


Evaluation of The Liminality Group's
Engage, Influence and Inspire Programme
in the Lilian Baylis Technological School



M & E Consulting
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1. Introduction

1.1 Background

The Liminality Group aims to prevent and reduce offending among young people between the ages of 13-25 across the UK. It was founded by urban artist, Andrez Harriott and delivers programmes within the community, schools and Young Offender Institutions. Its work targets the factors associated with offending and also provides opportunities for private sector organisations and individuals to support the future of young people from disadvantaged backgrounds and communities.

The Liminality Group's Engage, Influence and Inspire programme aims to raise the aspirations of young people and challenge their thought processes, beliefs and attitudes. In doing so, it aims to bring about attitudinal and behavioural changes, and ultimately to reduce the potential for exclusion from school, anti-social behaviour and offending. The programme consists of six sessions which focus on specific themes:

- **Crime and Consequences** - the aim of the session is to explore the consequences of crime and deter young people from becoming involved in youth crime.
- **Personal Identity** - the aim of the session is to celebrate individuality, explore diversity and challenge negative stereotypes. Students are encouraged to celebrate positive aspects of their identities and explore negative aspects which may be contributing towards their current experiences.
- **Bombs and Shields** - the aim of the session is for young people to identify the people or situations within their lives that are positive or negative; bombs represent the risk factors within their lives i.e. dangerous friendships or situations whilst shields represent the relationships that are safe and support their personal development and growth.
- **The Influence of Media and Music** - the aim of the session is to expose how powerful the media and music are in determining lifestyle choices. Young people are provided with examples of how music and the media reinforce negative stereotypes surrounding masculinity and personal identity.
- **Gangs and Serious Violence** - the aim of the session is to provide hard-hitting messages about involvement within gangs, the exploitation which can occur within gangs, and the criminal justice responses that can lead to lengthy custodial sentences.

- **Skills for Success** - the aim of the session is to raise personal aspirations and uncover blockages to personal success. Young people are supported to consider the key skills they possess that can be used for future employment opportunities.

The Engage, Influence and Inspire programme was delivered twice within the Lilian Baylis Technology School; the first set of six sessions was delivered on a weekly basis between October and December 2015. This was followed by a second set of sessions which was delivered twice a week over a three-week period between March and April 2016. Prior to the sessions, meetings were held with school staff and senior management to identify young people who would most benefit from the programme, such as those at risk of permanent exclusion, involved in anti-social behaviour or engaging with pro-criminal peers outside of school. Ten students were selected to take part in each programme.

1.2 Programme context

Socio-economic context

Over the last few decades, the socio-economic divide between the rich and the poor has intensified and is particularly evident in big cities like London where poverty and wealth sit side-by-side (Centre for Social Justice, 2009). Young people are particularly affected, with youth unemployment currently standing at around 14% (Delebarre, 2016). At the same time, there has been an increase in violence among young people; in 2015, 17 teenagers were killed by other young people in London alone (Citizens Report, 2015).

Under-achievement

There is also a considerable body of evidence which shows that particular groups of young people are at risk of disaffection and alienation. For example, research has shown that some black young people underachieve in schools and that boys are also significantly more likely to be excluded from school than girls (Barn, 2001). Young people with Special Education Needs (SEN) are six times more likely to be excluded compared to their non-SEN peers (Stamou et al, 2014) and young people from deprived backgrounds (evidenced by eligibility for free schools meals), particularly boys, are the lowest performing group at GCSE (Impetus, 2014). Failing to gain GCSE qualifications and complete a basic secondary education can have a shattering impact on a young person's life chances and opportunities, and prevent them from reaching their potential (Centre for Social Justice, 2014).

Risk factors

Research carried out with young people who had been excluded from school (Powis et al, 1998, cited by Barn, 2001) revealed that:

- Half were from black backgrounds.
- Most lived in single-parent families and nearly two-thirds had no adult wage earner.
- Levels of drug use were high and the range of drugs used was wide.

This reflects other research which suggests that young people who commit crime and acquire weapons are likely to have been affected by deprivation, inconsistent parenting and reduced educational and life chances (Duffy et al, 2004; Farrington, 1995; Margo, 2008, cited by Fitch, 2009).

