BN: So yeah, if we don’t mind just sort of rewinding back, so what motivated you to be in this role, what is your role here, and then about the organisation, I suppose.

AP2: Well, it’s a charity. First of all, it’s a charity and I’m a trustee. I’m the secretary here, it’s called (name of) Youth and Community Centre and it’s extremely busy, which is great, and you can identify lots of areas where Train the Trainers could be very effective. However, saying that is how do you get around to that, how do you organise that training because obviously you need to be involved with other people. And whereas Train the Trainers what are you going to train in? How, what are you going to actually do as Train the Trainers, you know, in what aspect. And there’s huge amounts of things here as you’ve probably seen as you’ve come in, it’s extremely active and it works right through the ages.

BN: Right.

AP2: So, it works from very young to I shouldn’t say very old. I’ll say people of quite an age group.

BN: Yeah.

AP2: Someone like myself I think, who’s bordering around the eighties, you know.

BN: Wow. Yeah, it sounds great. So, what is the kind of attitude to health promotion at (name of) Community Centre?

AP2: Fantastic.

BN: Right.

AP2: Fantastic. There’s, as I say, it’s a huge area. It’s got plenty positives, but it’s also got very negative aspects as well because obviously you have care in the community which is a disaster. You look at the social aspect of the welfare and the financial situation we’re in and we run food banks from here.

BN: Oh right.

AP2: And daily you probably standing outside if you notice there’s sort of bread and food.

BN: Oh yeah.

AP2: And then people come along, but also, we also do I think it’s called a bread-and-butter thing that people pre-order and they pay a certain amount and they come and collect some provisions, food and that, and I’ve been quite amazed at how, unfortunately, how desperate people are. And that’s people not only sort of not in a working capacity but people who are actually working who can’t meet their financial needs, you know.

BN: Yeah.

AP2: So, in that respect there’s lots of areas of concern and of course as a community centre, we try and promote activities and obviously whereas health education, there’s not a great deal about the actual health education aspect of it, because it’s busy and it’s set up for activities as such, and provide people with an outlet to communicate with each other because a lot of them live on their own in isolation.

BN: Yeah.

AP2: So, it’s getting them out of the house and promoting that aspect of it.

BN: Yeah.

AP2: But as I say, huge, huge sort of area where you could get into, it’s just where do you start.

BN: Yeah. Yeah, there’s definitely a need for it, yeah. So, what kind of MECC training have you had? Obviously, you’ve done the Train the Trainer, but had you done any other sort of MECC training before that?

AP2: No. I’ve done one or two things but in my own, that’s my own sphere of being here, you know, and my background. I’ve done some aspects of that but not a great deal.

BN: Right.

AP2: And that’s why I went on the Train the Trainers to look and say well how best can we utilise volunteers for instance. You know, where there isn’t any, well there isn’t any real financial outlet, you know.

BN: Yeah.

AP2: So, and how do you utilise the people because some of the volunteers have got really excellent skills and have a lot to offer.

BN: Yeah. Definitely. And you just sort of mentioned your background there, can you talk a bit how your background, how you’d heard of MECC from your sort of background?

AP2: I think it started when, the MECC thing, started when I think it was something to do with the age group in the community and they were saying how to promote your health as you get older, and who was it who done it, was it name a few names in your area, was it (name) was it?

BN: I don’t know.

AP2: Anyway, it’s still going now, and this was really sort of centred around elderly people, how best can they, the best use of their time, quality of life. How do you spend your day, what are your daily living needs, and is there any way you can open that up, you know. Because a lot of people it’s very sheltered and they lead a very what I call a blinkered life.

BN: Yeah.

AP2: In isolation, unfortunately. And how do you get them out of that if you can.

BN: Yeah.

AP2: And I think here is a really excellent example of how you can do that.

BN: Yeah.

AP2: To a certain extent. But I would like to go beyond that and say well look at the people who come here, the skills they have, and say how can you utilise those skills to benefit the community further.

BN: Right. Yeah. It’s almost like the people who come here doing MECC as well.

AP2: Yeah.

BN: Yeah. Oh great. So, is that when you first heard of the term MECC, was when it was in kind of older people? Is that right? Is that when you first heard of it?

AP2: Yeah. Yes.

BN: Yeah. And so, has your kind of attitude towards MECC changed over time, like before and after doing the Train the Trainer?

AP2: Yeah. I think I mean it was very good. It highlighted quite a lot of things because obviously I’ve been out of training for quite a while, where I’ve been involved in teaching sessions, which I used to do in my role as a psychiatric nurse.

BN: Right.

AP2: And behaviour therapy. However, it’s still relevant but it needs updating, so to speak, or my skills need to be sort of refreshed I think would be a good answer.

