historic church site, because their unit met in a heritage listed community centre which shared grounds with the church. They felt that they could make a difference to the site because it had experienced anti-social behaviour and graffiti in the past. Within the grounds there is also a holocaust garden which they sort permission to work on, but this was declined. The cadets did a lot of gardening, with advice to ensure that they did not cut back anything that would cause harm (such as avoiding the nesting season), and also cleared up a lot of rubbish. Whilst carrying out work in the grounds they conducted research into some of the graves, which were of soldiers from World War 1. Some of the cadets went on a 3-day camp to gain a better understanding of what the soldiers might have gone through. The cadets worked with local church leaders and the council throughout the project. As the final stage of the project the cadets held a community open day to show the public and local community what they had done, what they had learnt and future plans. In addition, the community day was to raise money towards a defibrillator to attach to the community centre.

3.3.2 The Communities awareness of cadets

The community members interviewed were either totally unaware of the cadets prior to the challenges or were unaware of what they can offer and their community work.

I understood the importance of the Cadets as an opportunity for young people to - a bit like people who join the Scouts or the Guides - that they've got a focal group and I knew from conversations with the Cadets at those kind of events and through (the cadet leader) that a number of those people would then pursue a career in the Police or in the Specials or whatever. But it was the first time that I'd actually seen evidence of outreach by the Cadets and again I hope that that's something that they are going to build on and develop.

(Community member – site 2)

I did a bit of reading around the Cadets. Like I say, I didn't even know they existed, so I spent a bit of time finding out about the group, where they all are, how they work and what they are actually offering. And that was quite interesting, that opened my eyes, this is something that is on offer. (Community member – site 1)

I wasn't really aware of them as an organisation at all. I'm from Ireland so lots of things in (the place) surprise me. But yes, (the cadet leader) mentioning it was the first thing I'd ever heard about Cadets and what they do. (Community member – site 1)

3.3.3 Promoting a positive view of young people in the community

It was felt that the projects were a way in which young people could positively engage with the community and potentially break some stereotypes, particular amongst the older generation.

We've got a lot of people there between their 60s and their 80s and I think there's often not that much contact between them and young people in the local community at all... I think it's nice to have bunches of young people turning up at a church and engaging with the people who are there and it being a helpful conversation. I think so often when there is interaction it's because there's vandalism and there's the elderly PC members muttering about the graffiti from the young teenagers who lurk about. So, I think it's nice to have some sort of positive news and interaction between older and younger people in rural places.” (Community member – site 1)

I saw it as an opportunity to demonstrate to that local community the positive difference that young people could actually make in the community area. I saw it as an opportunity for the Police Cadets to be a contrast to some of the images that we have of young people when local media or social media report on the antics of our young people. It tends to be the negative stuff and I saw this as an opportunity for our young people to show that they are not only willing and able but passionate about making a difference to their local communities. Community stakeholder (Community member – site 2)

When the Cadets have been working out in the churchyards there's been a lot of people stop and comment that it's nice to see young people looking after the area, but when they've explained why they are doing it, it raised public awareness of the site's significance as well. (Cadet leader – site 2)



3.3.4 Giving a fresh perspective on heritage and heritage preservation through the eyes of young people

Stakeholders in case study site 1 reported that it had given them a fresh perspective on the security of their premises, the young people pointed out things that they hadn't seen, and they had taken action on these things as a result.

I think what they said was (community stakeholders) that it had been the thing that had made them have another look at their security and look at it with fresh eyes. So, I think it was helpful to them...I think people get complacent when they are coming in and out of a building every day, they stop noticing that they've left a ladder propped up round the back and that there's various things that could just be picked up and stolen. So, I think having the Cadets come and look gave them a fresh perspective on what a stranger would see coming into their parish and what the weak points are. (Community member - Site 1)

...And also, young people, they see things so much differently to us as adults, so they are looking at vulnerabilities in a very different way. I know they had studied and learned and written their PowerPoint presentations and had inputs from people but still they'll come out with the most interesting and wackiest and fun ideas that I'd never have thought about. It just wouldn't have registered in my mind. (Cadet leader - Site 1)

The young people that participated also recognised that they were being listened to and that they were providing a fresh perspective that the community members may not have had before.

