



Facilitators Accreditation Training Programme

A training programme for Teens & Toddlers facilitators in Southwark, funded by the Learning and Skills Council.

A training of:
Children: Our Ultimate Investment (UK)

In conjunction with:
The Learning and Skills Council
Southwark Teenage Pregnancy Prevention Unit
The Psychosynthesis & Education Trust

Training Report

February 2004

Teens and Toddlers

A practical teenage pregnancy prevention programme founded on the importance of awareness of the reality of conception and parenting for young people.

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Executive Summary

Britain has the worst record of teenage pregnancies in Europe. The causes of these early pregnancies are varied and complex, rarely successfully addressed by largely inadequate sex education (many teenagers still report a belief that they can't get pregnant the first time they have sex). Other factors include unstable home lives, insecurity and longing to belong and be loved, lack of hope for the future and poor understanding of relationships

Teens & Toddlers is an innovative, practical teenage pregnancy prevention and mental health programme fostering, through intensive interaction with toddlers and classroom instruction, greater awareness of the reality of conception and parenting for young people, long before unwanted pregnancies occur. It draws adolescents ranging in ages from 14 – 17 years old from a range of schools, to work with 3- 5 year olds in local nurseries.

Teens & Toddlers is currently being run for the fifth time in Greenwich where it was first piloted in the summer term of 2001, the first project is just being completed in Tower Hamlets, and the third project has just completed in Southwark. Following the success of the Teens & Toddlers pilot projects in London, and the level of interest generated by articles in the Guardian and the Times newspapers, Children Our Ultimate Investment decided to initiate a National Accreditation Programme.

The Accreditation Scheme has been piloted in Southwark within the context of Southwark's second and third Teens & Toddlers projects, and is the focus of this report. The intention of the Accreditation Programme is for the Teens & Toddlers programme to become a sustainable main- stream activity, delivered by local workers supporting local young people who are at risk of social exclusion or who are disadvantaged in a variety of ways.

Southwark is the first Borough in which the Facilitator Training has been piloted, funded by the Learning Skills Council. It has successfully trained six Southwark facilitators, who are now able to run Teens & Toddlers projects within their communities in Southwark.

The candidates were recruited in collaboration with Dorothy Okotie, Southwark Teenage Pregnancy Coordinator, all of who had experience working with young people. The training included:

- **Five days of facilitation and group work skills**
- **Five days of the Essentials of Psychosynthesis (a model of human development and education that is used as a core model within the Teens & Toddlers programme.)**
- **Three days of training in counselling and communication skills.**
- **Training sessions on the Teens & Toddlers programme (each trainee facilitator will have achieved 40 Teens & Toddlers sessions equalling 120 hours of contact time.)**

- **Minimum of three supervision groups per project (minimum of six in total).**

In addition to this training the trainees shadowed a senior facilitator for one project, and then facilitated their own projects under the supervision of a senior facilitator. The intention is that the six who successfully completed the training will now be able to run their own projects, with COUI providing on-going supervision and support for quality assurance.

The Learning and Skills Council have been very active in their support of the training. Joyce Roberts visited the project and interviewed the trainee facilitators and LSC are assisting COUI in their exploration of accreditation both practically and financially. With their help COUI have worked with Training for Change to provide research and explore the accreditation of the Facilitator Training through to completion.

The focus of this report is to look at the overall effectiveness of the pilot training and to address the future of the Accreditation Scheme. Substantial interest has been shown by various education and social services in London and throughout Great Britain, and the goal is for the Southwark pilot training to result in COUI applying for accreditation over the next two years. Current avenues of exploration are the National Qualification Framework, NVQ, City & Guilds and the possibility of the project being accredited as a short course with the University of East London (in conjunction with The Psychosynthesis and Education Trust).

Background to Teens & Toddlers

The Teens and Toddlers programme was originally created and funded by Laura Huxley, founder of Children: Our Ultimate Investment (COUI), a US non-profit organisation. The teen pregnancy prevention program was first run as a pilot programme by COUI in 1978, and was later operated by EnCompass Learning Centre at Sierra Central High School in Grass Valley, California, from 1994-98.