It has also been seen that young people from African-Caribbean backgrounds are disproportionately affected by knife and gun crime (Eades et al, 2007, cited by Fitch, 2009). Whilst the reasons for this are complex, Fitch's research suggests that they are related to the fact that these young people are often subject to risk factors associated with high levels of poverty and social exclusion. As a result, some of these young people seek to protect themselves by carrying weapons or forming groups. Violent imagery in music, films, television, the internet and computer games may also have an impact on offending and the use of weapons among young people (Fitch, 2009)

Protective factors

Nonetheless, researchers have also have identified a range of protective factors that can help young people cope with stress and disadvantage (Rutter, 1985). In particular, they highlight factors such as:

- self-esteem
- some measure of success and achievement
- interaction with others in securing gains
- gaining mastery over stressful events.

The influence of these factors has been demonstrated by research which has shown that young people with a good attachment to school, positive relationships with teachers and an awareness of the benefits of educational achievement are less likely to exhibit deviant behaviour (Smith, 2006b; Utting et al, 2006, cited by Fitch, 2009).

1.3 The evaluation of the programme

M & E Consulting was commissioned by The Liminality Group to carry out an external evaluation of its Engage, Influence and Inspire Programme. This report presents the findings of the evaluation of the programme based on its delivery in the Lilian Baylis Technology School.

Methods

Our initial work with The Liminality Group involved setting up an evaluation framework which sets out the programme's outcomes (see Appendix 5.1). We then designed evaluation tools to explore stakeholders' perceptions of the programme's effectiveness. These included an interview schedule and questionnaire to use with young people, an interview schedule to be used with school staff and online surveys to be completed by teachers and parents of young people who had taken part in the programme (see Appendix 5.2).

Data collected

This report is therefore based on interviews carried out with:

- 5 young people from the first programme
- 8 young people from the second programme
- 2 school staff.

In addition, twelve young people completed questionnaires and one parent and four teachers completed the online surveys. We were also provided with school data relating to the students' backgrounds.

Analysis

Analysis of quantitative data was carried out using Microsoft Excel. Qualitative data was classified and analysed using NVivo, a software package which enabled us to identify key themes emerging from the data using the outcomes set out in the evaluation framework.

This report

This report covers the delivery and outcomes of the programme and is organised into three main sections:

- Section 2 looks at the delivery of the programme and the feedback from young people and professionals
- Section 3 presents evidence of the difference the programme has made
- Section 4 summarises our findings and makes suggestions for the development of the programme in the future.

2. The delivery of the Engage, Influence and Inspire programme

This section of the report looks at the delivery of the programme and presents feedback from the young people and school professionals who were involved. It also puts forward suggestions that were made for developing the programme in the future.

2.1 The young people

Nineteen young people took part in the two Engage, Influence and Inspire programmes. All of them were male and aged around 14 years old and the majority (63%) were from Black Caribbean or African backgrounds (see Appendix 5.3).

2.2 General feedback

The feedback from stakeholders who had been involved in the programme was extremely positive and revealed various aspects that were key to the programme's success.

Fun and engaging

Feedback from both the young people and professionals involved highlighted the effectiveness of the sessions in engaging young people. Young people told us that they had enjoyed taking part in the programme and had valued the way in which the sessions were delivered:

"It was fun!"

"[I liked] the way Andrez made it fun."

Professionals at the school also reported that the young people had enjoyed the programme and had been extremely positive about it:

"I think it was a fantastic and very engaging programme."

"They enjoyed it. They couldn't wait for it."

"They were all incredibly positive. They never had to be hassled to come to the sessions."

Challenging

At the same time, it was important for the programme to challenge young people's perceptions of their own identity, the influence of music and the media on their thoughts and actions as well as to get them to understand the real impact of getting involved in gangs and youth crime. This had clearly been effective; for example, one young person said:

"[Andrez] said that if you do things in gangs then it's just that one second that changes your whole life. It makes you think."

They also said they had learnt that it was possible to get involved in gangs and crime without realising:

"He explained about joint enterprise and how you can just be there or message someone if they killed someone... 'cos you knew it's going to happen but you don't try to stop them."

