

# **Equally Safe Young People**

## **Evaluation of a sustainable model for gender based violence prevention work with youth workers**

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## Part 1: Introduction

### 1. Background: Gender Based Violence and Young People

- 1.1. The term Violence Against Women and Gender Based Violence (GBV) are often used interchangeably. For the purposes of this report we will use the term Gender Based Violence and it includes domestic abuse, rape and sexual assault, sexual bullying, forced marriage, female genital mutilation (FGM), so-called honour-based violence, stalking and commercial sexual exploitation. It recognises that while these forms of violence are sometimes committed by women and that men are sometimes the victims, the overwhelming majority is committed by men against women. It further recognises that this reflects a power imbalance within society and that only by addressing this inequality can the causes of GBV be addressed.
- 1.2. Women's Aid estimates that 1 in 4 women will experience domestic abuse in their lifetimes. The impact of GBV can be felt in every area of life and is therefore an issue for many different services, from mental and sexual health to education, community safety and addiction services.
- 1.3. In terms of young people, the risk of experiencing GBV is increased if someone is female; is aged 16-24 (among women) or 16-19 (among men). In addition, young people may be more likely to experience certain forms of GBV, such as witnessing domestic abuse in the home and being the victim of online abuse, harassment and stalking. Cultural issues such as FGM, forced marriage and so-called honour-based crime are more likely to affect young people from black and minority ethnic backgrounds.
- 1.4. The Scottish Government strategy for preventing and eradicating Violence Against Women and Girls, *Equally Safe* (2016), highlights the importance of primary prevention work and work with children and young people.
- 1.5. Youth workers are in a unique position to identify young people who may be experiencing GBV. They also have many opportunities to address the root causes of GBV by challenging attitudes through informal routes and through tailored activities. While much work has taken place in education settings to make staff aware of the issues and the possible signs and symptoms, and to provide materials for pupils to learn about the issues, youth workers were less likely to have access to resources and training.
- 1.6. A working group of the Glasgow Violence Against Women Partnership (GVAWP) was established to develop VAW prevention work in

Education settings, and this work expanded to include youthwork settings. The group consisted of Glasgow City Council's Violence Against Women Co-ordinator and staff from NHS Greater Glasgow and Clyde Health Improvement Teams. The group produced the *Guidelines for Responding to Gender Based Violence in Youthwork Settings* - a set of guidelines for youth workers to identify, challenge and respond to GBV. The *Guidelines* can be found here: <https://www.nhsggc.org.uk/about-us/professional-support-sites/gender-based-violence-resources/>

- 1.7. The working group recognised that many people not working within the women's organisations<sup>1</sup> do not have a gendered understanding of GBV, its root causes and the impacts on young people. Therefore an accompanying training course was developed to ensure the *Guidelines* would be understood and used effectively. The one-day course, *Equally Safe Young People* (ESYP), builds on previous work by Zero Tolerance in this area.
- 1.8. To ensure sustainability a train the trainers course was developed. Organisations were invited to nominate staff to apply to become trainers who would then deliver the training to other staff in their own settings as well as to other youth workers across Glasgow. This was done in partnership with Glasgow Kelvin College who agreed to be the accrediting institution and provided support in credit rating and assessing the course.
- 1.9. Ten staff have completed the training for trainers and have each delivered the ESYP course twice to a group of youth workers. All are now SCQF<sup>2</sup>-accredited ESYP facilitators.

## 2. Aims and objectives

### 2.1. Aims

To develop a sustainable training and guidelines resource for GBV prevention work with youth workers in order that they are able to identify, challenge and respond to GBV.

### 2.2. Objectives

- To provide GBV guidelines for youth workers that will promote early and effective intervention and the challenging of sexist attitudes in society
- To build capacity to support the integration of the guidelines into youthwork practise, through the provision of a training course
- To provide sustainability by recruiting and training facilitators to disseminate the resources

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<sup>1</sup> By 'women's organisations' we mean 3<sup>rd</sup> and public sector organisations advocating for or supporting women and children affected by GBV, campaigning against GBV or in other ways addressing the causes or consequences of GBV.

<sup>2</sup> Scottish Credit and Qualifications Framework

- To provide a sustainable means of disseminating the guidelines and training
- 2.3. This evaluation will look at the following:
- The process undertaken in developing this resource: what worked, what didn't, lessons to be learned;
  - The individual parts of the resource (guidelines, training course, training for trainers) in terms of quality, sustainability and transferability to other settings;
  - Recommendations for future developments and for replicating this work in other settings.

