



## **EU Gangs Programme**

### **Report on the findings from the EU Gangs TNA Questionnaire**

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Project No: 539766-LLP-1-2013-1-UK-LEONARDO-LMP



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## Executive Summary

The purpose of the questionnaire exercise was to provide a common framework for the collection of data across all participating states in the programme. It enabled the partnership to identify gaps, commonalities and relevant current practice as well as developing networks to support an 'asset based' approach to programme development. It built upon the findings of the desk research report.

Findings to inform the Training Needs Analysis were not straightforward. There was a broad spectrum of concerns that can be summarised as:

- Support for framing nationally specific content across relevant socio-psychological approaches
- Prevention strategies that include effective approaches, tools and resources
- Access to programmes of learning available to develop professional skills relevant to this agenda
- Working safely and safeguarding in gang / high risk contexts

The majority of partners also prioritised the following areas for development of their learning:

- Interpersonal – Communication skills
- Reaching communities – engagement techniques and approaches consistent with asset based community development principles

Sections 5 and 6 set out summary recommendations for the structure of the programme to be taken forward and the proposals for the development of, and delivery against, an appropriate training needs analysis.

## Section 1. Introduction to the training needs analysis

The desk research focused on providing an initial framework for analysis and debate for the programme. Based on extensive desk research from the UK and other participating nations, ABCD Community Services proposed an analytical framework that focused on 3 dimensions as a means of more fully understanding 'gang' type phenomena. These centred on policy and political context, the impact of social structures and socio-psychological approaches. These were identified as recurring and relevant themes in all national partner contexts, and combined to provide a rigorous underpinning for analysis, knowledge development and the shaping of development practice. Through debate at the initial Birmingham partner meeting these themes were agreed as an appropriate framework and two additional applied themes were subsequently added. These were: Interpersonal Communication Skills and Safe Working.



The two additional areas were identified as being intrinsic to developing applied learning content for a programme that aimed to bring together theory and practice.

Participants at the Birmingham partner meeting were also introduced to a proposed model of community engagement, also developed through the desk research. The group examined and debated some of the principles of asset based approaches to community development and their potential application to the development and 'co-production' of a learning programme.

From this national partners were asked to provide detailed written feedback on the relevance and applicability of these themes to a potential learning programme in their national contexts. Based on the aggregated responses a common questionnaire was developed for all partners. Findings from this should form the basis of the training needs analysis.

The questionnaire did not seek to provide a skills audit; its primary focus is to elicit gaps, identify practice (at what level it exists), and develop networks in country specific contexts, enabling the determination of priorities for action locally. The questionnaire supplements evidence of practice and variations in each country from reports already presented and synthesised in the ABCD Report on country specific responses distributed to all partners in March 2014.

The conclusions and recommendations set out below reflect the analysis of evidence by country from the country specific responses in both individual report and questionnaire formats.

The questionnaire runs concurrent with country specific consultations and where we have preliminary feedback they are provided here as case studies and annotated notes. ABCD Community Services Ltd provided partners with survey instruments across a range of categories consistent with the approach identified in December 2013 to assist country specific local consultations and their research focus.

The key areas for analysis underpinning national research reports were identified as:

- Definitional;
- Social Structure and Sociological approaches;
- Social-psychological approaches;
- National Policy Context
- National profile

The feedback from partners confirms the training, learning and development needs of each partner are consistent with the themes identified for further elaboration in the questionnaire.



## Section 2. Methodology - The questionnaire

A written questionnaire was e-mailed to partners to supplement the themes covered in the initial survey instruments and emerging feedback from partners. The structure of the questionnaire followed a logical pattern and was divided into 13 sections with clearly labelled sub-headings to pinpoint the participants to the focus of each section. The sections were as follows and exclude Section 1 which identified the country partner only:

- Definitional issues
- Policy in practice (Police, Social workers, community workers, teachers)
- The sociology of action: how well do structural approaches help with framing content?
- How do socio-psychological approaches help with framing content?
- Working with young offender/vulnerable groups
- Working safely (Safeguarding with young people; safe working for practitioners)
- Interpersonal – Communication skills
- Programmes of learning available to develop professional skills relevant to this agenda
- Reaching Communities (confidence in using the ABCD approach)
- Preferred resources for learning
- Format of the training session(s)
- Your priorities for learning

The data responses reflect the training, learning and development needs of each audience and builds a confirmatory picture of unmet needs and where priority actions lay and how such can be best addressed. At appendix 1 in tabular form is a synthesis of the responses by section to the questionnaire.

Appendix 1 includes a copy of the survey questionnaire that was circulated to all partners for completion.

## Section 3. Data feedback and conclusions

Feedback from the partners, forums and limited consultation evidence thus far reviewed has revealed that training is seen to be a pressing issue across the partnership. All respondents are clear on framing their contextual definition/focus for their learning programme according to the questionnaire responses but a forensic review of responses to the national reports would indicate this remains an area of some uncertainty, though this may have been clarified subsequent to ongoing local consultations. All respondents indicate they have sufficient knowledge to develop their working with young offender/vulnerable groups, though only one partner has direct gang associational intervention experience so this issue may well be under-stated and should be reflected on in designing training content



The need for learning support across the following is unanimous in the responses though some respondents confirmed having specific knowledge to a section yet identified the theme in their response to Section 13 (priorities for learning):

- Support for framing content across relevant socio-psychological approaches
- Prevention strategies that include effective approaches, tools and resources
- Access to programmes of learning available to develop professional skills relevant to this agenda
- Working safely and safeguarding in gang / high risk contexts

The majority of partners prioritised the following areas for development of their learning:

- Interpersonal – Communication skills
- Reaching communities

The responses in the questionnaire and the absence of elaboration in the national responses suggest the interpersonal/communication theme needs clarifying. Although respondents indicate capacity for effective communication, these issues become prime in relation to safeguarding, group work, therapies, safe working practices and determining boundaries, particularly where higher risk interventions are considered. Similarly, two respondents to the 'reaching communities' question (using the ABCD approach to engagement) indicate they need additional support, and one respondent has not understood the concept in practice. It is revealing that the area of community presence and working 'with' rather than 'to' communities is rarely touched in the national reports.