"[He told us] how people can get into gangs without knowing... like people buying you chicken and chips after school and they invite you places and that."

Relevance

Another key aspect of the programme was that the content was relevant to the young people it targeted; school staff described how the programme had covered topics that felt real to the students:

"It was engaging for the young people, something they could relate to. These are things that are happening now, these are true facts. He had a lot of evidence to show them and they were able to relate to it all."

Appropriately targeted

It was also important to select appropriate students for the programme; school staff were therefore encouraged to select students who they felt would benefit most from taking part in the programme:

"I spoke to the pastoral head of Year 9 to select students who would benefit - any ones she thought were at risk. By year 10 or 11, they're in so deep, it's best to get the youngsters."

They told us how they had been able to select a group of students who were "at the peak of disengagement" and at risk of losing interest in education:

"We have been battling with some time with this group of young men... They are not rude and violent but just don't put their learning first and we have tried a number of interventions."

The importance of sustaining the programme

School staff also emphasised the value of a programme that was sustained over a period of time:

“We had something years ago, but it was only once and then it's done.”

At the same time, they highlighted the need to provide follow-up support to the students who had participated in the programme in order to sustain its impact. The pastoral teacher explained how being involved in the programme had enabled her to build relationships with many of the students who subsequently turned to her for support when they needed it:

“They come and talk to me if they have a problem in a lesson or if they have a detention.”

Having an inspirational role model

Finally, feedback from both students and school staff highlighted the importance of having someone charismatic and inspirational to lead the programme; students described how Andrez Harriott was able to engage with them and make the sessions interesting:

“He knows how we talk and what young kids are into and he does it in a way that we understand so that it's not boring.”

It seems that Andrez' personality and approach played a key role in engaging the students and giving validity to what they were learning. As one school professional explained:

“He's got charisma, hasn't he? Apart from intellectual rigour, [he has an] ability to identify with young people. In the end he has that little twinkle in his eye which means that when he walks into a room, people give him their attention for 30 seconds and then he can follow it through because it is well thought out what he is doing.”

In fact, they suggested that much of the programme's success hinged on having Andrez as programme leader:

“You have to be cautious if it's not Andrez. All of these programmes depend on the person who is leading it and what you often get is a great package delivered by a great person and once you have it delivered by a weak person, they fitter away.”

2.3 Suggestions for developing the programme

Students and staff made a number of suggestions for developing the programme further. In particular, most of the young people said they would have liked a longer or more intensive programme:

“If it was longer we would have learned more and it was fun so we enjoyed it. We don’t want it to end quickly.”

“We should have not just one period... a whole day.”

Some students also said they would have valued hearing directly from someone who had been in prison but this view was not shared by some school staff who felt the programme should focus on developing positive aspirations:

“It should get away from the notion of criminality... None of those boys are unable in terms of reaching the grade for university.”

Students also talked about the value of having a wrap-up session at the end of the programme:

“There should have been an extra one ‘cos sometimes we might not finish all the content in one lesson so we should have done an extra one.”

“The last one we should have gone over everything that we learned.”

Finally, young people suggested that having some follow-up sessions would be useful in reinforcing what they had learnt:

“It will keep us focussed.”

“It will keep us thinking about it.”

“If we keep on doing it we will keep on remembering it and when we are going to get into trouble we will think about it or walk away from it.”

3. Programme outcomes

This section of the report looks at the difference that the Engage, Influence and Inspire programme has made to young people and professionals in Lilian Baylis Technological School. It looks at the way in which taking part has affected young people and how the programme has made a difference for the school as a whole.