### **3. Methodology**

- 3.1. Evaluation was carried out in the following ways:
- 3.1.1. Reflective practise: The working group met regularly to discuss progress, reflect on developments and work out next steps. Reflections on what worked and what didn't are used in this report.
- 3.1.2. Logic Model: A logic model was developed. As will be shown in this report, developing EYP has been a learning process and has responded to various challenges and opportunities along the way. The model identified inputs that were needed at different stages in the process, and outputs - including anticipated outputs that will need to be measured in future.
- 3.1.3. Focus Groups: The trained facilitators were invited to attend one of two focus groups to give feedback on their experience of being trained, participating in the college accreditation process and delivering the course. These were held four months after facilitators had delivered their first round of training. Eight facilitators attended. Learning from this can be found on p12.
- 3.1.4. Quantitative data: Pre- and post-evaluation data was obtained from participants on courses delivered by the trained facilitators to measure the effectiveness of the programme. This used a standard form developed by Health Improvement to evaluate training courses and show changes in participants' knowledge and understanding of the issues before and after completing the training (Appendix I). Analysis can be found at pp8-10.

### **4. Limitations**

- 4.1. We did not follow up EYP course participants longer-term to find out what they had done with the knowledge and skills acquired on the training and whether it had influenced their practise. This would require a longer timescale as practise change takes time to embed, and some of the working group were required to withdraw their involvement in the process (see 'Discussion' at 12.1). We also have not followed up the young people with whom those participants work, to find out whether there has been an impact on their understanding of the issues and their outcomes, for the same reason. This

information could come from a future outcome evaluation (see 'Recommendations').

## Part 2: Logic model

### 5. Logic Model

Inputs	Outputs		Outcomes - Impact		
What we invest	Activities What we do	Participation Who we reach	Short-term	Medium-term	Long-term
Working group: development time (12 months) PEEK: proof reading of <i>Guidelines</i>	Develop GBV Youth worker guidelines for Glasgow City	Youth workers, other professionals who work with young people, service managers.	Youth work managers and their staff groups have awareness of <i>Guidelines</i> and ESYP training resource	Approx. 12 ESYP training courses delivered per year	Young people have better understanding of gender equality, increased confidence in disclosing GBV.
Working group: development time	Develop ESYP training course				
Working group: administration time, venue costs, event materials	Hold event to launch <i>Guidelines</i>	Youth work and other service managers			
Working group: staff time on recruitment and selection process	Recruit ESYP facilitators	Youth workers, other professionals who work with young people, service managers.			
Working group: development time, venue costs, training materials	Develop and run training for trainers course	14 staff from youth work and women's organisations: see below for details			
Working group, Glasgow Kelvin College (GKC): development time; assessment and verification of work. Candidates: approx. 50 hours study/ delivery/write-up	Accreditation agreed Provide access and support to SCQF accreditation for facilitators	GKC			
Working Group: development time; administration time	Use training calendar system to make ESYP training available regularly	Youth workers, other professionals who work with young people, service managers.			

## 6. GBV Guidelines Development

- 6.1. The first stage in this process was re-writing a local version of GBV Guidelines that had been produced for North East Glasgow. This included a flowchart guiding youth workers through the referral process; information on GBV issues most pertinent to young people; lists of supporting agencies and further reading. Staff from a local youth organisation were consulted on the content and the final document was approved by the GVAWP and 1000 copies printed.
- 6.2. Comments on the final *Guidelines* were positive, with youth workers reporting it was important and useful to have the flow chart as a 'go-to' in case of disclosures, as well as having the background and follow-up information. There were comments from women's organisations that there could be a more clearly gendered explanation of GBV in future versions. This will be reflected in future updates.

## 7. Guidelines launch

- 7.1. Initially the *Guidelines* received a 'soft' launch. The working group members sent information through the GVAWP and other networks, to a wide range of partners informing them of the completed *Guidelines* and inviting them to nominate staff to be trained as facilitators. The response was poor. Working Group members believed the reasons for this to be:
  - The absence of a bigger launch event to inspire organisations to become involved; and
  - Asking staff to give up time from their normal duties, and organisations to give up their staff, for the 2 days anticipated, without any immediate reward to either staff or organisation, may have been unrealistic.
- 7.2. To address these issues the working group decided on a new approach. Accreditation for trainers was explored both in order to provide quality assurance and to reward potential facilitators for the time spent in training. A launch event was organised in November 2017 and invitations sent to a wide range of organisations, primarily using the GVAWP network and the youth networks in the three localities across Glasgow City. The launch took place at Glasgow City Chambers over a morning and was attended by 60 people from a wide range of organisations. It included information on young people and GBV, presentations on the *Guidelines* and the plans for dissemination, information about the accreditation process and an invitation to commit to being involved.