The 1998-1999 year graduated 57 students. The national average for teen pregnancy in the area of the country in which the courses ran was 9.7%, and in the Latino population, which largely made up the ethnicity of the teenagers on the course, it is 16.9%. On the basis of these statistics, out of the students participating there should have been 7 pregnancies in the first calendar year, yet only one student became pregnant. In the four years that EnCompass operated Teens and Toddlers, no pregnancies were reported in their student body.

Following the success of Teens & Toddlers in the USA it birthed its UK equivalent in 2000, with the first pilot being run in Greenwich in 2001 funded by Early Years and Education Action Zone. In total there have now been five Teens & Toddlers projects in Greenwich, three in Southwark, and one in Tower Hamlets, almost entirely funded by local education authorities. A fourth project is about to start in Southwark, and the first in Islington.

COUI has recently been funded by ARK, a charity whose aim is to transform the lives of children who are victims of abuse, disability, illness and poverty through the support of local and international projects. The aim of this investment is to develop COUI's capacity so that it can fulfil its potential as a nationwide project.

Outline of the facilitators training programme

The trainees were recruited by COUI in conjunction with Dorothy Okotie, teenage pregnancy coordinator for Southwark. They all had experience of working with young people and were interested in broadening their skills by training as Teens & Toddlers facilitators. These skills are of course all applicable to their other youth work, and all trainees have said since completing the training that they are using their broadened skill base in the other youth work they are involved in. In this respect the local community gains sustainability of Teens & Toddlers, and also more effective workers in other areas of youth work.

The 'theoretical' training components took place at the Psychosynthesis & Education Trust, run by senior COUI staff, and covered orientation to Teens & Toddlers, its concept, purpose and curriculum. Much of the work in Teens & Toddlers requires a capacity to make the curriculum relevant to the teenagers, and a capacity to evoke their interest and stimulate discussion. Therefore the training focused on the trainees capacity to work with group dynamics and the

sharing of personal material by the teenagers, as well as ensuring they understood the concepts they would be teaching. Increasing the trainees personal confidence and capability in handling whatever might emerge during classroom time for the teens, was an important aim.

The teaching style in Teens & Toddlers is based on a Confluent Education model, integrating personal experience with theoretical understanding. Learning methods include small group didactic work, large group discussion, practicum work in pairs, experiential exercises, individual support sessions and one-to-one counselling. **Therefore the facilitator training required the trainees to go through their own version of the self-exploration that the teenagers are required to engage with during the project.** The training required trainees to work on their own material, as well as developing their capacity to handle disclosure, conflict, authority issues, manage discipline and create a safe, trustworthy environment that allows the teenagers to form healthy relationships with each other, the facilitators and the toddlers.

As well as these modular components, trainees received 'on the job' training through shadowing facilitators on the second Southwark project, which ran in the Summer Term of 2003. There were three participating schools; Warwick Park School, High Shaw Secondary School and Geoffrey Chaucer Technology College. Four nurseries hosted the project; Gloucester Road Primary School, Ann Bernadt Nursery, Whitstable and Kintore Way nurseries.

Two of the projects ran for 10 weeks, meeting twice a week for two hours of toddler time and one hour of classroom input, and two projects ran for 20 weeks, meeting once a week for two hours of toddler time and one hour of classroom input. Each week covered a new subject within the curriculum as well as asking them to address their personal strengths and challenges as they emerged throughout the weeks.

Trainees were encouraged by facilitators to take increased responsibility during their period of shadowing. This required them to deliver some of the units to the teenagers during classroom time, handle the group discussion that might have emerged, and to also develop their interpersonal skills by offering one-one support sessions to the young people and managing group dynamics and possible conflict between participants. Developing the confidence to handle the multi-tasking involved in running a Teens & Toddlers programme was an important part of shadowing. As well as managing the young people, facilitators are responsible for developing good relations with nursery and school staff, and are required to cover curriculum requirements as well as be capable of fluidly responding to a group of youngsters who can be changeable and sometimes volatile in their participation. Young people have complex needs to be both respected, attended to and firmly contained. Developing a capacity to embrace both sides of that equation was something the facilitators training had to ensure.