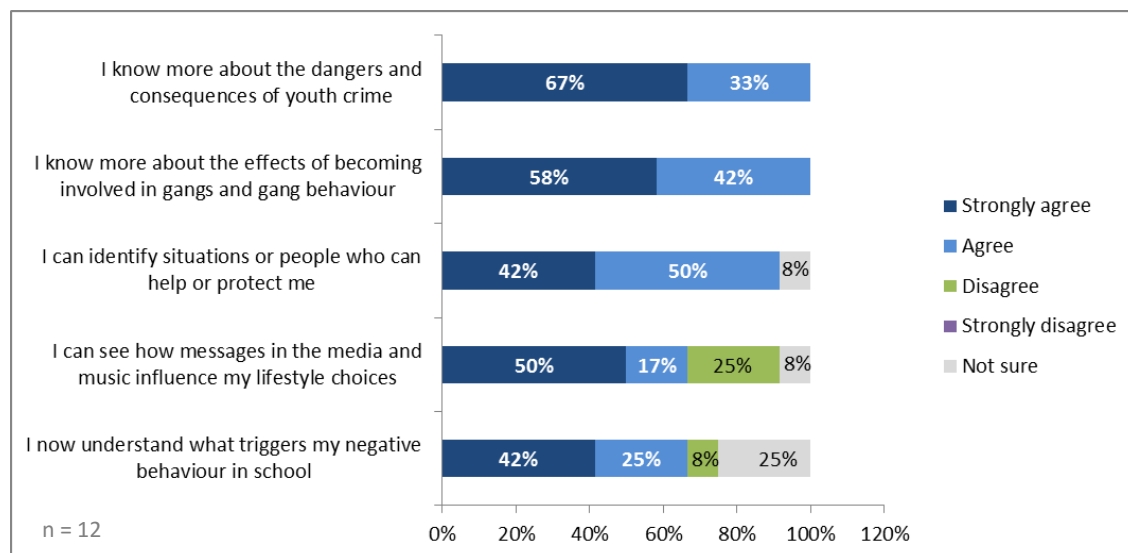
3.1 Outcomes for young people

The outcomes reported by the young people who took part in the programme focused on three main areas. Firstly, the programme increased their knowledge and understanding of the dangers of youth crime and gangs and of the triggers for their own negative behaviour. At the same time, the programme also brought about changes in young people’s feelings and attitudes, as well as changes in their behaviour.

Increased knowledge, understanding and awareness

It is clear that the programme has been highly effective in increasing young people’s knowledge, understanding and awareness of different issues affecting their behaviour.

Figure 1: Changes in students’ knowledge, understanding and awareness



As Figure 1 shows, all the young people felt that the programme had given them a greater understanding of the dangers and consequences of youth crime. As some young people explained:

“Earning legit money...that bit was good too. That was the best thing he could say. So you can earn the same amount as them but just earn it legitly. If your

money aint clean what's the point? There is either two ways it's going to turn out – you dying or...”

“It helped me realise the dangers outside school.”

“It really just opened up my eyes more.”

Figure 1 also shows that all the young people felt the programme had helped them know more about the effects of becoming involved in gangs and gang behaviour:

“He showed us a letter that someone wrote from prison and he showed us how some people... we are lucky... Once you get into gangs and that, you can't get out. And he said imagine if you are in prison and your parents just come and see you.”

All but one young person reported that the programme had helped them identify situations or people who could help or protect them:

“Most teachers you wouldn't tell them how you feel but Andrez and Miss D are different.”

Moreover, two-thirds of the young people felt the programme had helped them understand the triggers for their negative behaviour in school. For example, one person said:

“If I was to get like a warning for talking before I'd argue about it, but now I'm just like, it's a warning...”