It's always nice to hear that someone's actually paying attention. We were actually getting listened to. And of course we are members of society and we are from the younger generation so they are hearing it from us, which they may not actually have had that point of view before. I think that's the key thing. (Cadet - Site 1)

In addition, in one of the case study sites it also raised another fresh perspective, in terms of how accessible heritage sites are and the extent to which young people (or others) feel that they can explore them. This made community members consider the issue, how can we make churches more welcoming and accessible? Community members commented.

For me, I think I'd never really thought about - I think the thing about who feels welcome in churches is interesting because I think I've never felt uncomfortable about walking into churches, even when I was young, their age. It's often something I do on a Saturday if I'm out and about and I see a church that looks medieval and I haven't been in it before, I'll wander in and have a nosy round...It never really occurred to me that not everyone feels comfortable to do that. That's an interesting thing for us to think about, as the Church of England, how we welcome people and make it clear that these are community buildings for everyone that everyone can walk into whenever they want to and that you don't have to ask permission (Community member -Site 1)

So, I think there is that slight nervousness and potentially as they learned a bit more about the community and that these are places where people are welcomed and encouraged to come in - We're working a bit on our signage to try and improve that and encourage people to enter. (Community member -Site 1)

3.3.5 Continuation and planning future work and opportunities

For the case study sites, it was clear from cadets, cadet leaders and community members that there were plans to continue the work either on the original sites or by expanding the work out to other sites.

Me and (cadet leader) have mentioned that we'd like to do something similar and invite ... other parishes. We haven't quite got to that second stage yet. (Community member - Site 1)

I think it was a great project and something that we'll certainly be taking forward. Like I say, it's going to be a legacy thing for the Cadets rather than a one-off. (Cadet leader – Site 2)

So, for us there is legacy, it means we can take it and use it again; we know that this how the process works. And actually it's a really transferable process. You could put it onto heritage buildings, you could use that process anywhere. (Cadet leader – Site 1)

Yes, we have some days dedicated to (it) we'll be asked to come in and help out. So, it will be a Cadet meet-up. But aside our Wednesday night normal meeting to carry on with the Project. (Cadet – Site 2)

(Cadet leader) showed me a large trunk of tree that they'd taken down, with permission, and again he made it clear to me that what they saw was very much an ongoing project, something that they would - having invested that time, to just let it go back into the state of disrepair that it had done, I don't think that's on their agenda (Community member - Site 2)

A cadet leader talked about how they intend to continue broadening their cadets 'horizons' in relation to heritage not just at a local level, but more widely, and this was an opportunity that some cadets might not have otherwise, for example due to economic circumstances.

...so, travelling into London and seeing the sights of London is something that a lot of them haven't done, or travelling to specific sites of interest. We can now be looking at how we can broaden their understanding by doing a trip into London next week with the Cadets so that they can see some of the sights and some of the heritage that they've got.

3.3.6 Identifying a site or subject

In the case study site 2 where they were learning about and maintaining the site which they have their cadet group on, it was felt that this enhanced their engagement with it and their willingness to continue with it longer term.

I think it's brought more ownership of the location. I think certainly had we just been using the Barn as somewhere where we meet as a Cadet Unit, their respect around the location might have been a little bit less, or more accepting of what goes on around it. Whereas having a part to it they take ownership of it and if they see some graffiti on one of the parts of the walled garden then that actually offends them more than just walking past and seeing some graffiti on a wall. I think it brings a bit more relevance for them. (Cadet leader – site 2)

In the other case study site, the cadet leader took the approach of identifying the highest crime type in relation to heritage in the area to determine the subject area, this was church crimes.

...and then I'll put that to the Police Inspector (in the area) and say, 'This is the highest crime type that falls under heritage crime', at the time and still is, it's churches. It's a church crime...I presented the Inspector with a quick summary of how I'd come to that and a suggestion that with the Cadets we look at supporting churches.