7.3. The 60 attendees were mostly managers or leaders from their services and were therefore the intended recipients of this input, as they would be in a position to discuss with staff groups and potentially nominate staff to become trainers. Comments and feedback showed that they were very interested in the resource and while some were not in a position to offer up staff time to contribute to the rollout, many said they would disseminate the information to staff and encourage staff to attend the training when available.

- Making a commitment to send a member of staff on train the trainers course
- Distributing the guidance across their services
- Integrating the recommendations into practice
- Raising awareness and speaking about guidance in staff meetings
- Sending staff on the workshops
- Reviewing policies in light of guidance

## 8. Training course development

8.1. A training course already existed as a companion to the *Guidelines* in its localised form, so work began to update and improve upon this with more of a citywide focus, adding information on citywide and national structures and sources of support. Training materials were identified from a variety of sources to raise and discuss the issue of GBV and to explore the issues for young people in particular.

8.2. One of the main sources for training materials was the *Under Pressure* training course for youth workers, launched by Zero Tolerance and YWCA in 2011. The course raises the issues of gender stereotyping and gender equality, sexual exploitation and grooming, and equips youth workers to spot the signs that young people may be experiencing GBV. Health Improvement staff in North East Glasgow had undergone training for trainers, and were delivering it on a regular basis to youth workers in the area with 84 youth workers having already been trained. The Health Improvement staff reported that while the course was effective, it lacked guidance in dealing with observations about, and disclosures from, young people, such as a referral pathway. Permission was therefore sought from Zero Tolerance to combine *Under Pressure* training materials with the Glasgow training and guidelines, with the appropriate acknowledgements.

8.3. The use of case studies alongside the *Guidelines* was an important aspect of the training as this would improve youth workers' confidence in responding to the issues their young people may face. Therefore, a series of case study scenarios was developed.

8.4. Learning Outcomes were developed as follows:

Outcome 1: Demonstrate knowledge of the causes of Gender Based Violence

1.1 Describe the difference between sex and gender

1.2 Identify common gender stereotypes

1.3 Discuss gender inequality

Outcome 2: Use the training and Guideline to address Gender Based Violence with young people

2.1 Run activities with young people exploring gender stereotypes, healthy and unhealthy relationships, sexual exploitation and grooming

2.2 Use the GBV youthworker guideline to support young people when needed

8.5. Outcome 1 relates to the first part of the training, in which participants become familiar with the terminology, prevalence and causes of GBV. Outcome 2.1 is addressed throughout the training day. Participants are introduced, through demonstration and participation, to activities appropriate to their work with young people. They are given the opportunity to discuss when, how and with whom they might use these. Outcome 2.2 relates to the whole training day. The *Guidelines* are introduced early on and are referred to throughout. They are used intensively in the last hour of the training where participants work through case studies using the *Guidelines* to agree what action should be taken in each case.

8.6. 49 people attended courses delivered by the trainers over May and June 2018. Professional backgrounds were as follows:

Organisation type	No. of attendees
Youth organisations (including community, citywide and national organisations working on young people's issues)	14
Women's organisations (local and national organisations working on gender based violence issues)	11
Statutory agencies (Health, Education, Social Work Services, other local authority)	11
Residential Children's Units/ organisations working with Looked After and Accommodated young people	7
Not stated/recorded	6
<b>Total</b>	<b>49</b>

8.7. Feedback from participants (see Appendix III, p23 for feedback forms used) showed that the average knowledge from pre-course to post-course changed from 6/10 to 9/10. The high starting level is accounted for by the fact that one group of participants were all

employed by Women’s Aid and reported their starting knowledge level as 9/10.

8.8. Participants reported a wide range of key learning points from the course. The most commonly reported were:

Learning point	No. of times mentioned
New resources (including online and film) for working 1:1 or groupwork with young people	20
Awareness of sexual exploitation and grooming	12
Better understanding/awareness of impact of media and social media on young people’s lives and gender inequality	9
Awareness of and ability to use the <i>Guidelines</i>	8
SOAR model of reflective practise	5
Gender box activity	4
Other: definitions and prevalence of GBV, signs/indicators, gender vs sex, stereotypes	12

8.9. Participants were also asked to name actions they would take forward following the training. The most commonly reported were:

Actions to take forward	No. of times mentioned
Use materials/activities with young people	12
Share/discuss with team	11
Use <i>Guidelines</i> /referral pathway	5
Encourage colleagues to attend	3

8.10. Eight participants gave suggestions for other topics they would have liked to see covered. The most common of these was more information on impact on men as victims/survivors, and more on ‘diversity’ which was sometimes clarified as LGBT and/or culture/religion.