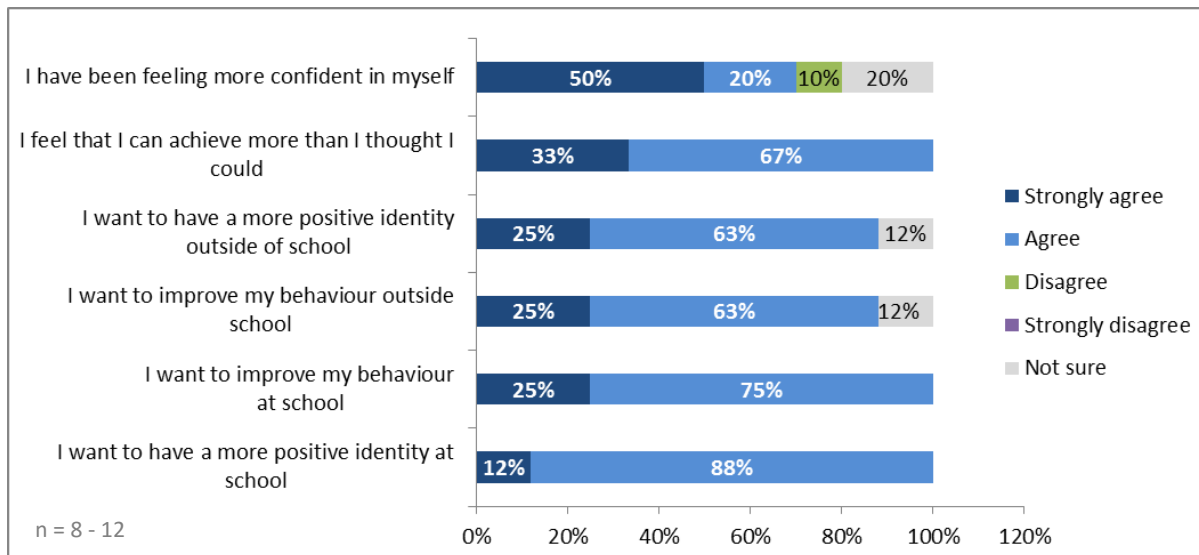
Equally, young people also said the programme had made them more aware of how messages in the media and music can influence their lifestyle choices:

“You know the words but you don't really think about... You know what he is saying but until someone breaks it down for you then you understand.”

Changes in young people’s feelings and attitudes

It is also evident that participating in the programme has brought about changes in young people’s feelings and attitudes.

Figure 2: Changes in young people’s feelings and attitudes



As Figure 2 shows, over two-thirds of the young people said they were feeling more confident since completing the programme and all felt that they could achieve more than they had previously thought:

“I think it’s been an inspiration basically.”

“It was like a really good opportunity and I was very grateful for it.”

A parent who provided some feedback had also observed changes in their son:

“He learnt to believe in himself and that you can achieve anything when you put your mind to it.”

In addition, the majority of the young people who had recently completed the programme indicated that they wanted to improve their behaviour both in school and outside school as well as wanting to develop a more positive identity.

School staff had also seen a change in the young people who had taken part in the programme, particularly in terms of their attitudes in school:

“I think it’s quietened some of them down.”

“I can see their mentality has changed a little bit. I do see them being more respectful, listening as well...I do see a different side to them.”

“Those kids have changed. They've matured. They're respecting each other now. I definitely have seen a change in them, a positive change because of this programme.”

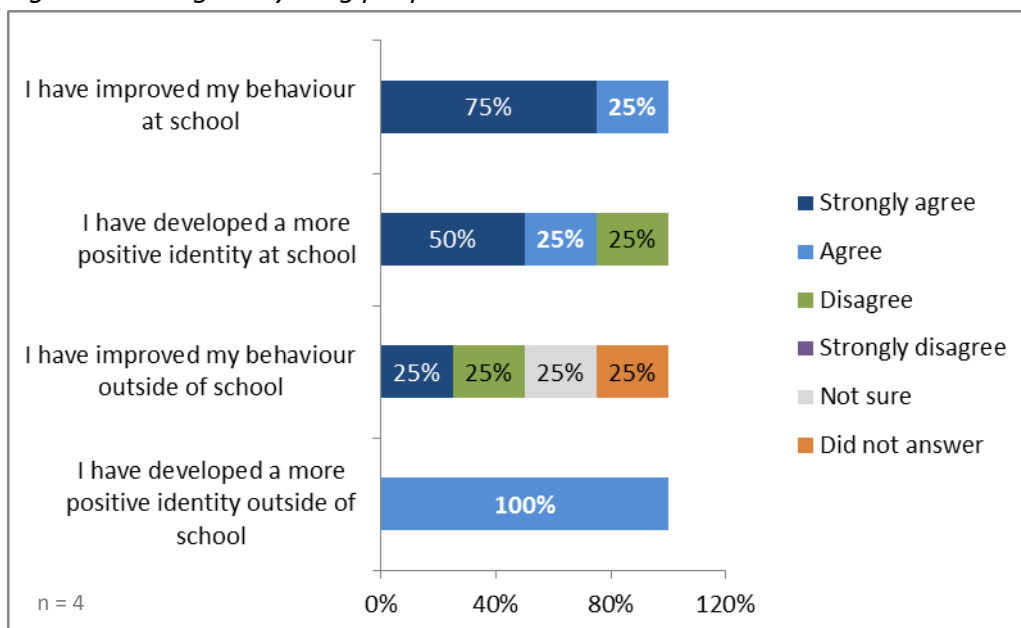
The head teacher explained that they were no longer appearing regularly in his office:

“I see the ones above the threshold each half term and most of these have only had to see me once...So that is an interesting change. So they have been able to change their school identity. When I have spoken to the boys, it seems that Andrez has given them permission to change their school identity.”