However, in terms of the first phase of the challenge for site 1 cadets were then asked to choose a church each to write a presentation on and in those cases the cadets tended to select a church that meant something to them.

I think if you can identify something that has a connection with the young people in some way then it's more likely to succeed. I think if you just go for a random site then it's going to be very difficult to enthuse the young people. (Cadet leader site 1)

When asked what advice they would give to other cadets planning a challenge one of the groups said that they should pick a site where they could really make a notable difference.

So definitely places like graveyards, and graveyards that aren't so well looked after, so the more privately owned or old graveyards. Not the newer ones that people look after all the time but definitely people that don't have family around anymore, so people that don't have people to look after their graves. (Cadet site 2)

3.3.7 Increasing confidence and skills

Cadets talked about what they learnt through the challenge, and how their confidence grew, which allowed them to help and direct others.

It sounds quite random but learning how to do stuff. The first time we did it I didn't really know what to do but then up to the recent one I knew what to do and I felt like I was telling other people, 'Do this'. Some of the new Cadets, 'Help by doing this, help by doing that'. Definitely making me a lot more confident. (Cadet, Site 2)

I'm absolutely certain with some of them it's confidence building. It was good and it allowed them to use research skills... (Cadet leader, Site 1)



Cadets also talked about feeling proud about the difference they had made in the community.

It made me feel good knowing that you'd done something like that for the public and for the community, especially remembering how it was before and how it is now, just by doing little things that we do (Cadet, Site 2)

Cadets on both sites talked about the challenge developing their team building skills

Definitely teambuilding skills. Yes, we worked together as a team a lot. (Cadet, Site 2)

So, for me it's teamwork and seeing viewpoints. (Cadet, Site 1)

Some cadets mentioned that they had found a new interest through it either in heritage or in a skill they had learnt through the challenge.

Yes, I like gardening. Basically, before I didn't do that with Cadets, I didn't like doing gardening. But now I like cutting grass for my Dad because I quite like it. (Cadet, Site 2)

3.3.8 Increasing young people's awareness of heritage and heritage crime

As in the survey, cadets talked about how the challenge increased their awareness, knowledge and interest in heritage and the protection of heritage sites.

I think I learned the aspect of, a bit like (name) said, it gives you a wider viewpoint of what actually goes on because you see all these historical monuments and you think nothing really of it, you just think it's old. But I think definitely looking into that heritage crime you realise what damage is actually done to these historical monuments. (Cadet, Site 1)

I definitely have, yes. It really opened my eyes to how much crime actually was committed on the historical...because you just wouldn't be expecting it until you actually research about it and then learn what really is done. (Cadet, Site 1)

When asked what they think cadets gained from the challenge, one cadet leader, talked about them gaining a better understanding of their cultural history, the impact of heritage crime and the need to protect it. They talked about tackling apathy that often surrounds heritage crime.

Definitely a better understanding of their history, their cultural history; their heritage. We spoke about building design, architecture.... We wanted the Cadets to learn about impact, what it meant, not only physically or financially but to that community. And again emotionally, it's really trying to get them to understand that this is not just 'a building. Apathy is a really important word and unfortunately there is a lot of apathy around heritage crime.
(Cadet leader)

One cadet leader thought that before the challenge, cadet knowledge of heritage was low.

I think before the actual lesson, the PowerPoint presentation, their knowledge of heritage crime was very low. Even their knowledge of what heritage is or how it affects people, a lot of them saw it as personal heritage as in where they have come from rather than heritage of where buildings have come from, where monuments etc - They see that more as historical type stuff rather than an actual piece of value community-wise.

The point was also made that many of these young people are future members of the police and an input early is beneficial as it means that they will have an awareness of its importance and will have meaning for them later one.

...these are the eyes and ears of our future; they're potentially future Police staff, Police Officers. They are people that will hopefully come into the Police family at some point and if they have this input early on they will remember it and it will mean something to them down the road.