8.11. There were 29 additional comments stating that participants had enjoyed the course and found it very interesting and informative.

*“Really interesting and well structured - excellent well informed trainers.”*  
*“Course well delivered - relevant - would be good for more youth workers to attend.”*  
*“The trainers were really knowledgeable and made the somewhat grim topic, enjoyable!”*

## 9. Training for trainers: course development, accreditation and recruitment

## 9.1. Training for trainers course development

9.1.1. The training for trainers course was developed from the ESYF training course, and adapted to provide time to discuss aspects of training delivery such as issues that may arise and how to respond. The ESYF training course itself is a very full course, and adding this additional training for trainers aspect, while absolutely necessary, made the course even longer and allowed less time for discussion - a vital aspect for those who are less familiar with the course contents or with youth work settings. This is discussed later (see 9.3.8).

9.1.2. Both the development and delivery of the training for trainers course were carried out by the working group members.

9.1.3. Learning outcomes of the training for trainers were developed with support from Glasgow Kelvin College in line with the requirements for Scottish Credit and Qualifications Framework (SCQF) accreditation. These are as follows:

### **Learning Outcomes**

#### Outcome 1: Demonstrate knowledge of the causes of Gender Based Violence

- 1.1 Describe the difference between sex and gender
- 1.2 Identify common gender stereotypes
- 1.3 Describe the meaning of gender inequality
- 1.4 Identify 6 common forms of gender based violence

#### Outcome 2: Identify local and national structures for Gender Based Violence in a Youth Work Setting

- 2.1 Identify the four priorities of one national structure (Scottish Government's Equally Safe Framework) and explain how one outcome/priorities applies to own practice
- 2.2 Carry out investigative research of a local structure and describe a current campaign which addresses violence against women
- 2.3 Demonstrate knowledge and understanding of the Youth Worker GBV Guideline
- 2.4 Demonstrate own ability to deliver GBV Guideline training

#### Outcome 3: Organise a Gender Based Violence training programme

- 3.1 Plan an input; identify aims; identify learning outcomes; deliver a programme with exercises that meet the learning outcomes and evaluate a 1-day awareness course in gender based violence for youth workers.

9.1.4. Achievement of learning outcomes is measured through the accreditation process, results of which are discussed below.

## 9.2. Accreditation

- 9.2.1. Between November 2017 and December 2018, the working group met regularly with staff from Glasgow Kelvin College to explore, discuss and create an accredited course for the facilitators. The college was chosen as a partner in this partly because of its strong focus on youth work qualifications; its commitment to improving chances for people in the North East Glasgow area, and its involvement in Gender Based Violence issues through the White Ribbon campaign. The college management were keen to be involved and ultimately to give some of their own staff the opportunity to be trained as facilitators. For these reasons the work was carried out *pro bono*.
- 9.2.2. Initial conversations were around exploring viability. It was quickly identified that a minimum number of hours of study would be required by the candidates in order for the course to be accredited, so assignments and study time were built into the course. Subsequent meetings and communication were held to clarify the course and module names, the number of hours to be spent on various aspects of the course (and therefore the SCQF level that candidates would achieve on completion), and providing an online system for submission of assignments that would provide transparency and fairness. For the latter, Objective Connect, a system used by Glasgow City Council, was identified and permission was granted to provide logins to students, assessors (the working group members), and college staff.
- 9.2.3. Following completion of this exercise, this same procedure can be followed by organisations in other areas to build up a cohort of trainers to deliver ESYF. A flowchart/guidance document has been produced to support this and is included as Appendix II.

### **9.3. Recruitment**

- 9.3.1. Working group members agreed minimum requirements for acceptance onto the training for trainers course. ESYF facilitators should have a basic knowledge and understanding of GBV at the outset, and ideally work either in the public or third sector with a remit that includes GBV, or in the youth work or community development sector. The group produced a recruitment pack containing the following documents:
- Cover letter giving background, expectations and training dates
  - Line Manager agreement form
  - Person Specification outlining essential and desirable skills and qualities, including the need for a basic understanding of GBV
  - Application form
- 9.3.2. Applications were encouraged from staff or organisations that were known to have an interest in the *Guidelines* and training. 14

applications were received and reviewed by the working group, and all were deemed suitable for acceptance onto the training for trainers.