Three or less respondents profiled the following sections as requiring learning support:

- The sociology of action: how well do structural approaches help with framing content
- Policy in practice (Police, Social workers, community workers, teachers)

A reading of national report responses in the area of applied sociological principles indicates a mixed response with two respondents lacking detail. This has impacts on collaboration with professionals and shared understanding of common and cross-national patterns in framing interventions specific to gang and prevention contexts. The TNA should address this.

Sections 12 and 13 in the questionnaire covered the use of suitable and relevant examples from key themes identified in the questionnaire, and the preferred format of training sessions. The majority of partners seek use of the following in framing training resources:

- Research from field activity (all respondents)
- Safeguarding/Working Safely as a practitioner (all respondents)
- Working with groups



- Asset Based Community Development (ABCD)
- Interpersonal / Communication and Negotiation/Theoretical perspectives (e.g. Desistance)

Minority examples at Section 12 identified under 'other' include:

- Social marketing
- Communication capability
- Sociology of groups at European level

Preferences for learning formats underpinning the TNA are mixed with the only majority preference being:

- Sessions mixing various learning styles (in one case 'activities')

Four respondents want some reflective considerations of practice including in their training. Case study examples for review during and after sessions identified five respondents who shared a preference between 'a lot' and 'some'.

## Section 4. Questionnaire responses by section

### Section 2: Definitional issues.

France	Youth gangs are a feature of French social policy. A 'synthesised' approach to definition is being used.
Romania	Discussion is ongoing though youth disaffection exists. The group decided to focus on prevention.
Greece	The emergence of groups, involved in delinquent behavior is a phenomenon taking alarming proportions in Greece. The gang phenomenon is very complex, with constant changes in gang culture, making it difficult for law enforcement to classify gangs.
Italy	People interviewed refer to "problematic youth aggregation". The presence of several problems related to youth aggregation is evident, with great interest on specific training about the prevention and handling of these issues.
UK	There was thought to be no real consensus on what a gang is and this needed to be understood and explored more. The more visible street gangs were described as having a strong identity, often associated with myths. They were defined as territorial, often by post-code.

*All respondents are clear on framing their contextual definition/focus for their learning programme?*

### Section 3: Policy in practice (Police, Social workers, community workers, teachers)

France	In Rennes, numbers of associations and local social centres are working together with youth groups. We're not clear yet about their degree of collaboration, but we're meeting them with the help of the city council.
Romania	We have a strong network coordinated by the Education State Inspectorate, but it is a poor and un-professionalised coordination because they are focused on other



	challenges in education, other than gang prevention. Despite this, the members of the network are very active.
Greece	There are no special national or local interventions in Greece about youths and gangs. There is a juvenile prison, special justice system for juveniles and a few NGOs, though none work collaboratively. Some social workers promote this kind of procedures (work collaboratively)
Italy	The presence of a strong networking capacity in several communities allows for: a well structured base for intervention; effective prevention activity; strong involvement of schools, volunteering organizations, and may other actors in preventive and recovery actions; and, a real bottom-up action in the decision making process.
UK	One group were very sceptical about the impact and motivations of many government initiatives. There was an awareness of the Ending Gangs and Violence initiative but, there was little knowledge or support for the impact, if any, that this has made. Another partner identifies collaboration within interventions.

*Four respondents confirm local interventions work collaboratively to include 'challenging' youth/groups to varying degrees of reach and impact. This is not so in Greece.*

#### **Section 4: The sociology of action: how well do structural approaches help with framing content?**

France	Our contacted partner (Askoria) the trainers and the sociological background to assist in developing this theme.
Romania	We consider that this requires the intervention of tertiary level education professionals.
Greece	The group is supported by experienced social workers with educational and prison intervention experience.
Italy	Two themes emerge from our specific knowledge: a deep knowledge based on studies concerning very restricted areas and specific ethnic groups of youngsters in Italy; a large number of studies and available literature on youth malaise and youth aggregation in Italy.
UK	UCB are developing delivery capacity and have expertise in this area. Walsall seek better understanding of underlying theories.

*Three respondents confirm having sufficient applied sociological knowledge to develop this learning theme.*

#### **Section 5: How do socio-psychological approaches help with framing content?**

France	Askoria is a large network of school of social work in Rennes. We are collaborating already with them on trainer training.
Romania	We consider that this requires the intervention of tertiary level education professionals.
Greece	Capacity within the group.
Italy	A lot of studies and expertises on intervention, social project design, working with offenders and families are available among our network and in our staff.
UK	UCB have accommodated issues raised in the original programme research report and are adopting areas in their 'pilot'. Walsall seek better understanding of underlying theories.



Three respondents confirm having sufficient applied sociological knowledge to develop this learning theme.

### Section 6: Working with young offender/vulnerable groups

France	The group has capacity and is also working with the local authority
Romania	Members that took part in the community consultations have a strong background in working with this target group. CPIP developed a number of working tools throughout EU projects for lifelong learning professionals that provide learning experiences for young offenders.
Greece	The group has capacity from working with young offenders.
Italy	Experience of rehabilitation in residential/ non- residential services for unaccompanied minors, addicted youngsters, adolescents with psychiatric problems, families in difficulty. Work with justice officers for probation programmes and rehabilitation after prison. Prevention activities in schools, aggregation centres, territories.
UK	UCB has extensive capacity. Walsall College is continuing its consultation across a range of practitioners who all work with vulnerable groups.

All respondents indicate they have sufficient knowledge to develop this area as a learning theme.

### Section 7: Working safely (Safeguarding with young people; safe working for practitioners)

France	Will have access to this specialism through their links with the city council.
Romania	We have practical experience within our team members and from the persons attending the community consultations. But this is a serious and important topic and we would need structured information that would be backed up by national regulations.
Greece	Do not have practice knowledge or
Italy	We have some experience and protocol in acting and containing aggressions by people with psychiatric problems. But no direct knowledge in this area.
UK	UCB are working up these areas in their 'pilot'.

Two respondents indicates they have sufficient knowledge to develop this learning theme. One is in the process of developing access, three need structured information and support for developing knowledge.

### Section 8: Programmes of learning available to develop professional skills relevant to this agenda

France	Not known at this stage if there are and what kind of learning programs are available in the different organisation of people working with gangs.
Romania	It is essential to integrate in the learning process all available materials and experiences from the other partners regarding professional development of EU GANGS end users.
Greece	Important to renew our knowledge and learn more in order to improve our skills and become more qualified and effective.
Italy	Italy was one of the five countries which developed the Prevelearning training programme for professionals in prevention (teachers and families). The programme



	was aimed at preventing substance abuse/addiction but the main principles are suitable for any kind of prevention.
UK	There was an awareness of the Ending Gangs and Violence initiative but, there was little knowledge or support for the impact, if any, that this has made. Walsall highlight a range of initiatives but little synergy.