Trainees then became the key facilitators on their own projects on the third Southwark Teens & Toddlers project, which took place from September 2003 operating out of Gloucester Primary school, Whitstable

Nursery, Kintore Way Nursery and Camelot Primary School. The participating secondary schools were Warwick Park School, High Shaw School and Geoffrey Chaucer Technology College. Trainees were supported by Senior Facilitators throughout.

Throughout the different stages of training trainees received group supervision with COUI to notice and address their challenges and help them to integrate these insights in order to fully develop as facilitators.

There were various levels of assessment of trainees during the training period. Trainer, Supervisor, Senior Facilitator and self-assessment were required throughout. COUI was also keen to elicit feedback from the trainees about the training, given that this was a pilot. On-going refinement in response to feedback is seen to be as necessary for Facilitator Training as it is for the Teens & Toddlers curriculum.

Learning Strategy for the Trainees

In order to fully integrate the Teens & Toddlers experience COUI asked the trainees to follow a training schedule that reflected some of the core approaches that are used with the young people.

Teenagers are at a developmental stage of increasing their capacity to make individual decisions rather than be dictated to by others. The style of teaching on the programme is to encourage their capacity to experience, reflect on and relate to the areas of sexuality, pregnancy and relationships. The long-lasting nature of the change catalysed by the programme is founded on the fact that the teenagers fully integrate the material in to their own value system and life choices, rather than feeling dictated to, and therefore not taking ownership of the issues that the course raises.

Teaching was therefore based on a Confluent Educational approach, integrating personal experience with theoretical understanding of the material. This approach recognises the value of 'learning by experience', which enables the student to more fully integrate the academic content of the course.

Trainee facilitators were asked to start developing their facilitation skills right from the start, requiring them to integrate the theory through 'mock up' small group work, developing their capacity to take effective leadership, to facilitate group dynamics, to use counselling skills to enable supportive communication with the young people and to understand and facilitate the emotional and psychological literacy which is fundamental to the aims of the project.

Trainee facilitators developed:

- Group facilitation skills with the capacity to handle group dynamics and conflict resolution.

- Coaching and counselling skills enabling them to form constructive, safe relationships with young people and to provide them with the confidence to effectively manage the sharing of personal and sometimes distressing material by the teenagers.
- A redefined view of young people, broadened to encompass their individual potential and uniqueness beyond the problem behaviour they display. And a facilitatory capacity to challenge young people's behaviour in a way that enables that potential to emerge.
- The capacity to reframe problems into challenges, to bring realistic hope and constructive interventions that are effective and penetrating.
- A deepening of their capacity to listen within group and one-one contexts, to identify and develop themes and clarify useful insight and outcomes that enable young people to utilise their learning in satisfying, useful ways.
- The capacity to present theoretical material to young people in ways that make it relevant to their own life circumstances and therefore interesting to them. Although this model of teaching is more complex and therefore harder work than a standard approach, as it requires personal interaction with the teenagers in order to capture their attention and elicit their cooperation, in our experience it is the most effective one in terms of meeting the objectives of the Teens & Toddlers programme.
- The capacity to develop an alliance with the young people, which provides the cornerstone for all learning within Teens & Toddlers.

This last point is immensely important and a unique part of Teens & Toddlers. Young people are notoriously difficult to form relationships with, and the resulting sense of isolation and misunderstanding causes much of the destructive breakdown within adolescents' lives and behaviour. The capacity to 'reach' the young people on their own terms, yet within a context that provides a strong sense of values emphasising personal responsibility, care for others, and hope for the future, is a potent and catalytic element to the success of Teens & Toddlers.

Positive outcomes in terms of the trainees contribution to the projects and COUI has been:

- Having trainee assistants working with them has enabled COUI's facilitators to sharpen their understanding of the curriculum and to examine their own styles of teaching as they learn from the experience and approach of their trainees.
- Trainees brought excellent feedback regarding the curriculum, potential changes to the material and ways of teaching it.