### 9.3.3. Professional backgrounds were as follows:

Organisation	No. accepted onto tft	No. completing tft
Women's organisations (Routes Out, ASSIST, Women's Aid - 2 projects)	7	6
NHS Health Improvement	3	3
Glasgow Kelvin College	2	1
Youth organisation	1	0
Organisation running Residential Children's Units	1	0
Total	14	10

9.3.4. In terms of anticipated reach, the working group had hoped that more staff from larger youth work organisations would come forward with a view to running the training with their own staff groups. However, for sustainability it is more important that staff are in a position to support the rollout model using existing training structures such as the youth training calendars (see below) so that as many organisations as possible can be reached.

9.3.5. Reasons for not completing included personal circumstances and competing work demands. The anticipated time commitment grew as the course developed, and between disseminating the application pack and running the training for trainers course. This was due to ongoing discussions with the College during this time and a developing understanding of what was involved and what would be required to reflect this in terms of evidence for SCQF accreditation. This meant that while participants (and their employers) had signed up to attending the training for trainers and to delivering the course, they were not aware of the additional time requirement for study and written assignments until beginning the course. The increased time requirement was mentioned in the focus groups and may have been a factor in the withdrawal of some potential facilitators.

9.3.6. As this was the first experience of implementing such a system for everyone involved, the accreditation process was very much a 'learning-on-the-job' experience which took longer than anyone expected at the outset. However it was a useful learning experience and, having been done once, would be relatively straightforward to run again.

9.3.7. Evaluation of the accredited training for trainers course was undertaken through focus groups with the trained facilitators. At this point, nearly all assignments had been completed and all facilitators had co-delivered at least one one-day EYP course to local youth workers. Focus group participants (the trained facilitators) were asked about their experience of being part of this process; whether timescales were realistic and materials fit for purpose, whether the level of support was adequate and whether they felt prepared to continue as EYP facilitators.

9.3.8. Feedback from the focus groups provided the following main points.

- Content of training for trainers: most participants felt there was more content than could comfortably fit into a single day's training. It was suggested that more pre-reading could be provided to avoid going over as much on the day; and also that training for trainers could be split across two days. Most, although not all participants were of the opinion that they would be granted the extra time off work to attend two days, given that their employers were clearly committed to this agenda - provided that a clear indication was given at the start of the time commitment required.
- Training delivery: some participants were unprepared for the quantity of preparation needed to deliver the training, in terms of photocopying materials and being familiar with the course contents.
- Activities demonstrated: some facilitators delivered to groups that included staff from residential children's units, and others who work on a one to one basis with young people rather than traditional, group-based youth work. These staff reported that the activities demonstrated for use on the training were equally applicable in one to one situations, so an awareness of this would be useful for all facilitators.
- There were many comments around practicalities and logistics such as sharing of up to date media clips, use of powerpoint and ways of sharing resources digitally, venues, streamlining the training course booking process and dealing with bespoke training requests, tweaking evaluation forms and updating the *Guidelines*.
- All participants reported that they had enjoyed and benefitted from the process of becoming trainers and delivering the training to others. All said that overall they felt the training they delivered had gone very well, and looked forward to improving on this the next time.

## 10. Training calendars

- 10.1. Health Improvement teams in North East, North West and South Glasgow localities are heavily involved in local youth work structures. They have a role in supporting youth organisations to improve the health outcomes of the young people they work with, in a variety of ways, including the operation of a calendar of free training opportunities for youth workers, delivered by external partners as well as Health Improvement staff.
- 10.2. As mentioned previously, Health Improvement staff were already offering *Under Pressure* training to youth workers in North East Glasgow. Having the new ESYF course along with the *Guidelines*, as well as a cohort of ESYF facilitators, has meant a straightforward transition from *Under Pressure* to ESYF on the training calendar. Health Improvement staff in the other localities have been able to add ESYF to their training calendars, and courses were hosted at Community Safety, Eastgate location. The first round of training sessions was well attended in every locality, as discussed earlier in this report. Courses will continue to run in venues across the city on a 6-monthly basis, organised centrally with the support of each of the partners.

### **Part 3: Discussion; Lessons**

#### **11. Dynamic process: pros and cons**

- 11.1. Rather than developing a plan at the start of this process, the working group planned short term goals as they went along. This was in response to challenges and opportunities that arose throughout the process, such as:
  - the decision to work in partnership to make a local resource into a more comprehensive, robust, citywide resource;
  - the failure of the first attempt to launch the resource and recruit facilitators;
  - the decision to form a partnership with the college and the resulting increase in time requirements for all;
  - the realisation, quite far into the process, that existing *Under Pressure* training would work well alongside the *Guidelines*.
- 11.2. Timescales and tasks were fluid and responded to the working group members' capacity and other commitments. The lack of an imposed deadline meant that this worked well for the most part, but it also meant that many tasks took longer than they would have otherwise. For example the completion of tasks like the finalising of the train the trainers course and gaining an understanding of time

requirements for facilitators, was a bit rushed. A second run will be more straightforward.