*All respondents indicate such programmes would contribute to this learning theme. There is no evidence for continuous professional development (CPD) programmes in this area emerging in this research.*

### Section 9: Interpersonal – Communication skills

France	No response
Romania	Our team has working experience in this at both personal and organisational level.
Greece	It is necessary to learn more...and adopt as many innovative issues as possible, in order to feel more confident as professionals in our working environment and especially while working with vulnerable groups.
Italy	We have some experiences with pilot projects in schools and in specific area of our towns.
UK	Walsall highlight communication needs of professionals who do not have a history of gang related activity.

*Three respondents indicate that there are specific learning challenges associated with this theme.*

### Section 10: Reaching Communities

France	The city of Rennes adopts such an approach. We are confident that in our city it will be possible to use this approach.
Romania	We need a structured presentation of the method, a brief “walk through” of available working tools for specific usage and, most important, we need an adaptation of the method for specific EUGANGS settings, contexts and aims.
Greece	In Greece this approach is not used in working with communities.
Italy	Though we do not call the approach ABCD, the local communities work following that method, or at least its main principles.
UK	Walsall indicate further training support needed.

*Two respondents indicate they are not confident in using the Asset Based Community Development (ABCD) approach to community engagement.*

### Section 11: Which of the areas below do you think should be covered in a session using suitable examples or case studies?

*The table is an aggregation of all responses excluding UK partners who did not complete (some respondents doubled some responses)*

	Yes	Not sure	No
Research from field activity	5	1	



<u>Safeguarding/Working Safely as a practitioner</u>	5	2	
<u>Asset Based Community Development (ABCD)</u>	5	1	
<u>Working with Groups</u>	5	1	
<u>Interpersonal / Communication and Negotiation</u>	4	1	
<u>Theoretical perspectives (e.g. Desistance – please identify)</u>			
<u>Other (please identify)</u> “Social marketing” and communication capability; sociology of groups at European level	3		

### Section 12: Format of the training session(s)

What would your preferences be for the sessions: as...

	A lot	Some	Not many	Very few
Presentations or lecture-like-sessions	1	1	1	1
Demonstrations from Projects	2	3		
Reflective considerations of practice	1	4		
Sessions mixing various learning styles	4	1		
Case study examples for review during and after sessions	3	2		

### Section 13: Your 3 priorities for learning

France	<ol style="list-style-type: none"> <li>1. define and share a ‘European sociology’ of the phenomena, crime and delinquency are now developing at a transnational level, which require a collaboration.</li> <li>2. studies are quite new and even the indicators and the data required for the observation of the phenomena of gangs are not set yet in France, and there are no studies on gang extrication</li> <li>3. psycho sociological approaches should be included in the programme among partners</li> </ol>
Romania	<ol style="list-style-type: none"> <li>1. prevention tools, activities and “out-of-the-box” perspectives</li> <li>2. how to keep active &amp; relevant a network that is made up of organisations, institutions and professionals otherwise involved in different working fields?</li> <li>3. working safely.</li> </ol>
Greece	<ol style="list-style-type: none"> <li>1. More information about gangs and forms... how they act and behave and the factors that contribute to this phenomenon</li> <li>2. Treatment of people that join gangs: ways of approach/communication with them: how to talk with them, how to influence them and enforce them to change</li> <li>3. International policies relating to gangs: kind of interventions, good practices that are available in the rest of Europe.</li> </ol>
Italy	<ol style="list-style-type: none"> <li>1. Social psychology and applied sociology</li> <li>2. Design and implementation of social projects and strategies</li> <li>3. Involvement of target groups, mediation, and working safely</li> </ol>
UK	<ol style="list-style-type: none"> <li>1. Engaging with disaffected children and young people</li> </ol>



	<ol style="list-style-type: none"> <li>2. Developing community projects, networks, support</li> <li>3. Knowledge of sociological and socio-psychology approaches and understanding underlying theory of why approaches do / don't work and in what contexts, developing content.</li> </ol>
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## Section 5. Training needs recommendations and competency framework

Starting from where each partner group is at there is differentiation in capacities, country contexts and priorities. These issues will sharpen in focus as consultations conclude. However, recognising the variation in policy contexts and the sophistication or variance of national policy context, as respondents reflect, we should not miss the critical point that conditions exist for the existence and development of youth 'gang' activism across much of Europe.

Reading the country specific reports and their questionnaire responses reflects gaps in skills, underpinning knowledge and understanding that workers/practitioners may need to develop to work in the context of gangs and gang impacted environments.

The TNA should reflect content that addresses the key themes consistently present in all responses and should reflect on the UK pilot in developing shared learning and relevance from their proposed programme.

Consideration of the following should reflect/accommodate the preferred approaches identified at Sections 12 and 13 of the questionnaire:

- Social Structure and Sociological approaches;
- Social-psychological approaches;
- Safeguarding and safe working practices
- Local policy in practice (co-production)
- Core content in a programme of learning available to develop professional skills relevant to this agenda
- Interpersonal – Communication skills (working in groups, power, therapies and working in multi-agency settings)
- How to build interventionist capacity and activity within communities (ABCD)

### Learning outcomes competency framework

Area of Study:	<b><u>Working locally with gangs within the national policy framework</u></b>
<b>Aim</b>	The aim is for the learner to understand national policy relating to gangs and the local frameworks in which they are applied.