BN: Right. Yeah. So, do you think your sort of skills around behaviour therapy lend themselves to MECC? Was it quite similar?

AP2: Yes.

BN: Yeah.

AP2: Yeah, there’s a lot there that you can sort of link up to where you can say I think I would feel confident if I was doing something in that sphere.

BN: Yeah.

AP2: But also, with the obviously, with the MECC training, was very useful and say how do you getting those skills and refreshing myself really as well.

BN: Yeah.

AP2: And getting the confidence as well, because obviously when you’re doing sort of teaching sessions it can be quite daunting at times, but I think that helped as well.

BN: Right. Oh, that’s good. So, if you sort of think back to before you did the Train the Trainer, what was your kind of understanding of MECC like before you did it?

AP2: Well, basically I thought it was just little sort of little what do you say, not really structures, little sessions, you know, where it’s just sort of people come in and they do whatever or they discuss and basically just basic interaction with elderly people.

BN: Yeah.

AP2: But of course, when I’d done the course, it was much more structured and much more sort of saying well yeah, that’s what I think it needs, it needs to be more structured so you can plan for it, and hopefully reach your sort of personal targets, how do you want your—

BN: Yeah, definitely.

AP2: And as opposed to something that isn’t, where you can say well how many people will attend. It might be two, there might be twenty and there could be more. It needs to be structured.

BN: Yeah. Yeah, definitely. And so, do you think you were sort of motivated to deliver MECC conversations and healthy lifestyle conversations before the Train the Trainer?

AP2: A little bit because basically what we were asked to do, there was a group of us who were asked to do actually speak to an audience. You know, you had a venue and through (name of location) Council we sort of were invited to do a little sort of speech on how what my quality of life is, how I spend my life, how I promote and say healthy living, for instance. How I mix in the community. So, that was sort of the initial stages of it.

BN: Oh right. So, you were already very involved in that kind of thing.

AP2: Well, involved certainly within a given area, which is here, you know.

BN: Yeah.

AP2: But I think it’s looking to be more broaden your horizons, you know, broaden your outlook as well.

BN: Yeah. And can you remember how motivated you felt to go and deliver MECC training before you did the Train the Trainer?

AP2: I was motivated certainly when I done the MECC course in that and I was looking forward to it, but the thing what I found was, was this gap. There was a void where I would say right, I’m ready to do what.

BN: Right, and that was after the training?

AP2: Question mark.

BN: Right.

AP2: Right, I’m ready. I had a contact with a few of the people on the course, for instance, and it was actually a lady who used to work here, and she said do you want to do the course together. Now, you know, like deliver any aspect of the MECC, and I think that’s a good thing, you know, like if there’s two of you, so you can get your message across better I think, and certainly in my background I’ve been involved where there’s been not just myself presenting.

BN: Right.

AP2: You know, this as well, and I said yeah well that’s a good thing, what are we going to do.

BN: OK.

AP2: Question mark.

BN: Yeah. So, why do you think that’s helpful to have two of you at the same time?

AP2: I think two minds is better than one. And you can sort of work off each other, you can certainly if you have a really positive rapport with the person then I think you can bounce off each other ideas and that as opposed to having a singular view. So, it’s basically saying well is more the merrier up to a certain extent, I think.

BN: Yeah.

AP2: But I think two, I’ve worked with more than two before, but two I think is good depending on your audience. Depending on who you’re trying to get the message and the type of group that you’re involved with.

BN: Yeah.

AP2: And the sensitivity, the confidentiality, depending on what it is.

BN: Yeah.

AP2: And there lies another tier, you know. Your subject is so broad, how do you narrow that down to target in on what you want and what you want to achieve.

BN: Yeah. So, you say you kind of felt like now what after the Train the Trainer.

AP2: Yeah. Yes.

BN: Why do you think that was, that you felt a bit confused as to what to do next?

AP2: Because it just it was really well right OK, I’ve done that, now how am I going to get my message across. What structure, you know, can be in place to actually try and achieve your objectives and there didn’t seem to be any support in that respect there.

BN: Really?

AP2: Of course, it’s always time as well, and people’s time, you know. And then you can guarantee if you say well, I’m OK for a certain day something will crop up, you know, that—

BN: Yeah.

AP2: So, it’s really looking within the organisation of it to say right yeah, you’ve done that, how do you carry on from there.

BN: Yeah, definitely. And so, you didn’t have any sort of support or resources after the Train the Trainer.

AP2: No. That’s what I found. That could have been due to me really. I think I could have on hindsight, I think I could have sort of had more interaction with the people who were on the course. The people who were on the course have a tendency, they were more sort of they knew each other.

BN: Really? OK.

AP2: Yeah, there’s quite a lot knew each other and—

BN: Oh, I’m surprised.