## 12. Role of Health Improvement

12.1. An additional issue useful in this discussion is the role of Health Improvement. While nearing the end of the ESYF development process, a review was carried out of the GBV work undertaken by HI teams across the city. A decision was reached in June 2018 that the focus of Health Improvement should be on primary prevention where no other partner organisations have an obvious role, and that development work on ESYF should be concluded in 2019.

## 13. The role of Zero Tolerance

13.1. Zero Tolerance had allowed the GVAWP to adapt and use materials from *Under Pressure*, provided that the same basic aims of promoting understanding and reducing tolerance of violence against women were met. In summer 2018 Zero Tolerance updated the working group on their position. Due to a change in funding, ZT are currently reviewing, updating and delivering *Under Pressure* training for trainers and would want any courses acknowledging their involvement to reflect these updates. Furthermore, ZT are interested in exploring accreditation. Therefore, there is potential for these two programmes to work together to create a national resource that meets everyone's needs. This would include an update of the *Guideline*.

13.2. Remaining and future tasks include:

- updating/redevelopment of the training course,
- updating/redevelopment of the train the trainers course
- continuing to support facilitators
- possible training of a second (and subsequent) cohort(s) of trainers
- developing a 'bolt-on' session for people who have already attended Under Pressure training and would benefit from a workshop session on the *Guidelines* only.

13.3. This cannot be managed by the GVAWP Violence Against Women Co-ordinator alone and consideration needs to be given to partnership working. Opportunities for funding should be explored. Alternatively, as suggested above, partnership work may take place with Zero Tolerance to develop a national Guideline and training resource.

## 14. Impact

14.1. Short term: 49 youth workers were trained in the first training round and approximately the same number is expected to attend the second round. On an annual basis this will mean approximately 100 youth

workers in Glasgow undertaking ESYF training and achieving the learning outcomes set out as part of the course.

- 14.2. Medium and long-term: as stated earlier, in order to ascertain how successful the course has been it will be useful to understand the following:
- what knowledge and understanding youth workers have taken back to their work settings after attending the course;
  - how this has impacted on their practise; and
  - longer term, the impact on young people in terms of their understanding of GBV, their tolerance of gender inequality and their outcomes when presenting with GBV to youth workers.
- 14.3. In order to measure these, a longer-term, outcome evaluation should be undertaken (see recommendations).

**15. Lessons learned and recommendations for the future:**

- A launch is helpful to generate interest and support
- Consultation with a women’s sector organisation, as well as a youth organisation, would help ensure messages are consistent with best practise.
- A recruitment pack is important when asking for a considerable time commitment - including a realistic prior knowledge of time required. This will be more easily achieved having run the process once.
- Don’t be over-ambitious in trying to pack every issue into a single day’s training course. Explore the use of activities that address the theme and list activities that can support specific issues instead.
- Developing a training for trainers, and adequate materials for the trained facilitators to use, takes time. Make sure to allow for enough time to adapt original resources for use by those who are less familiar with the materials and topic, and review these with facilitators to ensure there is enough information/instruction/guidance there for them to use these effectively.
- Build in peer support for trained facilitators.

## **Part 4: Conclusion; Recommendations**

### **16. Conclusion**

- 16.1. Glasgow now has a comprehensive, sustainable resource for delivering GBV prevention work with youth workers, and for youth workers to deliver this work with young people. Using the current model around 100 youth workers can be trained annually, with the expectation that this will lead to improvements in their practise when dealing with issues related to young people and gender based violence. This model will be supported by the future training of more facilitators.

- 16.2. Some work still needs to be completed in order to update both the youth worker training and the train the trainers courses, to provide ongoing support for facilitators and to agree a local and/or national model to sustain this activity. However, the majority of this work is now complete and lessons learned, resources and the model itself can be transferred to other areas of Scotland and perhaps other settings.
- 16.3. It is important to note that a partnership approach was a key element in the success of this work. The bulk of the work was shared between GVAWP VAW Co-ordinator and Health Improvement, with other partners also called upon for their expertise: a youth organisation for consultation on the document; the college for the accreditation process, Zero Tolerance for permissions and a potential national perspective and the experiences and expertise of the facilitators themselves for recording feedback and recommendations. The value of partnership at local and national levels should be explored and considered for any future rollout.