<b>Learning outcomes</b>	
The learner will.	
1.	Understand the national policy on gang related activities
2.	Understand the different roles of national and local agencies operating in a gang related environment
3.	Understand how national policy on gang related activity is applied locally.
4.	Understand their own role and relationship to policy implementation in a gang-related environment
5.	Understand legislation relating to working with gangs or in a gang related environment and its impact
6.	Understand judicial and agency responses to gang related activity, including crime

<b>Area of Study:</b>	<b><u>Interpersonal communication skills in a gang related environment</u></b>
<b>Aim</b>	The aim is to give the learner a toolkit for effective intervention and communication in a gang related environment.
<b>Learning outcomes</b>	
The learner will.	
1.	Understand the principles of emotional intelligence in a gang related environment
2.	Understand how to apply different methods of relationship building in a gang related environment
3.	Be able to analyse relationships, interactions and conversations using transactional analysis (TA)
4.	Understand the significance of language and semiotics to gangs and gang members

<b>Area of Study:</b>	<b><u>Safe working in a gang-related environment</u></b>
<b>Aim</b>	The aim is to equip the learner with the knowledge and understanding to work safely in a gang-related environment.
<b>Learning outcomes</b>	
The learner will.	
1.	Understand the importance of working safely in a gang related environment
2.	Understand the relevant legislative framework for safeguarding and protection of the vulnerable in a gang related environment
3.	Understand the implications of lone working in a gang related environment
4.	Understand the need for conflict management and resolution in a gang related environment
5.	Understand the need for personal and professional boundary setting when working in a gang related environment
6.	Be able to carry out risk assessments for working in a gang related environment

<b>Area of Study:</b>	<b><u>Social psychological perspectives for understanding gangs and gang-impacted environments</u></b>
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<b>Area of Study:</b>	
<b>Aim</b>	The aim is for the learner to understand and apply relevant perspectives drawn from social psychology in order to facilitate improved practice in working with gangs.
<b>Learning outcomes</b>	
The learner will.	
1.	Understand the significance of social psychology in understanding human groups and gangs
2.	Understand the basic principles of social psychological theories and their relevance to working with gangs and in gang related environments
3.	Understand different learning models based on experience, reflection and learning
4.	Understand principal theories of working with groups
5.	Understand the relationship between groups and affiliation and alienation
6.	Understand theories of motivation in relation to groups and gangs

<b>Area of Study:</b>	
<b><u>The social factors that contribute to the development of gangs</u></b>	
<b>Aim</b>	The aim is to provide an understanding of the social contexts, factors and forces that create, sustain and promote gangs and gang membership.
<b>Learning outcomes</b>	
The learner will.	
1.	Understand the social forces that shape social behaviour and form a context in which gangs can emerge
2.	Understand the impact of mass/multi-media and social media on gangs and gang related activities
3.	Understand the wider impact of youth culture on gangs and gang culture
4.	Understand the concept of belonging within a gang related environment
5.	Understand the relationship between gangs and crime
6.	Understand the impact of family in the socialisation process of young people and the reasons for development of deviance

## Section 6. Report Recommendations

This report to be circulated to all individuals and organisations who have so far participated in the consultation process.

The results to be used as follows:

1. UCB/GIPFA to produce the draft of the 5 day training programme and trainer guide (WP6) for experts to be presented at the transnational meeting in Rennes in May 2014
2. UCB / Walsall / Titan to produce first draft structure for 90 hour VET programme (WP7) to be discussed at the transnational meeting in Rennes in May 2014.



3. Partners to identify experts to attend the 5 day training programme
4. CEIS to produce the final work package report for submission to TITAN.
5. All partners to begin consideration of national accreditation (WP7)
6. All partners begin to consider the job profile (skill and competency needs, person specifications) of people working with gangs and in gang impacted environments.
7. Partners to approve this report.
8. Partners to approve the common competency framework produced as a result of the TNA analysis.

**ABCD Community Services Ltd: April 2014. Revised October 2015.**



## Appendix 1. Survey questionnaire - template

### EU Gangs: Questionnaire Instrument

#### Information about the study

The EU Gangs Programme, is a European Union (EU)-funded project (Project No: 539766-LLP-1-2013-1-UK-LEONARDO-LMP). It seeks to explore and develop:

- *a vocational/professional training programme to provide the knowledge, skills and competences required for any workers in the private, public or NGO sectors to deal with gangs and resulting criminality.*
- *and accredit at national level in each country a new vocational/professional qualification which meets this gap in skills within our workforce currently working with or likely to work in a gang culture or environment.*

Through partners training and practice development extend to community assets in four member states – Romania, the UK (England), Greece, Italy and France. ABCD Community Services Ltd in the UK has been commissioned by this project to undertake a training needs analysis (TNA). As you are involved in this project, you are kindly asked to complete this questionnaire, to help support the framing of a TNA that will most effectively address your capacity needs as a trainer/partner.

#### The questionnaire

Your participation is necessary to ensure we address country specific contexts as the questions refer to your partnership capacity. Participating in producing this survey instrument is essential for us to form as comprehensive and relevant a framework as is practicable. We do not request any personal details from you. The data you provide will be used to produce country and overview analyses to help develop a learning package to meet your needs. The analyses will be collected together into a single report, which will be distributed on behalf of the EU Gangs Programme.

You should submit your responses via email (below). When you submit the questionnaire, you are indicating to us that you are happy to send the details, that you believe them to be as correct as possible, and that you are happy with the conditions for submitting them. The original questionnaire will be stored for 6 years, and may then be destroyed. (If you have any queries arising from this questionnaire please contact us directly.)

#### Contact details

*Please return completed questionnaires by email to:*

Thomas Smith

Tel: 0044 (0)151 9246208

Email: smith.t16@sky.com

7, Everest Road, Crosby, Liverpool L23 5TN UK.

**Or**

David Egan



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32 Formby Street, Formby, L37 4AA UK.

**Your country (please tick)**

Italy	
Romania	
Greece	
France	
UK (England)	

**Part 2 – Definitional issues (please expand text boxes a necessary or use bullet points)**

Are you clear on framing your contextual definition/focus for your learning programme?	Yes	No
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Please elaborate	
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**Part 3 – Policy in practice (Police, Social workers, community workers, teachers)**

Do local interventions work collaboratively to include 'challenging' youth/groups?	Yes	No
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Please elaborate	
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**Part 4 – The sociology of action: how well do structural approaches help with framing content?**



Do you have sufficient applied sociological knowledge to develop this learning theme	Yes	No
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Please elaborate	
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**Part 5 – How do socio-psychological approaches help with framing content?**

Do you have sufficient applied socio-psychological knowledge to develop this learning theme	Yes	No
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Please elaborate	
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**Part 6 – Working with young offender/vulnerable groups**

Do you have sufficient knowledge to develop this as a learning theme	Yes	No
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Please elaborate	
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**Part 7 – Working safely (Safeguarding with young people; safe working for practitioners)**

Do you have sufficient knowledge to develop this learning theme	Yes	No
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Please elaborate	
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**Part 8 – Programmes of learning available to develop professional skills relevant to this agenda**