3.3.9 Understanding the costs of heritage crime

Community members talked about how the challenge increased young people awareness of the impacts of heritage crime, both financial and on the community. This was reassuring for community members.

Actually, one of the nice things was their feeding back about how they felt about heritage crime and the fact that I think they really understood how the church is as a community and how, when a crime has taken place, how that affects people. They were saying how sad they felt about it and actually about wanting to protect their communities in their areas and being more considerate for these places. So that was really useful because I think a lot of them were saying, 'Churches, we just pass, we don't really look at, think about'. But actually I think having got to know some of the communities, just having that appreciation for this is something they want to take care of was really nice to hear. (Community member - Site 1)

And for them to hear why the Cadets think it's important. I think that was really reassuring to them, that it's not 'just' a building, it's not 'just' lead being stolen, it's not 'just' criminal damage... So, it's more than just the building, it's what the building represents and allows the community to do. (Cadet leader - Site 1)

3.3.10 Building relationships and partnership working

Cadet leaders and community members talked about how the project strengthened and fostered relationships between the community organisations and the police and opened the door to engaging with young people, which was something that is very much on their agenda.

I think one thing that (the cadet leader) has done as well, as part of this project but also more generally, is build up the partnership between (the) Police and the Diocese and also Ecclesiastical, who are insuring. I think communication has been really good generally over the last few years and this has sort of been part of that.” (Community member – site 1)

I’m on the PCC at (church) and when we’re talking about how we engage with our young people we use that as an example and say, ‘We’ve done it once, we really ought to be looking to do more of that kind of thing’, both with the Cadets but with other groups of young people within the parish. (Community member – site 1)

So, it’s building links. It’s slow to build links because it’s a youth activity and getting kids engaged in talking to people can be a bit difficult at times. But it has improved, certainly, the links that we’ve got. And the fact that the site is within an old age pensioners’ housing complex as well, that’s built up their links with a vulnerable community. (Cadet leader - Site 2)

But the two churches we hadn’t had connections with so it was lovely to have them actually come along. I didn’t know them; I knew they’d been victims of crime and figured they were the right people to come along to hear what the Cadets were doing and hopefully reassure them that it’s something that’s on our radar. (Cadet leader - Site 1)

One Community member talked about how they had felt included throughout the whole project.

So what was really great was even at the ideas stage and at the aspiration stage we were invited to go along ... it felt very much that we were being brought into a project and become part of a project rather than, ‘Here’s a piece of paper, can you sign it off and then you can go away and do your own things and we’ll let you know at the end. (Community member – site 2)

Community members saw the interaction with the cadets as very positive and something that they would want to do more of. They were impressed by the level of engagement and proactivity of the young people.

(The open day) was very much a young person led thing. There were Police Officers inevitably milling around but the tours and the engagement with the visiting public was very much about the dialogue between the young people and those visitors...They weren’t wallflowers, they weren’t shy; they weren’t backwards in coming forward. They were really engaged. (Community member – site 2)

It was also highlighted that the challenge was a great exercise for cadets in partnership working and understanding what can be achieved when working together.

They hear us talking about it (partnership working) but actually what does that look like in real life? And they got that. They understood what that person does, how it fits in with Policing and what kind of changes can be made by working together and who the right person is to deal with the right problem.... But actually the long term plan often involves partners. It’s not the Police that are going to fix something long term. You’ve got to underpin the problem and that comes through partnership working. (Cadet leader - Site 1)

What was very clear from both case study sites is that the cadet leaders leading on the projects were passionate about heritage, were experts and force leads and had good existing connections within the community.

So, I have got quite a good understanding and knowledge of what our heritage means to us, why it's important we look after it and essentially why we need to engage with people to get them to understand why it's really important for future generations. (Cadet leader - Site 2)

Community members in both sites commented that the projects had been particularly successful due to key passionate personnel and having particular relationships or points of contact are really helpful in the success of projects and on-going relationships.

