



EUGANGS TRAIN THE TRAINER WALSALL COLLEGE REPORT

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New skills and competences to address skills gaps and mismatch within the sectors working with Gang and Youth Crime across Europe (EUGANGS). (539766-LLP-1-2013-1-UK-LEONARDO-LMP/ Grant Agreement 2013 3382 /001-001). This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Background

The Walsall College EUGANGS Train the Trainer (TT) programme took place between 23rd September 2014 and 13th January 2015. It consisted of 12 weekly sessions of 2.5 hours each, mostly located at Walsall College, but also at Birmingham City University (BCU) and The Drum theatre, Newtown, Birmingham.

The Walsall programme was devised by Colin Isham and Amanda Wood, who had attended the Expert Training held at St George's in July 2014, and followed the general shape and content of the Expert Training with some innovations. Colin Isham is a full-time employee of Walsall College, and Amanda Wood, an was employed on a part-time contract to co-deliver the Walsall TT programme.

Values

Attendance on the Expert Training led to reflection on what the underlying principles of the Walsall TT programme should be. There were several reasons why it was important to establish principles at this stage. For a start, the innovative nature of the programme meant exploration of unknown territory, and so some frame of reference was essential for devising new approaches to training and creation of resources.

Secondly, although the Walsall Expert Trainers brought some of the skills and knowledge required to deliver a TT programme, particularly in the areas of training, safe working, policy, and communication, in many areas of the content of the programme it would be the trainers themselves who would provide expert knowledge and skills. The TT programme needed to be designed in such a way that acknowledged and brought to the surface trainers knowledge, skills and experience for the benefit of their fellow trainers and to inform the 90hr VET programme. The principles provided guidelines for managing this way of working and learning.

Thirdly, we had to make sure that the programme was reaching out to and empowering communities to take the lead in addressing problems they faced, in line with the ABCD approach which underscores the project. Whereas the UCB programme had started from grassroots movements, this was not the case at Walsall College, where we were looking to engage residents and young people themselves via the youth worker contacts who were part of the consultation. The principles ensured this perspective was accommodated in the design and delivery of the training programme.

The principles were expressed in the form of a set of values. These were derived from previous work on principles of effective learning at individual¹ and organisational² level, and were in addition informed by Martin Glynn's presentation on the final day of the Expert Training³. While this had looked at approaches to supporting desistance among young people involved in criminal activity, the underlying themes of 'working with and not on' the target group, building on the 'strengths and resources' they bring to the partnership, and the importance of 'agency', were also seemed relevant and important for the TT programme.

¹ <http://www.curee-paccts.com/files/publication/1219925968/National-framework-for-mentoring-and-coaching.pdf>

² <http://www.innovationunit.org/sites/default/files/Transferring%20learning%20and%20taking%20innovation%20to%20scale.pdf>

³ <http://www.slideshare.net/gdiamandis/breaking-free-gangs-and-desistance>

The Values for the Walsall TT programme were drafted as follows:

| | |
|----------------------------|---|
| We are all learners | <i>The knowledge and skills trainers and participants bring complement each other and we all seek to develop our understanding through the work we do with each other</i> |
| Agency | <i>We develop our understanding of our environment and social relationships and develop skills to engage with others to improve our own and others' situations</i> |
| Collaboration | <i>Our learning and the impact of our work is more powerful when we work together and we will develop our skills in doing this effectively</i> |
| Freedom to learn | <i>We will understand barriers to learning, including anxieties and learning needs, and support each other to overcome them</i> |
| Challenge | <i>We put our knowledge, skills and understanding to the test with each other, and use this opportunity to extend our knowledge, skills and understanding. Our learning environment is challenging for trainers and participants, but also supportive to help us rise to the challenges</i> |
| Solution-focused | <i>This links with agency – for the issues and problems we identify, we look for ways of addressing them</i> |

Recruitment

Recruitment to the Walsall TT programme had begun during the consultation meetings held in April and June. At the June consultation I invited participants to express their interest in being a trainer, or nominating colleagues who would be interested.

Expressions of interest came from the police, the Child and Adolescent Mental Health Service (CAMHS), a fostering agency and local voluntary organisations.

Following the Expert Training in July, we set about recruiting for the Walsall TT programme in earnest. Having previously stipulated that trainers should have experience and a qualification in teaching, training or professional development, this was removed as it became clear this would be a barrier for those with the

skills and potential to be trainers on the programme. Instead the design of the programme would include an element of reflection on teaching and learning to help trainers develop these skills. This marked a commitment among the Walsall team to embed the programme in communities, and to



Autumn train the trainer

- From September Walsall College will be running a train the trainer programme
- The programme will be free and will lead to a qualification
- What you learn from the programme you will be able to take back to your organisation, but there may also be opportunities to teach on the College pilot programme
- Please complete the train the trainer form to give us an idea of the interest in taking part

Logos for Lifelong Learning Programme and Walsall College are visible at the bottom.

provide communities with direct access to the resources and opportunities the EUGANGS project provided. A general e-mail was sent out to stakeholders, and more targeted e-mails to individuals who had shown particular interest in the programme, encouraging them to identify members of the communities they worked with, who would benefit from becoming a trainer.