- Inclusion of more men to the adult pool available to the teenagers brought the added benefit of strong male role models, something many of the teens are lacking in their lives.
- The development of excellent training materials and modules on all aspects of facilitating development of young people, relevant to work in Teens & Toddlers but in many other contexts of youth work.

Benefits to the local community of the facilitator training and projects have been:

- A sustainable Teens & Toddlers programme, delivered by local people supporting local young people who are at risk of exclusion or disadvantaged in a variety of ways.
- Health improvements for young people through increased emotional literacy; skills of self reflection, self-management, relationship to others and relationship to society.
- Development of future parenting skills.
- Crime prevention development work, especially through creation of positive future goals, and anger management skills.
- Anger management that focuses on self-valuing, self-assertion and personal responsibility as a positive use of aggression.
- The enhancement of relationships within the community through the teenagers' contribution to the local nurseries and support for nursery staff.
- Early intervention with small children through the teenagers befriending process in the nurseries. This provides role models and 'big brother/sister caretaking' for toddlers in such a way as to encourage mutual respect and intimacy.

Developmental Issues for the teenagers and its impact on the training

As Teens & Toddlers has evolved we have tailored the project to follow certain assumptions about the development needs of the young people that we work with. These assumptions have been incorporated within the training for the trainee facilitators.

We have identified that young people are at a stage in their lives when they are forming their identities, developing their capacity to think, searching for core values around which to orientate their behaviour and seeking future goals towards which they can aspire.

Many of the young people on the project are at risk of failing to meet these developmental needs in a positive way, instead forming identities around a negative sense of themselves, born from a sense of hopelessness in the world around them. As a result the sum total of their aspirations in life is often to make as much money with as little effort as possible, and therefore to fall prey to criminal activities or to make money in ways that exploit them and continue to compound a sense of failure. At best they will tend towards a rather depressed and passive attitude to life in which they expect to be looked after by a parental state. From this attitude it is 'no big deal' to become pregnant, as they are often hoping a boyfriend or the benefit system will subsequently look after them.

Teens & Toddlers provides the intensive adult attention needed to increase and firm up their sense of individuality, hopes and fears, opinions, and dreams. This is provided in the group work, and in the one-one support sessions that facilitators provide. ***From the start the adolescents are required to think about the values which create safety, support and a positive environment for all participants*** and it is our repeated experience that below the 'I don't give a shit' attitude that they often come with, that the teenagers are longing to express their values and opinions, to test them out in the world and see what the consequences are. Facilitators provide strong guidance and boundaries whilst expressing interest in their opinions, and conflicts/problems are processed in a way that makes meaning of the outcomes that their behaviour creates. In this respect the young people are less dictated to, ***more encouraged to develop the capacity to think through their goals and the best ways to create outcomes that work for them.*** ***This establishes personal responsibility as a keynote in their lives and attitudes,*** crucial to the issue of pregnancy and the creation of lives on large and small scales that they are motivated to move towards.

The practical nature of the project appeals to the young people's needs to test themselves in the world in a real and tangible way. The theoretical nature of their schooling often misses their need to 'test their metal' in the 'real world', an initiatory task that is often left to the kind of gang culture and law breaking that we commonly associate with youth.

As they are required to form relationships with the toddlers in the nurseries and to be useful members of staff they are challenged and stretched to manifest their capacity to be caring, reliable, creative and communicative. This expectation alone and the obvious responsibility of having a child to look after often pulls the teenagers in to parts of themselves that allow them to feel vibrant and alive and which they also like and respect. The enthusiasm that they display at the end of toddler time usually reflects a fascination with the application of the material they are learning about child development and good communication skills, as well as a sense of satisfaction in having been needed, wanted and responded to by staff and toddlers. This forms an attitude internally of 'I can' as they integrate the positive expectations of the toddlers, staff and facilitators.