## **17. Recommendations:**

- An outcome evaluation should be carried out in future to ascertain impact on youthwork practise and outcomes for young people. This should happen around 2019-20 to allow facilitators to deliver at least three courses, so that follow-up can be done with a significant number of youth workers and the young people they work with. The outcome of this evaluation will help determine the need for future training for trainers.
- The GVAWP Violence Against Women Co-ordinator should work with Zero Tolerance to refine the ESYF training course, the training for trainers process and the accreditation process.
- Health Improvement youth training calendars across Glasgow City should continue to offer ESYF training courses to youth workers in the interim. Co-ordination of facilitators will be managed by the working group.
- Information on this process and how to replicate it should be shared with Violence Against Women networks across Scotland.
- Depending on the outcome evaluation outlined above, and on facilitator retention, more facilitators may need to be recruited for Glasgow in 2020. If this conclusion is reached, given Health Improvement's withdrawal from the process, funds should be set aside to allow an external organisation to bid for a role in this task, with support from the Violence Against Women Co-ordinator and with local funding.
- Ensure diversity issues are adequately covered within the training.

## Acknowledgements

The working group of the Glasgow Violence Against Women Partnership consists of the Violence Against Women Co-ordinator and staff from NHS Greater Glasgow and Clyde Health Improvement.

The following partners were instrumental in this process.

### Developing and reviewing the Guidelines

*Glasgow East Women's Aid*

*PEEK (Possibilities for Each and Every Kid)*

*LGBT Youth Scotland*

*Hemat Gryffe Women's Aid*

*Community Safety Glasgow Communications Team*

*ASSIST*

### Developing the Equally Safe Young People training

*Zero Tolerance*

### Developing the accredited train the trainers

*Glasgow Kelvin College*

### The following organisations put forward staff who completed the training and are now accredited ESYF facilitators:

*ASSIST*

*Glasgow Kelvin College*

*Glasgow Women's Aid*

*NHS GG&C Health Improvement*

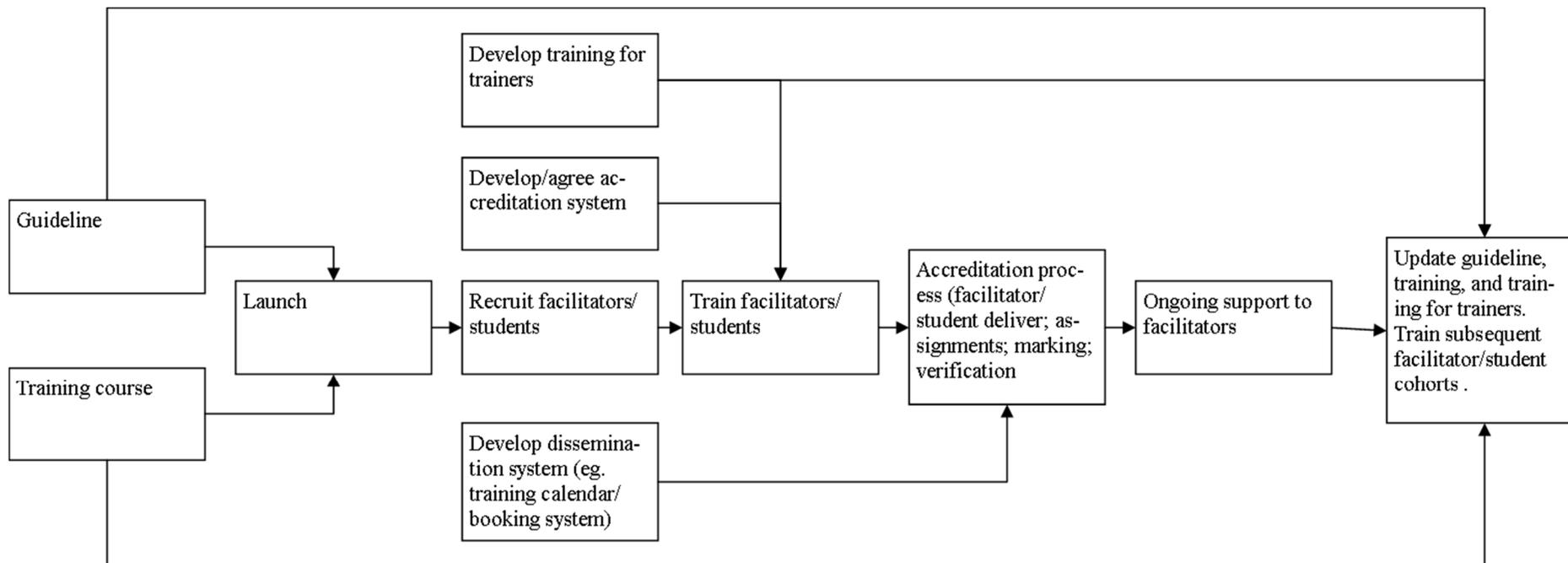
*Routes Out Project*

### Supporting and approving the work

*Glasgow Violence Against Women Partnership*

*Glasgow North East, North West and South Violence Against Women Implementation Groups*