The profile of the project was also raised via articles in the College newsletter, *Inside Story*, and the local newspaper and its website, *Express and Star*, along with an interview with Free Radio, broadcast on 27 July 2014.

Induction

Before starting on the programme each of the trainers attended a 2.5 hour induction session. The aim of the induction was to ensure the trainers were clear about the aims, content and expectations of the TT programme, and had the opportunity to ask questions. They were briefed on the programme and given a handbook, adapted from the July Expert Trainer training. They then completed a diagnostic task, requiring them to suggest a training activity for local firefighters (Appendix A). The induction activity had the dual task of giving the lead trainer an insight into trainers' previous experience of and ideas for training, as well as giving the trainers themselves a taste of what would be required of them in preparing for and delivering the 90 hour VET programme. Trainers also completed the EUGANGS pre-training questionnaire and registration process, so they could be enrolled as College students for the duration of the course.

Structure

The main input sessions took place at Walsall College on a Tuesday evening 5.30pm - 8.30pm. There were two sessions per module topic, and selected content for each module. The first session took place on 23rd September, and final session on 13th January. The sessions were designed in such a way that trainers took part in learning activities based on a selected topic from the module, and then evaluated the effectiveness of the activity, and considered adaptations and alternative approaches (Appendix B). The input sessions were designed to ensure trainers:

- linked the content of the sessions to their work, life circumstances and the young people they worked with
- had a choice about which areas of the topic they wished to focus on
- collaborated with each other
- developed research skills and became familiar with research and theories
- reflected on and developed their understanding of approaches to training.

Modules were covered in the following way:

| | | | | | |
|--|---|---|--|--|--|
| 23rd Sep Policy - Policy landscape and relevance work in Walsall | 30th Sep Policy - Accessing funding and implementing policy | 7th Oct Safe working - dealing with intoxicated individuals | 14th Oct Safe working - principles of safe working | 21st Oct Social factors - exploring sf in relation to particular individuals | 4th Nov Social factors - the role of social and mass media |
| 11th Nov Psychology - aggression, attachment, CBT | 18th Nov Psychology - identity and group behaviour | 25th Nov Interpersonal communication Mentoring, EI, Motivational Interviewing | 3rd Dec Performance of Dem Boyz , followed by Q&A | 9th Dec Interpersonal communication Transactional analysis, Drama Triangle | 13th Jan 90hr VET programme planning |

The resources and outputs from the Walsall TT sessions are now available on the EUGANGS website at: <http://www.eugangs.eu/resources/walsall-college-train-the-trainer-resource-pack>.

Drama in the Community



Two sessions took place with a group of around 20 drama students, as part of a collaboration with BCU Applied Performance programme⁴. The drama students were required to create and perform a play as a part of their degree, and joined the Walsall Trainers for the first ‘social factors’ session on 21st October, which took place at the BCU campus at Millenium Point, Birmingham. Here, Walsall trainers each worked with a group of 3-4 BCU students to discuss social factors which heightened the risk of young people entering a gang lifestyle. The second session of the collaboration was a performance of the play *Dem Boyz*, held at the Drum Theatre, Birmingham, to which trainers took some of the young people they work with. The play focussed on how girls can be drawn into gang life and the consequences of this.

The play was followed by a question and answer session, in which trainers asked the performers about how they had prepared for the play, and the issues the play dealt with.

Feedback from the young people attending the play was very positive, describing it as ‘awesome’ and ‘brilliant’. The youth workers found the play aligned well with their project work with young people.



⁴ <http://www.bcu.ac.uk/courses/applied-performance>

Practitioner enquiry

In order to tap into and build on trainers' expertise beyond what the 30 hour TT programme would allow, the trainers were encouraged and supported to conduct a practitioner enquiry into an area of interest in their work. The enquiry guided practitioners to focus on an area for development in their work, turn it into a question, investigate the existing evidence base in that area, and consider implications for their own practice (Appendix C).

By engaging in the enquiry, trainers had the opportunity to develop research and academic skills important for delivering a Level 3 programme, and also create a shared knowledge base grounded in local practice and issues, which trainers and participants across the project can exploit.

Five trainers have taken forward enquiries, covering the following areas:

What is police thinking behind their approach to stop and search?

To what extent has Walsall local authority developed services for young people in Birchills over recent years? How are these perceived by the young people themselves?

What are the best approaches teachers can take to turn young people around in alternative education provision (AEP)?