Do such programmes contribute to this learning theme	Yes	No
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Please elaborate	
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**Part 9 – Interpersonal – Communication skills**

As a learning theme are there specific challenges you face here?	Yes	No
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Please elaborate	
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**Part 10 – Reaching Communities**

Are you confident in using the ABCD approach to engagement	Yes	No
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Please elaborate	
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**Part 11 - Which of the areas below do you think should be covered in a session using suitable examples or case studies?**

	<u>Yes</u>	<u>Not sure</u>	<u>No</u>
<u>Research from field activity</u>			
<u>Safeguarding/Working Safely as a practitioner</u>			
<u>Asset Based Community Development (ABCD)</u>			
<u>Working with Groups</u>			
<u>Interpersonal / Communication and Negotiation</u>			
<u>Theoretical perspectives (e.g. Desistance – please identify)</u>			
<u>Other (please identify)</u>			

**Part 12 – Format of the training session(s)**

What would your preferences be for the sessions: as...

	<u>A lot</u>	<u>Some</u>	<u>Not many</u>	<u>Very few</u>
<u>Presentations or lecture-like-sessions</u>				
<u>Demonstrations from Projects</u>				
<u>Reflective considerations of practice</u>				
<u>Sessions mixing various learning styles</u>				
<u>Case study examples for review during and after sessions</u>				

**Part 13 – Your priorities for learning**

Please, briefly summarise three key areas of learning you consider specific to prepare you for



developing content?

1.

2.

3.



## Appendix 2: Questionnaire responses from partners

Full responses by national partner, set out in the following sequence:

1. Romania
2. France
3. Greece
4. Italy



**Your country (please tick)**

Italy	
Romania	x
Greece	
France	
UK (England)	

**Part 2 – Definitional issues (please expand text boxes a necessary or use bullet points)**

Are you clear on framing your contextual definition/focus for your learning programme?	Yes	No
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Please elaborate	<p>The community consultation that took place in Timisoara on 11<sup>th</sup> of March revealed that the most important step is to set the definitions straight.</p> <p>After visualising the two videos suggested by Sangeeta about the incidents in Birmingham, our participants started a long debate about what is gang, small crime, infractional group and organised crime. From the perspective of Timisoara today, a group of youngsters having guns and hooting in the street would be at least infractional group if not organised crime. We are not facing this situation and street shooting is an exceptional situation (1 or 2 recorded in the recent history). The group decided we have to focus on prevention.</p>
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**Part 3 – Policy in practice (Police, Social workers, community workers, teachers)**

Do local interventions work collaboratively to include 'challenging' youth/groups?	Yes	No
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Please elaborate	<p>We already have a strong network that is running for several years now, coordinated by the Education State Inspectorate, but it is a poor and un-professionalised coordination because they are focused on other challenges in education, other than gang prevention. Despite this, the members of the network are very active, meeting once a month for discussions and planning. Police is having a strong involvement in this and a very active role, making tours in the high schools working with pupils and students on prevention meetings, with video materials and key note speakers.</p>
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**Part 4 – The sociology of action: how well do structural approaches help with framing content?**

Do you have sufficient applied sociological knowledge to develop this learning theme	Yes	No
--	-----	----



Please elaborate	We consider that this requires the intervention of tertiary level education professionals.
------------------	--

**Part 5 – How do socio-psychological approaches help with framing content?**

Do you have sufficient applied socio-psychological knowledge to develop this learning theme	Yes	No
---	-----	----

Please elaborate	We consider that this requires the intervention of tertiary level education professionals.
------------------	--

**Part 6 – Working with young offender/vulnerable groups**

Do you have sufficient knowledge to develop this as a learning theme	Yes	No
--	-----	----

Please elaborate	<p>All the members of community that took part in the community consultations have a strong background in working with this target group. CPIP developed a number of working tools throughout EU projects for lifelong learning professionals that provide learning experiences for young offenders:</p> <ul style="list-style-type: none"> <li>- CLAP project: dialogical toolkit for communication</li> <li>- MyCompass: learning materials &amp; games for key competencies enhancement</li> <li>- TALENT4EUROPE: assessment tools for further guidance in learning and job</li> </ul>
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**Part 7 – Working safely (Safeguarding with young people; safe working for practitioners)**

Do you have sufficient knowledge to develop this learning theme	Yes	No
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Please elaborate	We have practical experience from our team members and from the persons attending the community consultations. But this is a serious and important topic and we would need structured information that would be backed up by national regulations.
------------------	--

**Part 8 – Programmes of learning available to develop professional skills relevant to this agenda**

Do such programmes contribute to this learning theme	Yes	No
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Please elaborate	We believe it is essential to integrate in the learning process all available materials & experiences from the other partners regarding professional development of EUGANGS end users.
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**Part 9 – Interpersonal – Communication skills**



As a learning theme are there specific challenges you face here?	Yes	No
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Please elaborate	Our team has working experience in this at both personal and organisational level.
------------------	--

**Part 10 – Reaching Communities**

Are you confident in using the ABCD approach to engagement	Yes	No
--	-----	----

Please elaborate	<p>We need a structured presentation of the method, a brief “walk through” of available working tools for specific usage and the most important, we need an adaptation of the method for specific EUGANGS settings, contexts and aims.</p> <p>We don’t feel it is productive to read whatever we think interesting from the website and adapt on our own. We are losing the European perspective of the project and turning it into a national interpretation.</p>
------------------	--

**Part 11 - Which of the areas below do you think should be covered in a session using suitable examples or case studies?**

	<u>Yes</u>	<u>Not sure</u>	<u>No</u>
<u>Research from field activity</u>		<u>x</u>	
<u>Safeguarding/Working Safely as a practitioner</u>	<u>x</u>		
<u>Asset Based Community Development (ABCD)</u>	<u>x</u>		
<u>Working with Groups</u>	<u>x</u>		
<u>Interpersonal / Communication and Negotiation Theoretical perspectives (e.g. Desistance – please identify)</u>		<u>x</u>	
<u>Other (please identify)</u>			

**Part 12 – Format of the training session(s)**

What would your preferences be for the sessions: as...