Additionally, the project provides a strong sense of community for adolescents, often a strongly missing link in their lives, yet one that they desperately need. So much of their culture today teaches a myth of isolation and individualistic self at the expense of providing a sense of interconnection and belonging. The formation of their group within the nursery, the peer and facilitator relationships, and the sense of community within the nursery itself are a very important part of stressing the importance of being inter-dependant on each other, and that therefore their behaviour has a strong impact on others. The de-sensitisation that comes through the breakdown of community allows young people to be anaesthetised to their surroundings and makes it acceptable to harm and exploit others. ***Bringing them in to relationship over a period of time sows seeds that enables them to bring a sense of pride to the caring and positive impact they have on their community.*** This sense of belonging in a productive way is key to the success of the project.

Some of the key subjects covered with the teenagers in the Teens & Toddlers curriculum were:

- Human potential: creating a resume, recognising personal skills and strengths.
- Developmental milestones for a toddler, developing empathy towards children and the meaning behind difficult behaviour.
- Communicating effectively with toddlers. Enhancing communication skills generally.
- Understanding the importance of preparing for conception and the importance of the fathering role as well as the mothering role.
- Investigating the many issues involved in sexual relationship. Assessing our primary needs in relationship: the need for love and for self-assertion.
- Anger management: self-valuing and self-assertion.
- Teaching the physiological aspects of conception and pregnancy and the damaging effects of drugs, alcohol and environmental toxins.
- Investigating the development of the newborn baby. Healthy ways to bond with and stimulate the newborn.
- Understanding the developmental milestones within the first year of life and how to set healthy boundaries.

The key outcomes of the Teens & Toddlers project were:

- All the young people reported an increased level of understanding the role of parenting and an ability to take on a responsible role in life.
- In addition, all of the young people reported that the programme had impacted their expectations of when to become parents, and that they intended to delay pregnancy until they were older.
- The programme gives participants an experience of being responsible young adults, treated with respect by nursery staff and Teens & Toddlers staff. For many this is perhaps the first time they have experienced a sense of success and achievement, personally and academically.
- The most important element within the experience is the teenagers' interactions with their toddlers, experiencing that they are needed, wanted and therefore valued. The sense of self-esteem that is fostered within the relationship for both teen and toddler is one of the undeniably potent part of the programme.
- In areas such as anger management, communication skills and how to handle conflict, the project provides concrete and practical skills for more constructive and empowering behaviours.

Quotes from teenage participants on Southwark project 2 & 3

Quotes from participants

'A lot of the time I know my toddler can't help his behaviour, but now that I know him very well it is easier to cope with him'.

Did your parents see any changes in you during the project?

'My mum said that she thinks that I'm better at helping now'

'Yes she did. She noticed I was more happy and excited'

'Yes, my mum said that I was aware of the responsibilities that came along with babies and she didn't feel she had to have the 'BOYS ARE BAD' conversation'

What are the five most important things you have learned?

'Tell the child they are doing something wrong but not shouting or upsetting them. Help to distract them from doing something wrong to something right. Be patient. Listen when they speak to you. They need to be shown that are loved'

What did you learn about your strengths and weaknesses as a person?

'That I have good leadership qualities and a greater attention span than I thought'

What is the most significant thing you learned about becoming a parent?

'That you have to be really patient'

'That it is hard work'

'You have to have a connection, a bond like an insight into the toddler'

What did you learn about yourself in this programme?

'I learned a lot about myself. I've become more confident, I say a lot of what's on my mind now'

'I learned that I can have a conversation with a toddler on their level and still be the older one but I can understand them'

'I have learned that I have a strength of compassion'

How did the programme affect the way you feel about children?

'The programme made me approach children with more intelligence of how they act and behave'

'I feel that children are all different and even though they are so young they still have something to say'

'The programme has made me feel more apprehensive about having children than I already was, but has taught me the skills to be a good parent when I do have children of my own'

How old would you like to be when you have your first child?

'I would like to be 24 years old when I have my first child because I would have grown up, finished my education and started a job to get money'

Has the programme changed the way you deal with people?

'Definitely. I've learned that although people think they're in control of their lives, meaning if they have a baby they know how to deal with it, we really don't know and after all we are still developing ourselves'

What was the most significant thing you learned about becoming a parent?