How do you conduct religious conversations which steer young people to taking a more balanced and informed world view?

What helps young people to exit gang life?

Those trainers who complete their enquiry will be supported through a second stage of trialling and evaluating the new practice to complete the enquiry cycle.

Preparing for the main EUGANGS programme

The final session focussed on preparation for the 90 hour VET programme. Trainers looked in detail at the assessment criteria for the City and Guilds Community Safety (Working with Gangs) certificate, and identified those areas they would be interested in delivering. Trainers reflected too on their experiences to date to establish priorities and guidelines for creating the 90 hour VET programme. These reflections are now the starting point for one-to-one planning meetings between Colin Isham and the trainers to develop the content for the main course.

The final session of the TT programme was also an opportunity for Craig Pinkney of UCB to come and talk with the trainers about the origins of the EUGANGS project, his gangs work in Birmingham and the UCB approach to training trainers. This connection with UCB is important because, although the situation in Walsall is different in relation to gangs, the spirit of community, grassroots activism which Craig's work represents is something we are keen to build into our ethos as we develop the 90 hour VET programme.



The Trainers

In total twelve individuals attended induction and training sessions. Unfortunately, not all twelve completed the trainer programme. Most disappointingly, the two female trainers did not attend sessions beyond the induction: one for reasons of other workload commitments, the other did not respond to requests for reasons for not attending. Of the other three trainers who did not complete, one experienced a serious family bereavement, one had a change of job which made attendance difficult, and the third did not give a reason.

The seven trainers who completed and are ready to deliver on the 90 hour VET programme are:

| | | |
|-----------------|--|--|
| Keith Blackburn | Security Officer | St George's Academy, Birmingham |
| Paul Dennis | Detached Youth Worker | Walsall Integrated Young People's Support Service |
| Akhlaq Hussain | Volunteer / community event organiser | Caldmore Village Festival |
| Lutfur Rahman | Community Cohesion and Engagement Officer | Walsall Local Authority |
| Joe Jackson | Community activist (Wolverhampton) | Citizens for Change (Wolverhampton) |
| Aaron Lawrence | Community Development Officer | Walsall Housing Group |
| Mark Stephen | Detached Youth Worker | Walsall Integrated Young People's Support Service |

In addition, Amanda Wood will also join the team for the 90 hour VET programme.

Outcomes

From the perspective of the EUGANGS target of training five trainers the Walsall TT was a success. The trainers represent a range of ethnic groups in Walsall and the Black Country, as well as a range of roles in the community and official bodies. The gender imbalance is concerning, and we will look to redress this in recruitment to the 90 hour VET programme to ensure a strong female presence among participants. For this reason, Amanda Wood's contribution as a trainer will also be important.

An important element of the Walsall TT programme was the development of a critical evaluation of the training activities we completed during sessions. The review at the end of each training session was designed to prompt trainers' thinking on how else they might approach delivering this particular content, or adapt what they had experienced. It was important trainers took ownership of approaches to training and felt comfortable in critiquing what they experienced in training sessions. Most comments on the activity reviews related to:

- the need for more time to explore issues in depth
- greater use of resources / activities
- more direct access to young people's voices.

For example, the following comments came from trainers at the end of the first social factors session:

perhaps more time to fully unpick each activity, feeding back – possibly end up with a DVD that the group could watch that has young people actually giving feedback, young people who have been involved in gangs. This could give the group an opportunity to see how far or close they were to the answers, or subject matter – allow the young people to act out their views and opinions of social factors, act possible solution

And these comments followed the safe working session:

I would have given learners a couple of risk assessments – more time to discuss risks and their management – potentially complete or start to work on an event planner / risk assessment – use of media to demonstrate an event

In the final TT session, growing trainer confidence became apparent in the way trainers responded to prompts to identify advantages and disadvantages to in-college sessions and practitioner enquiries, and to identify 'What we have to do to make it work for our audience'. On classroom-based sessions, trainers formulated the following guidelines:

- keep it interesting
- move out into the community
- utilise current issues on media to bring learning to life
- make sessions interesting and enjoyable, with energy
- try to incorporate audiences interested in the field
- have full plan for sessions
- find a happy medium between days/sessions per week
- build relationship beforehand and hand-hold group to college
- may have to look at different times to accommodate students/learners

- some sessions worked better than others, eg role plays could be used a bit more and actual written work maybe

Trainers considered that if participants on the 90 hour VET programme were to undertake enquiries, there needed to be more scaffolding:

- could spend time in the classroom to get the info/subject matter up and running
- develop an outline within the classroom setting for understanding then go off to develop further

The post-training evaluation showed general satisfaction with the TT programme:

I have gained knowledge from the course and also the experiences of colleagues have also been beneficial

The programme has been really interesting and very enjoyable to attend. I have gained lots of new knowledge that will help me in my future career.