Appendix I  
Flowchart of process



**Appendix II**  
**SCQF accreditation process**

Stage	Details	Requirements
Identify an accrediting institution	Glasgow Kelvin College is the national FE institution for accreditation of the GBV in Youth Work Settings course. For new courses, contact your local FE college for an initial conversation. The college will provide enrolment forms for students.	<ul style="list-style-type: none"> <li>Information on your organisation</li> <li>who you intend to train as facilitators and what the application process will be</li> <li>who will carry out assessment</li> <li>what system you will use for online submissions</li> <li>any changes you intend to make to the ESYP programme.</li> </ul>
Prepare all training course materials	The college will want to look through these to understand what is being taught and how, and to get an idea of the credit rating level.	Course outline, learning outcomes, facilitator/ trainer notes, reading lists, presentations.
Prepare all assessment materials	You will need a system for submission of assignments that ensures transparency and enables assessors to access and mark them. The college may be able to provide you with access to their own system, or your local authority may have a system they use.	<p>For each learning outcome you will need:</p> <ul style="list-style-type: none"> <li>a method for assessing whether the outcome has been achieved. This could be a written assignment, presentation or reflective statement</li> <li>assessment criteria</li> <li>an estimated number of hours to be spent by students in achieving this</li> <li>an indication of the teaching methods (self study, teacher input, practice)</li> </ul>
Recruitment	You will need to agree criteria for recruitment so that all students come with a basic level of knowledge and understanding of the topic.	<p>Useful for inclusion in your recruitment pack would be:</p> <ul style="list-style-type: none"> <li>background information on the programme</li> <li>essential/ desirable qualities, experience, knowledge</li> <li>a realistic indication of the time requirement</li> <li>line manager agreement</li> </ul>
Training	ESYP training for trainers was completed over one	<ul style="list-style-type: none"> <li>Training for trainers delivery materials</li> </ul>

	<p>day, but given the quantity of information and skills development there may be value in considering splitting it over two or more days - if participants' time allows. Use time at the end of the day to pair up students and agree dates for recall and delivery to youth workers.</p>	<ul style="list-style-type: none"> <li>• Training delivery materials in a format that students can take away and learn/use, eg. a memory stick</li> <li>• All assignments, college enrolment forms, candidate disclaimer forms and other materials necessary for accreditation</li> <li>• Instructions for accessing the online submissions system</li> </ul>
Study period	<p>Participants require time to learn and deliver parts of the ESYF course at a recall day, and then to deliver it to youth workers at dates and venues set up by the working group. They will also need time to complete all written assignments.</p>	<p>Aspects included:</p> <ul style="list-style-type: none"> <li>• Student study period</li> <li>• Student recall day</li> <li>• Student delivery to youth workers</li> <li>• Student submission of written assignments</li> <li>• Marking of assignments with 2 opportunities for remediation</li> <li>• Internal and external verification of marking by college</li> <li>• College sends recommendations to SCQF</li> <li>• Students awarded qualification</li> </ul>
Follow-up	<p>Allow time to refine aspects of the training course and training for trainers course materials, marking criteria/system, timescales etc. for future cohorts.</p>	<p>Focus groups or another method of feedback from participants is useful. The college will also provide feedback and recommendations on the process.</p>

**Appendix III**  
**ESYP participant evaluation form**

<b>Course Evaluation Form</b>	
<b>Name of Course:</b>	
<b>Date of Course:</b>	
<b>Trainer:</b>	
<b>Pre Course</b>	
1. Before the course starts, please circle a score of 1 to 10 on your knowledge and understanding on the course topic. 1 being No Knowledge and 10 being Extremely Knowledgeable.	
1 2 3 4 5 6 7 8 9 10	
<b>Post Course –When it finishes- Do not complete until end of course</b>	
2. Did you enjoy the course? Please circle.	
Yes      No	
Please comment	
3. Now you have completed the course, please circle a score of 1 to 10 on your knowledge on the course topic. 1 being No Knowledge and 10 being Extremely Knowledgeable.	
1 2 3 4 5 6 7 8 9 10	
4. List 3 key learning points that you took from the training.	
A)	
B)	
C)	
5. Please note an action that you will take forward after attending this course that will make a beneficial difference to your practise or indeed to others where you work?	
6. Was there anything that you feel was not covered on the course that you would have liked included? Please circle and explain.	
Yes      No	
Please comment	
7. Any other comments?	

Thank you for completing this evaluation.