Changes in young people’s behaviour

Finally, the feedback from four young people who had completed the programme in December suggested that they had improved their behaviour both in school and outside school since attending the programme.

Figure 3: Changes in young people’s behaviour



As Figure 3 shows, three of the four young people said they had improved their behaviour in school and two felt they had also developed a more positive identity. In the focus group, they described how they were now less rude to teachers and were getting fewer detentions.

For example, one person explained how he had modified his behaviour:

“Before I used to be a lot more violent, now it's more banter.”

It seemed that many young people had developed a more mature approach to their education:

“When I am at school I just do my work so that I can just play football. [Is that different from before?] Yes I didn't really care about it. [So do you care more about it now?] Yes.”

“The reason why I behaved badly is 'cos the teachers think that we are going to behave bad, end of story. [And now you think you can do it differently?] Yes prove them wrong.”

“Before I used to get in trouble... I still get in trouble but not as much as before. [What are you doing differently?] I just keep quiet.”

They also seemed to be more aware of the impact of their behaviour and the importance of developing a more positive reputation:

“Andrez told us how if you had a bad reputation at school they are constantly going to think badly of you.”

“He said it takes quick to make an identity but long to take it away.”

“I'm more aware of how attitude can influence your education.”

In addition, all the young people felt they had developed a more positive identity outside school and one said they had improved their behaviour outside school:

“It made me think about stuff and also to be careful of who I chill with and who I associate with.”

School staff had also seen a change in the behaviour of the young people who had taken part in the programme, particularly in terms of the amount of times they were getting into trouble:

“They are [behaving] because I can check if they have any detentions, their behaviour and if they've done good things.”

“We see it objectively in behaviour points which are the number of points they get for detentions - and that has gone down.”

They also described how the young people seemed more able to control their temper and that in many cases, young people had developed better relationships with their teachers.

School staff also noted that the effects of the programme on the young people seemed to have been sustained:

“What we have seen in them is there isn't the yo-yoing effect you have with other interventions where there is improvement during the session and then its half-life is almost seconds.”

3.2 Outcomes for the school

Interviews and feedback from school professionals also revealed that the programme had been important in enabling them to provide targeted support to young people they were concerned about:

“We are seen to be doing something for a group of young people who we should be doing something for rather than stigmatising them as badly behaved children who can't control their behaviour in order to learn effectively.”

“The school is able to identify what is going on with young people and what we can do to ensure that they do not get involved illegal things.”

As such, one member of staff said:

“This is a programme that all schools need to buy into.”

4. Conclusion and recommendations

4.1 Conclusion

This evaluation has shown that the Engage, Influence and Inspire programme is highly relevant to the context and needs of the young people it targets and that its focus on identifying protective factors and building aspirations is supported by the evidence. It has also revealed that the programme has been extremely effective in increasing young people's understanding of the impact of getting involved in crime and gangs on their life chances. As a result, many of the young people said that being involved in the programme had helped them to change their behaviour both in and outside of school as well as to think more about their future and their aspirations. The programme also seems to have inspired them to develop a more positive identity for themselves and a greater awareness of the people and situations that can positively influence this. For many, it has given them a greater awareness of their own behaviour and a greater sense of self-confidence. School professionals also reported seeing a difference in the behaviour and attitudes of the young people involved in the programme; in particular, it seemed that young people had matured in their thinking and were more able to form positive relationships with school staff.

Whilst five of the young people from the earlier programme did not take part in the evaluation, the data reported by the remaining four young people suggests that the changes in their behaviour, feelings and attitudes have been sustained since the completion of the programme.