'That it takes an awful lot that I'm not prepared to offer right now'

What did you learn about yourself in this programme?

'That I can be very assertive. I was just always trying to please my peers before'

'I learned that I was quite irresponsible and not very mature'

The most memorable moment I had with Teens & Toddlers was when....

'I was given my certificate. It made me think of how important and valuable this programme has been and made me glad to think that I stuck by it even through the difficult times'

Any other comments?

'I think this course is great and everyone should have a chance to experience it. I would definitely do it again if I had the chance'

'I'm gonna miss this place'

In their end of term questionnaires

- The age that teenage participants thought parents should be before having children was 24 – 30 years old as opposed to under 20 at the start of the project.
- All emphasised the highest scores indicating that the project had affected how they felt about children, and substantially improved their understanding of child development, communication skills with children, and constructive discipline.
- Teens also gave the highest scores to indicate that if they were having sex they would plan to prevent STDs by requiring their partner to wear a condom (or wearing a condom, if a boy), and that if their partner didn't want to use a condom that they require one to be used anyway.

This is an important indication of the projects ability to effectively address issues of STDs as well as the subject of teenage pregnancy though providing pragmatic information and engagement of the teenager's own life experience in a relevant and meaningful way.

The future for COUI (UK) in Southwark

- Successful trainee facilitators will now go on to run their own Teens & Toddlers projects in Southwark under the supervision and guidance of COUI.
- The aim is that Teens & Toddlers become an accredited scheme. The goal being for the Southwark pilot to lead to COUI applying for accreditation over the next two years with the support and guidance of the Learning and Skills Council.
- COUI's clinical service will continue to provide counselling in Warwick Park School and Geoffrey Chaucer Technology College as from September 2003, as well as providing counsellors for all nurseries participating in future Teens & Toddlers projects.
- COUI has received a grant from ARK with the intention of providing sustainability and development of Teens & Toddlers throughout London and Nationwide. Specifically to focus on increasing and improving service delivery through the monitoring and evaluation of its effectiveness.
- It is COUI's deep hope and intention that the networks and connections between COUI and Southwark will continue to strengthen and flourish.

Biographies of project leaders

The core project team, who are developing the project, clinical services and self-development programmes are:

- Diana Whitmore MAEd, President and former Chief Executive of the Psychosynthesis and Education Trust, one of the UK's leading trainers of counselling and psychotherapy. She is also a UKCP registered psychotherapist and has been responsible for training and curriculum development of accredited programmes for 25 years, providing professional training and development for counsellors, psychotherapists and youth workers. Her core focus in COUI (UK) is to develop the expansion of Teens & Toddlers programmes to other Boroughs, and to run the first Revitalising Learning self-development group in Greenwich.
- Stacey Millichamp MA, a UKCP registered psychotherapist. She has experience working in curriculum development within the voluntary sector, as well as providing consultancy to providers and clients of Employee Assistance Counselling. She is currently working as a psychotherapist with adults and young people and supervising other psychotherapists. Her core focus in COUI (UK) is to create and develop the clinical service providing counselling for young people in both the Teens & Toddlers programmes and within schools in Greenwich and Southwark.
- Peter Hein, a Psychosynthesis trained counsellor and trainer with extensive experience working with young people and children. He has been a facilitator with World Youth Service and Enterprise since 1996, is a manager and supervisor for Next Step Care Management Ltd teaching young people in the Care system independent living skills and has worked with Family Group Conferences liaising with Social Services to devise strategies to ensure the safety of children. His core focus in COUI (UK) is to manage and facilitate Teens & Toddlers programmes in Southwark and other Boroughs and to run the first Revitalising Learning self-development group in Greenwich with Diana Whitmore.
- All other facilitators on the project are either qualified counsellors with experience of working with groups, or are experienced youth workers.

Acknowledgements

COUI (UK) would very much like to thank:

- Gloucester Primary School, Ann Bernadt Nursery, Whitstable Nursery, Kintore Way Nursery, who hosted the project.
- Warwick Park School, High Shaw School and Geoffrey Chaucer Technology College, who provided the participants for the project.