So I do want to find out more about their legacy plans for the project itself and I do want to make sure that we don't lose contact, and that often is dependent upon individuals...there is a risk that when key personnel move away from something, if the relationships aren't embedded they can be lost or they can fall in to disrepair and have to be rebuilt at some time in the future. So, my only concern is that we all (and I have a role in that as well of making sure that we retain the links with the Cadets), but that we all invest the time and energy to build on the relationship we've established and hopefully see it flourish. (Community member – site 2)

We are a very small church and basically other than the Vicar I'm the only person who works there and I'm part time anyway so we haven't got that time to invest in trying to build those bridges...Whereas being able to have one contact that I can go to and think about future projects, how we can work together going forward, that does help. And I think if you didn't have someone like (Cadet leaders name), those type of people, that something like that would have happened here. (Community member – site 2)

3.3.10 Impact of Covid-19

Clearly Covid-19 impacted the project and resulted in the extension of the project on two occasions. It meant of course that cadets could not meet in person, not meeting at all for a period of time and then meeting over Zoom or Teams. Cadets commented on the impact of Covid-19 on their ability to make progress and frustration of not being able to work as a group face to face initially.

Covid really did disrupt us. It did slow down the project quite a little bit. (Cadet - Site 2)

It being over Zoom. It didn't make it difficult, it just made it frustrating because it would have been so much better if we could have been in person sooner, like to do this Challenge. It didn't take away the fact of the enjoyment or anything, it's still enjoyable, still very fascinating. It just would have been a lot better if we were in person as a big group doing it. (Cadet - Site 1)

In addition, there was also the issue of risk, for example, partners had to consider whether they were comfortable with raising their level of risk to Covid-19 by working with young people.

The actual getting different partners to come and be part of the action groups was difficult because obviously they are mingling with kids and kids are in schools and Covid is spreading quickly through schools. So, there's that hesitation of whether people wanted to put themselves in that position of heightening their risk. I think had we not had that, the engagement would have been a lot stronger between the kids and the community. (Cadet leader - Site 1)

It was also highlighted that there were some positives in that the young people were at home and had time to engage. However, they were conscious as to not overwhelm young people either.

This was all outside of Cadets they were doing this. It was difficult because it was Covid but it was almost the perfect opportunity to get them engaged because a lot of time they were at home so they did have some time they could do this but we didn't want it to be overwhelming.

3.3.11 Improvements and success factors raised in the Case Studies

One of the cadet leaders suggested that perhaps a presentation by someone from Historic England or a famous person would be helpful.

I don't know if Historic England or English Heritage or someone could actually give a spoken presentation. The PowerPoint is okay, but it can only be as enthusiastic as the person presenting it. Whereas I think maybe if it had either a famous person talking about heritage or someone from Historic England saying why it is important to raise this awareness, I think it would bring it to life a little bit more. (Cadet leader - Site 2)

In addition, the provision of hints and tips of specific sites within specific regions that of interest in terms of heritage and would be good subjects for challenges.

Maybe if there were some hints and tips around what is in a specific area ... We've also got the national War Memorial's Organisation (War Memorials Trust). I can't think what they are called but potentially they could have some input into it as well because they have listed a huge number of sites that obviously they encourage people to report if they see damage or graffiti. But if you don't know about it then you are not going to report it. (Cadet leader - Site 2)

Also, an important issue raised was ensuring that cadet units have appropriate advice from experts to ensure any work that they are doing is not going to cause harm to the heritage sites that they are working on.

This was highlighted in comments made by young people, community members and cadet leaders for example:

Yes, we did start to and then the people that owned the area said to discontinue clearing the graves just in case - because a lot of the natural moss on it can take away the stone. Young person. (Cadet - Site 2)

I think the general rule is if you've not got the specialist equipment it's water and a light brush. And that's it; don't use any disinfectant or cleaning things. We had that conversation and if there was something that they thought that they were willing and able to go above and beyond they needed to make sure that they had got the appropriate advice and guidance to do that. (Community member – site 2)

3.3.12 Communicating out to the public and family and friends

Both case study sites advertised what they were doing to the public, for example through social media.