I think the course has been an interesting one. There were sessions that opened my eyes to certain elements, particularly the science behind how people think and how this plays a part in the gangs problem. I'm quite experienced and yet found this aspect quite enlightening.

In commenting on the modules they found most useful, trainers said the following:

psychology

it gave greater understanding of young people's frame of mind in getting involved, but also in how to facilitate change

how different theories of psychology can be applied to different situations

it opened my eyes to how the brain functions and then in turn drives our behaviour.

social factors

I found social factors most useful and I would have liked to have seen guest speakers who maybe could have shared their experience of how social factors have influenced theirs

interpersonal communication

It gave me some insight how to have a broader prospective when communicating with others.

Five of the trainers have submitted lesson plans for assessment for the UCB Continuing Professional Development Module accreditation.

Next Steps

Colin Isham is meeting with trainers on a one-to-one basis to develop individual sessions for the 90 hour VET programme. Trainers will be encouraged to develop their own ideas for delivery in line with the assessment criteria for the City and Guilds Certificate in Community Safety, using the practitioner enquiries as a vehicle for acquiring and organising knowledge related to their sessions. The pilot 90 hour VET programme will run from April to December 2015.

Appendix A - Diagnostic task completed during induction

Walsall College Eugangs Train the Trainer induction activity

Purpose

This activity is designed to give an insight into your existing knowledge and skills in relation to content of the EUGANGS Train the Trainers programme and where your learning needs are. It will also give you a feel for the purpose and content of the Train the Trainers programme itself.

You are required to sketch out a training session in relation to gangs / youth delinquency. This does not need to be perfect, so don't worry about crossing the t's and dotting the i's, it just needs to be a sketch of the sort of thing you might do.

Scenario

Local fire fighters are finding are increasingly finding themselves in situations where they have to engage and deal with young people. Often this is in prevention work, like school visits, but also on the streets during incident call outs, where the encounters can be confrontational. The fire service is commissioning a series of training sessions so its members are better equipped to engage with young people, and you have the opportunity to lead one of these. Choose from one of the following topics and use the proforma opposite to plan the session. At this stage you are just sketching out initial ideas.

- Policy (local or national) in relation to gangs / youth delinquency
- The Law in relation to gangs / youth delinquency
- Safe Working with Young People / Gangs
- Interpersonal communication (including mentoring, emotional intelligence etc)
- Social factors which increase the likelihood of gang membership / youth delinquency
- Psychological factors which are associated with youth delinquency / gang membership (including psychological explanations for particular behaviour, mental health, learning difficulties etc)

Appendix B - Activity review proforma



Activity review

Your name:

Name of activity:

What did you learn in the last activity?

What was it about the activity that helped you learn?

Were there any other features of the activity you liked? Say why

What would you do differently? How would that help?

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Appendix C – Practitioner enquiry reporting template and guidance



EUGANGS Practitioner Enquiry - Name

Question?

Background

Why is this question important – why do you want to investigate it?

Clarifying the issue

Give some examples of the issue – eg quotes from young people, newspaper reports, examples from social media, official statistics etc

What sources of information do you think are out there? Where will you look?

Potential interventions

What can be done to address the issues? What have other people done and how well did it succeed?

What sources of information do you think are out there? Where will you look?

Recommendations for practice

Describe here how you might change your practice / an approach you might trial.

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Guidance on collecting and reporting data

Collecting data from publically available sources

The easiest data to collect are those which are publically available. You may have problems finding appropriate sources. Entering the right key words into a search engine can be a specialist skill. If you cannot find the information you are looking for, speak with your trainer, who will help you.

Useful online sources include:

- media websites (BBC, CNN, Daily Mail etc),
- organisation websites (Barnardos, City United Birmingham Ltd etc)
- organisations which carry out research (eg Joseph Rowntree Foundation, Sutton Trust)
- social media (Facebook, Twitter etc)

If you report data/information from publically available resources **you must cite the source**. Not least, this is a courtesy to the individuals who have done the work of collecting and reporting the information in the first place.

Collecting data from individuals

The important thing about collection information from individuals is that you have their **informed consent**. You should tell them why you are collecting the information and how you will report it.

Be sure that you collect information confidentially and that you report it anonymously – for example, by giving the participant a pseudonym.

A participant is free to withdraw from the enquiry at any time. If they ask for information they have provided not to be used you must respect this.

If you record a conversation with a participant, you must keep the recording secure so that no one else can access it, ie it must be password protected. In addition, any documents which name individuals must equally be securely stored.

For more detailed information on ethics during research follow this link:

<http://www2.le.ac.uk/institution/committees/research-ethics/resources-and-links/EDUCATIONALRESEARCH.pdf>

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If you would like more information on the EUGANGS project, please contact Colin Isham at:
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