- Dorothy Okotie, Teenage Pregnancy Coordinator in Southwark and the Teenage Pregnancy and Elephant Links SRB6 for funding the Teens & Toddlers projects.
- Special thanks to the Learning and Skills Council who financed the training and who have been very active in their support of the training. Joyce Roberts visited the project and interviewed the trainee facilitators and LSC are assisting COUI in their exploration of accreditation both practically and financially. With their help COUI are working with hiring Training for Change to provide the skills necessary to take the accreditation of the Facilitator Training through to completion.
- ARK for their partnership, support and vision, all of which are enabling COUI to grow its potential and impact.
- Diana Whitmore for the endless hours of organisation she poured in, above and beyond the call of duty, to making the projects and training happening. For her excellent curriculum design and training skills that formed the core of the facilitator training. Lastly for the continuing inspiration of her vision and its driving force within COUI.
- Peter Hein for his excellent training skills providing a core part of the facilitator training. Also for the generous donation of many hours organisationally and his contribution of people and managerial skill to the running of the projects and the training.
- Stacey Millichamp for her training and supervisory skills and contribution to the facilitator training.
- Andrew Macdowell for his excellent research skills and input at all levels of training and project delivery.
- Jennie Hurley for her wide and varied skill set, and most importantly her incredible capacity to keep a cool head in the midst of the stress involved in administrating COUI and its various projects and trainings.
- The wonderful senior facilitators Duncan Bain Smith, Miranda Taggart, Laverne Walcott-Dahainy, and Lorraine Jury who generously donated so much of their time way beyond the call of duty.
- The counsellors who donated their energy and commitment.
- The Psychosynthesis & Education Trust for its access and support to its student population, and the provision of meeting rooms for training and supervision.
- Laura Huxley, without whose vision and commitment there would be no Teens and Toddlers.

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Participant Evaluation of Facilitator Training

Which ideas have you found most meaningful, helpful or challenging? Which exercises?

“Most valuable ideas were the practical tools and skills associated with working with the teens’ behaviours – getting through the difficult situations. Most challenging was the role play where I need to adopt positions I don’t naturally adopt (a good experience).”

“Identifying obstacles - recognising what pushes my buttons.”

What has been the high point or major learning of this course?

“Sub-personalities, and doing the session around seeing the young person as a person and not the problem. Doing the role plays enabled me to experience the feelings from a different perspective.”

“My major learning has been to truly develop an understanding of the situations/circumstances from which the young people come.”

“The major learning for myself was how to listen.”

“[I loved] the idea that the teen has the answers and POTENTIAL to find their own solutions and to find the solutions that are best for them as opposed to directing them/giving them the answer.”

What has been the quality of the conceptual content? Its organisation? Continuity? Presentation? Clarity?

“The quality of conceptual content has been excellent in its continuity, presentation and clarity.”

“The conceptual content was well grounded by exercises, especially how we can take these skills into our lives [and work] from now.”

“Very well presented – good balance between theory and praxis... not too structured, therefore still able to incorporate the needs of the group.”

“Conceptual content has opened some new doors for me.”

Has there been anything missing from the course or anything you would have liked more of given the time limits? Or was there anything which did not work for you or which could have worked more effectively if changed?

“I don’t believe that anything has been missed. My sense is that the right elements were included.”

“I would have liked to work some more on groups and the different dynamics which can take place in them.”

“Would be helpful to have additional practice in facilitator role-plays to consolidate skills learnt.”

What comments do you have about the course tutors? How was your relationship with the course tutors?

“I felt that they were very clear as to what they wanted us to learn and understand. I felt that the way the course was structured gave it a sense of playing and it didn’t feel like hard work.”

“I felt comfortable and at ease and able to try the exercises, I wasn’t afraid to be ‘wrong’.”

“The tutors were very skilled in all aspects of the course. They mixed theory with practical examples from their direct experience in the programmes seamlessly. I was thoroughly impressed by their quality, emphasis on learning, and acceptance of questions. Their relationship with the group was open, understanding and empowering.”

“I left feeling my own passionate impulse to work with these young people and to have a positive impact on their lives.”