	<u>A lot</u>	<u>Some</u>	<u>Not many</u>	<u>Very few</u>
<u>Presentations or lecture-like-sessions</u>				<u>x</u>
<u>Demonstrations from Projects</u>		<u>x</u>		
<u>Reflective considerations of practice</u>		<u>x</u>		
<u>Sessions mixing various learning styles</u>	<u>x</u>			
<u>Case study examples for review during and after sessions</u>	<u>x</u>			

**Part 13 – Your priorities for learning**



Please, briefly summarise three key areas of learning you consider specific to prepare you for

1. Prevention tools, activities and “out-of-the-box” perspectives
2. How to keep active & relevant a network that is made up of organisations, institutions and professionals otherwise involved in different working fields.
3. Working safely.



## EU Gangs: Questionnaire Instrument

### Information about the study

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- *A vocational/professional training programme to provide the knowledge, skills and competences required for any workers in the private, public or NGO sectors to deal with gangs and resulting criminality.*
- *and accredit at national level in each country a new vocational/professional qualification which meets this gap in skills within our workforce currently working with or likely to work in a gang culture or environment.*

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### The questionnaire

Your participation is necessary to ensure we address country specific contexts as the questions refer to your partnership capacity. Participating in producing this survey instrument is essential for us to form as comprehensive and relevant a framework as is practicable. We do not request any personal details from you. The data you provide will be used to produce country and overview analyses to help develop a learning package to meet your needs. The analyses will be collected together into a single report, which will be distributed on behalf of the EU Gangs Programme.

You should submit your responses via email (below). When you submit the questionnaire, you are indicating to us that you are happy to send the details, that you believe them to be as correct as possible, and that you are happy with the conditions for submitting them. The original questionnaire will be stored for 6 years, and may then be destroyed. (If you have any queries arising from this questionnaire please contact us directly.)

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**Or**

David Egan

Tel: 0044 (0)1704833175

Email: degan67@yahoo.co.uk



32 Formby Street, Formby, L37 4AA UK.

**Your country (please tick)**

Italy	
Romania	
Greece	
France	X
UK (England)	

**Part 2 – Definitional issues (please expand text boxes a necessary or use bullet points)**

Are you clear on framing your contextual definition/focus for your learning programme?	Yes	No
	X	

Please elaborate	We've made a synthesis on the subject in France, regarding the local definition of "Gangs".
------------------	---

**Part 3 – Policy in practice (Police, Social workers, community workers, teachers)**

Do local interventions work collaboratively to include 'challenging' youth/groups?	Yes	No
	X	

Please elaborate	There are already in Rennes, numbers of associations, local social centers that are working together with youth groups. We're not clear yet about their degree of collaboration, but we're meeting them with the help of the city council.
------------------	---

**Part 4 – The sociology of action: how well do structural approaches help with framing content?**



Do you have sufficient applied sociological knowledge to develop this learning theme	Yes X	No
--	----------	----

Please elaborate	The partner we have contacted (Askoria) and with whom we collaborate has the trainers and the sociological background to develop this theme.
------------------	--

**Part 5 – How do socio-psychological approaches help with framing content?**

Do you have sufficient applied socio-psychological knowledge to develop this learning theme	Yes X	No
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Please elaborate	Yes with the help of our partner Askoria. Askoria is a large network of school of social work in Rennes. We are collaborating already with them on trainer training.
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**Part 6 – Working with young offender/vulnerable groups**

Do you have sufficient knowledge to develop this as a learning theme	Yes X	No
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Please elaborate	Yes, with the help of our partner Askoria. We are also in contact with the city council, and especially a service which is dedicated to youth delinquency prevention.
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**Part 7 – Working safely (Safeguarding with young people; safe working for practitioners)**

Do you have sufficient knowledge to develop this learning theme	Yes X	No
---	----------	----

Please elaborate	The city council of Rennes is working with a company called Optima, which is related to safeguarding and safe working. We did not contracted yet with them, because we want to do it with the help of the city council, who has missioned them to work on specific difficult neighbourhoods of Rennes.
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**Part 8 – Programmes of learning available to develop professional skills relevant to this agenda**

Do such programmes contribute to this learning theme ?	Yes	No
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Please elaborate	We do not know at this stage if there are and what kind of learning programs are available in the different organisation of people working with gangs.
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**Part 9 – Interpersonal – Communication skills**

As a learning theme are there specific challenges you face here?	Yes	No
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Please elaborate	
------------------	--

**Part 10 – Reaching Communities**

Are you confident in using the ABCD approach to engagement	Yes X	No
--	----------	----

Please elaborate	We think that the city of Rennes is already more or less concerned with such approach of communities' involvement. So we are confident that in our city it will be possible the use this approach.
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**Part 11 - Which of the areas below do you think should be covered in a session using suitable examples or case studies?**

	<u>Yes</u>	<u>Not sure</u>	<u>No</u>
<u>Research from field activity</u>	X		
<u>Safeguarding/Working Safely as a practitioner</u>	X	X	
<u>Asset Based Community Development (ABCD)</u>	X	X	
<u>Working with Groups</u>		X	



<u>Interpersonal / Communication and Negotiation</u>		X	
<u>Theoretical perspectives (e.g. Desistance – please identify)</u>			
<u>Other (please identify) sociology of groups at the European level</u>	X		

### Part 12 – Format of the training session(s)

What would your preferences be for the sessions: as...

	<u>A lot</u>	<u>Some</u>	<u>Not many</u>	<u>Very few</u>
<u>Presentations or lecture-like-sessions</u>		X		
<u>Demonstrations from Projects</u>		X		
<u>Reflective considerations of practice</u>		X		
<u>Sessions mixing various learning styles</u>		X		
<u>Case study examples for review during and after sessions</u>	X			

### Part 13 – Your priorities for learning

Please, briefly summarise three key areas of learning you consider specific to prepare you for developing content?