We put all of that on social media. In fact, we used social media throughout the whole of this exercise so it was another way of being able to engage with partners in the community to say, 'This is what the Cadets are doing here. And it was really well received. (Cadet leader - Site 1)

On one of the sites one of the suggested improvements was that perhaps the cadets could have promoted the work more, but it was recognised that it was a difficult time, and there were reasons why advertising the work could be problematic.

I suppose my only criticism, and again the project did take place in a difficult time, is they could have done more to promote the work in progress in terms of local media and actually sending out information, but that's a minor criticism. (Community member – site 2)

I'm aware that during Covid, as far as they were able to the Cadets were going down and working at the church on a regular basis. But that wasn't something that they could shout about very much because restrictions, they didn't want people coming down en masse. You go down with a group of six, you only need one person to turn up and - I was going to say you'd have to call the Police but, of course, they were already there (Community member – site 2)

Cadets also talked about talking with their families and friends about the challenges.

I also told my grandmother about it. She's quite a heavy gardener; she does it quite a lot. So, it is nice to engage with family about things like that because they really do take an interest in it. (Cadet leader - Site 2)

Yes, I've spoken to my family about it and [inaudible]. Yes, I think it's just helpful to give knowledge to others who may not particularly see it in the way that you've seen it. (Cadet - Site 1)

4. Summary and Conclusions

In terms of the cadets it was clear that the “challenges” had been well received and they had embraced the subject of heritage and protection of heritage. They had gained a number of benefits from it. The key aim of the project was to mobilise the potential of young people in communities and harness their skills and ability in support of Historic England’s Strategy. There is evidence from the cadets that the action challenge achieves this, in that for the majority:

- (1) They felt that their awareness and understanding of heritage, heritage crime and the social, emotional and financial impacts of it had increased;
- (2) They were confident in being able to talk to others about the protection of heritage and what they can do to help, and the majority said that they had shared what they had learnt with family and friends; and
- (3) After the challenge they agreed that they are more likely to want to get involved in the protection of heritage in the future.

Responses from community members highlighted the importance of young people’s perspectives to the subject of heritage and the protection of heritage sites. One of the case studies particularly highlighted that young people’s perspective on the subject was different to how they had been looking at the issue and that this resulted in them taking additional actions to protect their sites. This is a key strength of the challenge for young people as it creates an opportunity to see that, not only are they given an opportunity to be heard, but that their voices are very much appreciated and that they are making a unique difference. In addition, having the young people as ‘visitors’ allowed the custodians to see the site through their eyes, not just in relation to the security of the buildings (i.e. the subject of the challenge) but also in relation to how they might feel coming into the building – i.e. do they feel welcome? What can they do to improve the accessibility of the site for all?

The ‘challenges’ appeared to have opened the door for community members that are custodians of local heritage sites to work with young people. It is not an over-statement to say that in the case study evaluation sites that local custodians were delighted with this opportunity and it had been a very positive experience for them. It is very much on their own organisational agendas to engage with young people more closely and this experience had perhaps offered them some encouragement, confidence and a blueprint for doing more of it in the future. It was certainly clear from the evaluation case study sites that the projects were the start of something rather than discrete projects, with both intending to continue in some form with their cadets going forward.

Covid-19 had impacted the projects particularly in terms of slowing them down, reducing the ability to do practical on-site activities and working with partners. This is touched upon in this report but more specific details about impacts of Covid-19 on the project are contained in Appendix B, which is taken from the project managers report³. Covid-19 was also a major factor in restricting cadets’ choice of project type or theme. It was clear from the cadet focus groups that they would much rather be out and about than working online. However, these case study sites demonstrate that the ‘challenge’ could be flexible and adapted to working online in the initial stages when this was a necessity.

³ James Cathcart (Jan 2022) Heritage Project Managers Briefing for Evaluation “Lessons Learnt” Report.

Considerations for future projects.