For the Lilian Baylis Technological School, the Engage, Influence and Inspire programme has provided a valuable opportunity to engage a group of young people who were becoming increasingly disengaged and to reconnect them with their education. This suggests that the programme has a preventative value for schools in enabling them to reach out to students who are showing signs of disaffection before this behaviour becomes too entrenched.

The programme's success in engaging young people is due partly to its relevance to young people's lives but also to the engaging but challenging way in which the programme is delivered by Andrez. This is one of the programme's strengths but should also be recognised as a potential weakness since it suggests that the programme's effectiveness is closely connected to Andrez Harriott himself.

Nonetheless, it is important to recognise the limitations of this evaluation; it is based on feedback from a small sample of young people and professionals in one school. However, it is clear from this feedback that the Engage, Influence and Inspire programme has much to offer in terms of diverting young people from becoming involved in crime and gangs, in helping them to see the value of education and in giving them strategies to change and build positive futures for themselves.

4.2 Recommendations

The recommendations which emerged from the feedback from young people and professionals centre on:

- providing a more intensive or longer programme
- having a wrap-up session to conclude the programme
- building in a follow-up session to reinforce the learning from the programme.

In addition, we feel that it is important that the style and quality of the programme is maintained, particularly when other facilitators are brought on board. We also feel that it is important that schools commit fully to the programme and provide on-going support to young people after the programme to enable young people to sustain changes in their behaviour and attitudes.

Overall, we feel that this evaluation has highlighted the effectiveness of the Engage, Influence and Inspire programme and our only other recommendation is that the programme should be extended to other schools.

5. Appendices

5.1 Evaluation framework

Outcomes	Outcome indicators
Young people have an increased understanding of the dangers and consequences of youth crime	Whether young people report an increased understanding of the dangers and consequences of youth crime
	How young people describe the impact of this on their thinking/behaviour
Young people have an increased understanding of the triggers to their negative behaviour within school	Whether young people report an increased understanding of the triggers to their negative behaviour within school
	How young people describe the impact of this on their thinking/behaviour
Young people have an increased understanding of protective factors that can help them	Whether young people report an increased understanding of protective factors that can help them
	How young people describe the impact of this on their thinking/behaviour
Young people have an increased understanding of the way in which media and music can influence lifestyle choices	Whether young people report an increased understanding of the way in which media and music can influence lifestyle choices
	How young people describe the impact of this on their thinking/behaviour
Young people have an increased understanding of the consequences of becoming involved in gangs and gang behaviour	Whether young people report an increased understanding of the consequences of becoming involved in gangs and gang behaviour
	How young people describe the impact of this on their thinking/behaviour
Young people have an increased self-confidence	Whether young people report increased self-confidence
	How young people describe the impact of this on their thinking/behaviour
Young people are more motivated to develop a positive identity and behaviour within school	Whether young people report feeling more motivated to develop a positive identity and behaviour within school
	How young people describe the impact of this on their thinking/behaviour
	Whether school staff report changes in young people's identity and behaviour at school and what changes they report

Outcomes	Outcome indicators
Young people more motivated to develop a positive identity and behaviour outside school	Whether young people report feeling more motivated to develop a positive identity and behaviour outside school
	How young people describe the impact of this on their thinking/behaviour
	Whether parents/carers report changes in young people's identity and behaviour outside school and what changes they report
Young people have increased personal aspirations	Whether young people report increased personal aspirations
	How young people describe the impact of this on their thinking/behaviour
Other outcomes for young people	What other outcomes young people report from attending the course
	Whether young people have shared what they have learnt with other young people
	What other outcomes parents/carers report in the young people attending the courses
	What other outcomes school staff report in the young people attending the courses
Other outcomes for staff/school	Whether school staff report any other outcomes for themselves or the school since the young people attended the course (and what outcomes they report)
Other outcomes for young people's family	Whether parents/carers report any other outcomes for their family since the young people attended the course (and what outcomes they report)
Impact	Impact indicators
Reduction in the use of seclusion during school times	Whether school staff report less seclusion among the young people who have attended the course
Increased rates of school attendance	Whether school staff report increased rates of attendance among the young people who have attended the course
Better relationships between young people and key staff	Whether young people report better relationships with key staff
	Whether school staff report better relationships with young people
Sustained change in young people's thought processes, beliefs and attitudes	Whether young people report sustained change in their thought processes, beliefs and attitudes
Positive changes in the young people's behaviour	Whether young people report positive changes in their behaviour e.g. getting into trouble less

5.2 Evaluation tools

Group interview schedule for young people who have completed the programme

So we asked you to complete the questionnaires so that we can report on the number of young people who have identified positive outcomes from taking part in the programme. And now we would like to ask you to tell us in more depth about your experience of the programme and how it affected you.