It is too early for us to have a clear view on the priorities, but from the return of people that we met now, we think that:

1. The **sociology of group(s) members of gangs in Europe** will be interesting and relevant for many participants to the training. Most people are more and more conscious of the fact that crime and delinquency are now developing at a transnational level, which require a collaboration. The first steps is to define and share a ‘European sociology’ of the phenomena.
2. In France, these studies are quite new and even the indicators and the data required for the observation of the phenomena of gangs are not set yet. There are not many studies on the **exit of members from gangs**, and this subject might be very interesting to us.
3. The **psycho sociology approaches of the phenomena** should be a common part probably in our training program among the partners.  
These concepts and topics should clarify the common knowledge and the key elements that are conditioning the entry of young people in gangs, and also clarify the opportunities to



## EU Gangs: Questionnaire Instrument

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### The questionnaire

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**Your country (please tick)**

<u>Italy</u>	
<u>Romania</u>	
<u>Greece</u>	X
<u>France</u>	
<u>UK (England)</u>	

**Part 2 – Definitional issues (please expand text boxes a necessary or use bullet points)**

<u>Are you clear on framing your contextual definition/focus for your learning programme?</u>	<u>Yes</u>	<u>No</u>
	X	

<u>Please elaborate</u>	According to the Greek Penal Code "gang" is considered a "structured and continuous" action group of three or more persons (organization) that seeks to commit one or more crimes. The emergence of groups, involved in delinquent behavior is a phenomenon taking alarming proportions in the Greek reality but still, the gang phenomenon is very complex and there are constant changes in gang culture, making it difficult for law enforcement to classify gangs. There is a variety as in concerns the size of their membership, ethnic composition, organizational structure, alliances, and types of criminal intent and are assessed, based on their level of threat to both public safety and national security. There are many references about street gangs, prison gangs, juvenile/delinquent gangs (with bullying incidents), drug gangs and the last years there is an increasing number of terrorist gangs and racist gangs.
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**Part 3 – Policy in practice (Police, Social workers, community workers, teachers)**

<u>Do local interventions work collaboratively to include 'challenging' youth/groups?</u>	<u>Yes</u>	<u>No</u>
		X

<u>Please elaborate</u>	There are no special national or local interventions in Greece about youths and gangs. Of course there is a juvenile prison, special justice system for juveniles and a few NGOs that support them, but most of the civil servants work for this population on behalf of the organisation/authority for whom they work for, but not collaboratively. Some social workers promote this kind of procedures (work collaboratively) but other experts and organisations of community are not so sensitized yet in this kind of work. Sometimes there are some european programs about young offenders in general, but never especially for gang members.
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**Part 4 – The sociology of action: how well do structural approaches help with framing content?**



<u>Do you have sufficient applied sociological knowledge to develop this learning theme</u>	<u>Yes</u> X	<u>No</u>
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<u>Please elaborate</u>	I am a social worker since 2000. The main parts of my studies included sociology, social policy, psychology, political science, economics etc. I work with persons, groups and community since 2002 that I started working in prisons. The Greek ministry of justice is not giving any special opportunities to the penitentiary staff to become more specialized and renew our knowledge. This is the reason why I always try (all by myself) to study and learn new things in these fields, follow workshops and seminars and finally try some new things in order to be retrained. Over the period of my work experience (12 years), I had the opportunity to develop a very good level of communication and collaboration with all the relevant local organisations/authorities and most of the employees that work for them.
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**Part 5 – How do socio-psychological approaches help with framing content?**

<u>Do you have sufficient applied socio-psychological knowledge to develop this learning theme</u>	<u>Yes</u> X	<u>No</u>
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<u>Please elaborate</u>	As I already mentioned, my university education, provided me sufficient knowledge and practical experience in these fields and I think that with this training, its given to me a great oppotunity to practise more, renew my knowledge and improve my professional skills.
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**Part 6 – Working with young offender/vulnerable groups**

<u>Do you have sufficient knowledge to develop this as a learning theme</u>	<u>Yes</u> X	<u>No</u>
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<u>Please elaborate</u>	I first started working with young offenders in 2000, while I had my educational practice in order to graduate from university (court for young offenders). In 2002, I started working as a social worker in a high security prison and since 2005 until today I work in an Agricultural prison. Every day I work with inmates and young offenders in order to support them and prepare them for their release. So 12 years of working experience with vulnerable groups (prisoners) have given me a great level of professional confidence and efficiency.
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**Part 7 – Working safely (Safeguarding with young people; safe working for practitioners)**

<u>Do you have sufficient knowledge to develop this learning theme</u>	<u>Yes</u> X	<u>No</u>
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<u>Please elaborate</u>	I dont have special knowledge in these fileds. The reason is that in my working environment (prison), safeguards are taking care of my safety during my work.
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**Part 8 – Programmes of learning available to develop professional skills relevant to this agenda**

<u>Do such programmes contribute to this learning theme</u>	<u>Yes</u> X	<u>No</u>
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<u>Please elaborate</u>	Always. Things are changing, world is changing and we have to be well informed, we have to renew our knowledge and learn more in order to improve our skills and become more qualified and effective.
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**Part 9 – Interpersonal – Communication skills**

<u>As a learning theme are there specific challenges you face here?</u>	<u>Yes</u> X	<u>No</u>
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<u>Please elaborate</u>	My communication skills are in a great level but as a follower of lifelong learning procedures, I believe that always is necessary to learn more, study more and adopt as many innovative issues as possible, in order to feel more confident as professionals in our working environment and especially while working with vulnerable groups.
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**Part 10 – Reaching Communities**

<u>Are you confident in using the ABCD approach to engagement</u>	<u>Yes</u>	<u>No</u> X
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<u>Please elaborate</u>	In Greece we don't use this kind of definition about working with community. So ABCD approach is a definition that I meet for a first time. As a penitentiary social worker I work also with community but only for issues that are related to prison affairs and inmates' issues, in order to support them and prepare them for release because our main goal is to succeed their safe intergration to society after their releasement. So this kind of approach in general and even more as related to gangs and communities, will be a completely new experience for me.
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**Part 11 - Which of the areas below do you think should be covered in a session using suitable examples or case studies?**

	<u>Yes</u>	<u>Not sure</u>	<u>No</u>
<u>Research from field activity</u>	X		
<u>Safeguarding/Working Safely as a practitioner</u>	X		
<u>Asset Based Community Development (ABCD)</u>	X		
<u>Working with Groups</u>	X		
<u>Interpersonal / Communication and Negotiation</u>	X		
<u>Theoretical perspectives (e.g. Desistance – please identify)</u>			
<u>Other (please identify)</u>			



**Part 12 – Format of the training session(s)**

What would your preferences be for the sessions: as...

	<u>A</u> <u>lot</u>	<u>Some</u>	<u>Not many</u>	<u>Very</u> <u>few</u>
<u>Presentations or lecture-like-sessions</u>	X			
<u>Demonstrations from Projects</u>	X			
<u>Reflective considerations of practice</u>		X		
<u>Sessions mixing various learning styles</u>	X			
<u>Case study examples for review during and after sessions</u>		X		

**Part 13 – Your priorities for learning**

Please, briefly summarise three key areas of learning you consider specific to prepare you for developing content?