- (1) In these particular projects decisions about the sites appeared to largely be taken by the cadet leaders based on the implications of Covid-19, crime statistics, convenience and relatability for the cadets (i.e. a site they knew) and existing community contacts that could help. Although, cadets were then consulted on the chosen topics. It may be beneficial that cadets play a stronger role in selecting the subject(s) of the challenge(s) to maximise their engagement and to ensure that young people have the maximum opportunity to discuss what is important in terms of their heritage, both on a local and national level

A limitation of this evaluation is that the data is not there to determine the extent to which the heritage challenge resonated with particular groups of young people, for example in relation to ethnicity, gender and age for example. A potential risk of not involving young people in the decision making of the topic is that certain perspectives are missed, for example young people's views on war memorials, and that choices could be culturally blind and at risk of alienating some young people.

- (2) The participants from the case study sites highlighted the importance of all challenges need to ensure that the correct expertise is available, and permission is sought on sites before any actions are taken, for example, clearing sites or cleaning activities to ensure that no inadvertent damage is done.
- (3) It was clear that the community members spoken to had expectations about working together in the future with the police on further projects. This is something that is important to bear in mind as to how relationships and partnership working might be maintained longer term. Once these connections have been made, it is important that they are not just reliant on one passionate individual in the police and one in the community organisation to maintain them. Whilst the communication is in place for the project, the question should be asked - can the organisations be fused together at other touch points within them to maximise the ability to work together on other issues and ensure longevity of the relationship?
- (4) It was suggested that the introductory material might benefit from being presented by a famous person or someone from Historic England as a presentation can be delivered by cadet leaders, but it is not likely to be quite as engaging or vibrant. It is important to recognise that in the two evaluation case study sites that those who led the project were very experienced in, and passionate, about heritage and the protection of heritage. They also had existing links with custodians of heritage sites. This may not be the case for all sites where the challenge is taken up and they would therefore, benefit from additional advice, assistance and resources. This could take a number of forms in terms of resources and the use of 'mentors', a great advantage of the mass shift to online communication is that Forces can easily engage with another cadet leader for some 'face to face' advice and sharing of resources. It is also perhaps worth recognising the importance 'passion' plays in this type of subject if it is delivered by someone that doesn't have a passion for the subject the outcome could in fact be detrimental, in terms of turning cadets off to the topic.

- (5) It is worth noting when asked what they thought would be a good subject for a future social action challenge, cadets mentioned subjects such as knife crime, drugs, crime prevention, mental health, hate crime, sexual abuse and cyber-crime/security. Perhaps, for some of these subjects it may be difficult to determine an appropriate action that cadets could take. An advantage of heritage might be that it provides a relatively 'safe' subject in which cadets can take tangible actions and experience working with partners.
- (6) The evaluation also highlights that young people feel there is a gap in their education in relation to heritage with 85% and 89% respectively agreeing that they feel 'there should be more education around the awareness of heritage and heritage assets for young people' and 'there should be more education about the protection of heritage and heritage assets for young people'. It is perhaps not a surprise that less than a third of cadets agreed that they have gained a good awareness of heritage through their education at school due to the pressures on the school curriculum, but it highlights that this is a useful space for youth groups to occupy. Specifically, for the police cadets, many of who we know aspire to join the police family in the future, it puts heritage crime and its impact on their radar from an early age and, also provides them with a model and understanding of the importance of partnership working in tackling it.