The interview is confidential – we won't be using any names in the report that we produce. But do you mind if we record this interview so that we don't have to take notes?

What did you think of the programme?

Had you done anything like this before? If yes, what? Was this different? How?

What was most useful about the programme?

Was there a moment or idea that was particularly important for you?

Was there anything you didn't enjoy or think should be done differently?

And how did attending the programme affect you in terms of your attitudes and behaviour in school?

And what about outside school?

And how about in terms of how you feel about yourself?

Is there anything else you would like to tell us about the programme?

Thank you.

Interviews with school staff

Thanks for agreeing to speak to me. I am an independent evaluator working with Andrez to help him learn a bit more about the effectiveness of the Engage, Influence and Inspire Programme. The interview is completely confidential and your name will not be used in anything that we write about the programme. But is it OK if I record us as we speak so that I don't have to take notes?

What was your involvement in the Engage, Influence and Inspire Programme?

Has your school been involved in anything like this before? If yes, what? How was the Liminality Programme different from this?

What did you think of the Liminality Programme?

And how did it go?

Do you feel that the Programme made a difference to the young people who took part?

What changes did you see? Can you give me some examples?

Have there been any changes in their attendance or in the amount of times they were secluded either during or following the programme?

Do you feel that your school benefitted from being involved in the Programme? If yes, in what way?

And in terms of the delivery of the Programme, is there anything that you feel could be improved or developed further?

Is there anything else you would like to tell us?

Engage, Influence and Inspire Programme Feedback form

We would like to find out whether the Engage, Influence and Inspire Programme has helped you and would be grateful if you could answer the following questions.

Please tell us if you agree or disagree with the following statements about how attending the programme helped you. Please tick one option per row.

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
As a result of attending the Programme....					
I know more about the dangers and consequences of youth crime					
I know more about the effects of becoming involved in gangs and gang behaviour					
I now understand what triggers my negative behaviour in school					
I can identify situations or people who can help or protect me					
I can see how messages in the media and music influence my lifestyle choices					

Please tell us if you agree or disagree with the following statements about how the programme has affected your feelings and thinking. Please tick one option per row.

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
Since attending the Programme.....					
I feel more confident in myself					
I want to improve my behaviour <u>at school</u>					
I want to have a more positive identity <u>at school</u>					
I want to improve my behaviour <u>outside of school</u>					
I want to have a more positive identity <u>outside of school</u>					
I feel that I can achieve more than I thought I could					

5.3 Profile of young people who took part in the programme

Ethnic origin	No.	%
Black African or Caribbean	12	63%
Asian	1	5%
Portuguese	2	11%
White	2	11%
Mixed	1	5%
Not known	1	5%
Total	19	100%

Age	No.	%
13	6	32%
14	13	68%
Total	19	100%

5.4 Outcomes data

Increased knowledge, understanding and awareness

As a result of attending the programme...	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
I now understand what triggers my negative behaviour in school	5	3	1	0	3
I can see how messages in the media and music influence my lifestyle choices	6	2	3	0	1
I can identify situations or people who can help or protect me	5	6	0	0	1
I know more about the effects of becoming involved in gangs and gang behaviour	7	5	0	0	0
I know more about the dangers and consequences of youth crime	8	4	0	0	0

Feelings, attitudes and behaviour

Since attending the programme...	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
I have been feeling more confident in myself/	5	2	1	0	2
I have improved my behaviour at school	5	7	0	0	0
I have developed a more positive identity at school	3	8	1	0	0
I have improved my behaviour outside of school	3	5	1	0	2
I have developed a more positive identity outside of school	2	9	0	0	1
I feel that I can achieve more than I thought I could	4	8	0	0	0

5.5 References

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