- Information about gangs and kind of gangs (street gangs, prison gangs, etc): understanding their personality, the way they act and behave and the factors that contribute to this phenomenon
- Treatment of people that join gangs: Ways of approach and communication with them: how to talk with them, how to influence them and enforce them to change
- International policies relating to gangs: kind of interventions, good practices that are available in the rest of Europe.



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**Your country (please tick)**

Italy	X
Romania	
Greece	
France	
UK (England)	

**Part 2 – Definitional issues (please expand text boxes a necessary or use bullet points)**

Are you clear on framing your contextual definition/focus for your learning programme?	Yes X	No
--	----------	----

<u>Please elaborate</u>	<p>During the research phase our contacts have outlined the presence of several problems related to youth aggregation: young offenders, criminal activities involving youngsters in prostitution, drug pushing, violence... even if the labelling of these phenomena as "Gangs" is not so common.</p> <p>People interviewed refer to "problematic youth aggregation", which is a well delineated concept and they explicitate the need and a great interest on a specific training about the prevention and handling of these issues.</p> <p>A training program that aspires to be disseminated in Italy, should consider the different shapes related to these phenomena in two very different environments in our country. In some regions, in fact, the presence of criminal organisations managed by adults, is pushing a strong control on territory and young offenders.</p>
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**Part 3 – Policy in practice (Police, Social workers, community workers, teachers)**



Do local interventions work collaboratively to include 'challenging' youth/groups?	Yes X	No
--	----------	----

<u>Please elaborate</u>	<p>The presence of a strong networking capacity in several communities allows:</p> <ul style="list-style-type: none"> <li>• a well structured base for intervention;</li> <li>• an effective prevention activity,</li> <li>• a strong involvement of schools, volunteering organizations, and many other actors in preventive and recovery actions,</li> <li>• a real bottom-up action in the decision making process.</li> </ul>
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**Part 4 – The sociology of action: how well do structural approaches help with framing content?**

Do you have sufficient applied sociological knowledge to develop this learning theme	Yes X	No
--	----------	----

<u>Please elaborate</u>	<p>For what concerns the available knowledge base on sociological aspects we may indicate two aspects:</p> <ul style="list-style-type: none"> <li>• a deep knowledge based on studies concerning very restricted areas and specific ethnic groups of youngsters in Italy.</li> <li>• a large number of studies and available literature on youth malaise and youth aggregation in Italy.</li> </ul> <p>Our centre has specific knowledge on drug related crimes, school drop out, bullying, addiction, prostitution, exploitation of adolescents.</p>
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**Part 5 – How do socio-psychological approaches help with framing content?**

Do you have sufficient applied socio-psychological knowledge to develop this learning theme	Yes X	No
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<u>Please elaborate</u>	A lot of studies and expertises on intervention, social project design, working with offenders, families are available among our network and in our staff.
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**Part 6 – Working with young offender/vulnerable groups**

Do you have sufficient knowledge to develop this as a learning theme	Yes	No
	X	

<u>Please elaborate</u>	<p>The knowledge is related to three main sectors</p> <ul style="list-style-type: none"> <li>• Work of rehabilitation in residential and non- residential services for unaccompanied minors, addicted youngsters, adolescents with psychiatric problems, family in difficulties.</li> <li>• Work with justice officers for probation programmes and rehabilitation after prison.</li> <li>• Prevention activities in schools, aggregation centres, territories.</li> </ul>
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**Part 7 – Working safely (Safeguarding with young people; safe working for practitioners)**

Do you have sufficient knowledge to develop this learning theme	Yes	No
		X

<u>Please elaborate</u>	<p>We have some experience and protocol in acting and containing aggressions by people with psychiatric problems.</p>
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**Part 8 – Programmes of learning available to develop professional skills relevant to this agenda**



Do such programmes contribute to this learning theme	Yes X	No
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<u>Please elaborate</u>	<p>Italy was one of the five countries which developed the Prelearning training programme for professionals in prevention teachers and families. The programme was aimed on preventing substance abuse and addiction but the main principles are suitable for any kind of prevention devoted to promote wellness among adolescents.</p> <p>The Institute Toniolo produces researches and training on related topics (sociology, psychology, pedagogy of deviance, ...) what is missing is a structured approach to the gang (better youth malaise) phenomenon.</p>
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### Part 9 – Interpersonal – Communication skills

As a learning theme are there specific challenges you face here?	Yes X	No
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<u>Please elaborate</u>	We have some experiences with pilot projects in schools and in specific area of our towns.
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### Part 10 – Reaching Communities

Are you confident in using the ABCD approach to engagement	Yes X	No
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<u>Please elaborate</u>	<p>Even if we do not call the approach ABCD we may state that the local communities work following that method, or at least its main principles:</p> <p>involvement of target groups in designing projects and finding solutions;</p> <p>involvement of large network of representatives in the territory;</p> <p>involvement of stakeholders in defining policies and strategies;</p>
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	involvement of ex offenders in the rehabilitation process.
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**Part 11 - Which of the areas below do you think should be covered in a session using suitable examples or case studies?**

	<u>Yes</u>	<u>Not sure</u>	<u>No</u>
<u>Research from field activity</u>	X		
<u>Safeguarding/Working Safely as a practitioner</u>		X	
<u>Asset Based Community Development (ABCD)</u>	X		
<u>Working with Groups</u>	X		
<u>Interpersonal / Communication and Negotiation</u> <u>Theoretical perspectives (e.g. Desistance – please identify)</u>	X		
<u>Other (please identify)</u> “Social marketing” and communication capability	X		

**Part 12 – Format of the training session(s)**

What would your preferences be for the sessions: as...

	<u>A lot</u>	<u>Some</u>	<u>Not many</u>	<u>Very few</u>
<u>Presentations or lecture-like-sessions</u>			X	
<u>Demonstrations from Projects</u>		X		
<u>Reflective considerations of practice</u>		X		
<u>Sessions mixing various learning styles</u>		X		
<u>Case study examples for review during and after sessions</u>		X		

**Part 13 – Your priorities for learning**



1. Social psychology and applied sociology
2. Design an implementation of social projects and strategies
3. Involvement of target groups, mediation, and working safely

Please, briefly summarise three key areas of learning you consider specific to prepare you for developing content?