Appendix A: Cadets and Units engaged with the initiative: April 20- Mar 22⁴

Force	Unit	Eng Reg	Cadets Learning	Cadets Social Action	Year	Heritage Crime Theme	Eval	Case Study
E Sussex	Wealden	L&SE	14	14	20/21	Church	NU	YES
Kent	Dover	L&SE	20	20	20/22	Mixed	NU	YES
GMP	Stockport	NW	15	15	2020	War M	NU	YES
Essex	Harlow	East	35	35	20/21	Church	NU	YES
	Castlepoint	East	Unit	-	2020	War M	WME	
Lancashire	Blackpool N	NW	32	32*	2020+2 1	War M	NU	YES
	Blackpool S	NW	38	38*	2020+2 1	War M	NU	
Cambridges'e	Peterboro'	East	8	8	21/22	Mixed	NU	YES
Warwickshire	W'Shire N.	Mids	36	36*	2020	War M	NU	
	W'Shire S.	Mids	32	32*	2020	War M	NU	
B Transport P	Islington	L&SE	Unit	Plan	20/21	War M	WME	
	York	Y&NE	Unit	Plan	20/21	Railway	WME	
	B'Ham	Mids	Unit	-	20/21			
Wiltshire	Trowbridge	SW	Unit	Tbc	2022	Railway		Tbc
	Swindon	SW	Unit	Tbc	2021/22	Mixed		Tbc
Met	Camden/Isl	L&SE	2	2	2021	Eng Her	-	
Derbyshire	Glossop	Mids	6	6	2021	War M		
W Yorkshire	Leeds W	Y&H	3 + 9	12	2020+2 1	War M	NU	
	Calderdale	Y&H	15	15	2020	War M		
	Wakefield	Y&H	2+ 12	2	2020+2 1	War M		
Thames V	Newbury	L&SE	15	-	2021	War M		
Norfolk	Gt Yarmouth	East	5	5	2021	War M	NU	Tbc
Avon Som'	Weston S-M	SW	Unit		2020	War M	WME	
West Mercia	N Worcester'		Unit	Unit	2020	War M	WME	
Lancashire	Blackburn	NW	Unit	-	2020	War M		
Northumbria	N Tyneside	Y&NE	Unit	-	2020	War M	WME	
Northants	Northampton	Mids	Unit	-	2020	War M	WME	
Staffs	Tam' & Lich'	Mids	Unit	-	2020	War M	WME	
SUBTOTALS	28 Units, 20 Force							
Individuals			299	272				
Units-est 12*			144*	12*				
TOTAL			443*	284*				

NU – Northampton University's Institute of Public Safety, Justice and Crime (sample)

WME – War Memorial projects survey of a sample of Cadet Unit staff about training materials. **Estimate*** = Units sizes vary from 6 – 40. Some units had subgroups working on social action.

⁴ James Cathcart (Jan 2022) Heritage Project Managers Briefing for Evaluation "Lessons Learnt" Report.

Appendix B: Challenges to the Project due to Covid-19

The below is extracted from the Heritage Project Managers Briefing for the Evaluation report⁵.

Operation challenges due to Covid and extended timetable:

1. Covid risk to cadets, staff and volunteers at different points
2. Covid legal and guidance restrictions/measures
3. The variable timeline of covid measure between regions and areas in England and their unpredictability
4. Covid Vol Police Cadet additional guidance to cadet activity which were more strict than for members of the public. (They followed national youth work organisations guidance)
5. Additional Local Police Force Covid measures: which were sometimes more strict than both Govt and VPC guidance.
6. Chill effect of measures. Even when activity was permitted many leaders, parents and young people still opted out of certain activities.
7. Force resources limited. From time-to-time staff were redeployed from Cadet Units to addressing Covid policing.
8. Staff & Volunteer illness. Whilst the VPC national team responsible for delivering the initiative remaining available throughout (online), some delivery timetables were affected by staff absence, or turnover at a local level.
9. Cadet venue shortages – as well as the covid measures, some regular venues such as schools or Police Stations were closed. (One of our units closed entirely after a year of online meetings and then no return venue to meet at)
10. Online meeting 'Zoom' fatigue. Despite some units meeting online, this proved unsustainable in some cases with young people moving on.
11. Cadet turnover. Many units operate on a one-year cycle with recruitment at the start. When we extended into a second year or paused a project with a view to restarting later in the year, the unintended consequence was that cadet attendance was disrupted. This resulted in different cadets at the start and end in some cases.
12. Restrictions limited the degree to which social action projects could be youth-led around the choice of topic, sites, and availability of partners.

⁵ James Cathcart (Jan 2022) Heritage Project Managers Briefing for Evaluation “Lessons Learnt” Report.



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