AP2: And certainly, I didn’t. I felt a bit odd but on the other hand I was made very welcome, and we got on very well, but I came out of the end of it and I says where do I go from here, you know.

BN: Right. So, are you familiar with kind of like the MECC Gateway, the NHS Futures, you know, where all the training is? Are you familiar with those sort of things?

AP2: No, not really.

BN: Really?

AP2: No. So, this is what we’re saying where, you know, we’ve done that part but how do you move and use those sort of skills that you’re developing, you know.

BN: Yeah. So, there wasn’t sort of resources signposted to within the training that you could use?

AP2: Yeah. So, what is the next step, you know, after you’ve done that what is your next step. I think there should be a clear, very clearly identified structure, you know, initially anyway to get you from there, done the course, to actually doing some sessions to either achieving anything. Like you’ve done this, how do you put that into practice.

BN: Yeah. So, what do you think that structure should involve to make it more helpful?

AP2: I think to me, well obviously the topics, what topics do you want to be involved in and do you feel sort of qualified in that respect? Do you feel as though you’ve got the confidence to actually get involved with that, you know.

BN: Yeah. And which topics would you say you would feel confident enough talking about within MECC, and which ones would you not feel confident?

AP2: Well, like I’d say anything in the voluntary sector, in health wise, taken from the very young to the very old, but within a community sort of setting as regards to daily living, health issues, topical things, you know, all the problems you have in the community. Sort of antisocial behaviour, etc.

BN: Right.

AP2: Them sort of things that actually concern people.

BN: Right. Yeah.

AP2: You know, how better, can we make our society better and in what respect, and that it’s a huge subject and narrowing that down to where you’re actually targeting in on particular things.

BN: Yeah. Right. Because I think the Train the Trainer core training focuses on like physical activity, smoking, alcohol, diet. Do you think those are relevant to you?

AP2: I think they’re very relevant. I mean again my background was dealing with, you know, in the last place I was employed in the health service I was at a clinic, and it was alcohol and drug abuse amongst other things and exercising obviously the behaviour therapy that I’d been taught, so yeah, very much around health activity, how best promoting health.

BN: Yeah, you think they’re all relevant for the training to be included.

AP2: Yeah. Yeah. Yes.

BN: And so, if we kind of then jump back a little bit, can you remember how you managed to access the MECC Train the Trainer? Were you invited by (name of regional MECC at scale coordinator) or someone, or did you kind of self-select to go on?

AP2: No, not really. Whether I’ve missed something along the way doing the training and then from that there hasn’t been really very much within sort of contacting and saying right (AP2), have you got anything, you know, you want to—

BN: Right. Yeah.

AP2: Get involved with.

BN: So, no one’s contacted you about that after.

AP2: No.

BN: So, do you think that would be helpful?

AP2: Yeah.

BN: If say (name of regional MECC at scale coordinator) emailed you?

AP2: Yeah. I think once you’ve got people attending, they’ve done the training, what are the objectives after that? Well, you’ll, you know, put them into practice. But it’s got to be followed up, I think. There’s got to be a structure where you say right, you’ve done that now how do you move on with the skills you’ve got and put that to good use.

BN: Yeah. Yeah. So, can you remember how you ever even got to find the training to do it?

AP2: Sorry, I’m not…what did you?

BN: So, can you remember how you found the MECC Train the Trainer training?

AP2: Yeah, I mean I found it, it was enlightening, it was good. There was good interaction. We had a good group. I think there must have been 14 or 15.

BN: All right.

AP2: People attending the groups. And they went very well.

BN: Oh, that’s good.

AP2: You broke up into groups at times and you done the different types of learning and that, so I found it really positive.

BN: Yeah. Oh, that’s good. And can you remember why you wanted to do the Train the Trainer training?

AP2: Yeah, like I say, it’s because identifying from here, from our community centre, you know, all the things I’ve identified. The sort of people who’s living in the community and the hardships that’s been involved. And young people, the lack of opportunity for young people is right through, basically, right through the ages. And here is a really good example of just the really very broad sort of age groups right from the very young to the very old.

BN: Yeah, which is great.

AP2: And having a place like this to facilitate that is, I think, is superb.

BN: Yeah.

AP2: And how do you sort of move on from that? You’ve got the centre, you know, you’ve got staff who are schooled in sort of lots of respects, but of course there’s always a but, isn’t there?

BN: Yeah.

AP2: And how, and keep looking, how can you progress, how can you benefit, how do you keep developing, how do you keep changing, because change happens all the time doesn’t it?

BN: Yeah.

AP2: How do you keep up with that change? What are the things that people are concerned with now? Are they different to what they were a year ago, for instance. Or are they worse, are they better?

BN: Yeah.

AP2: And how do you get their messages across.

BN: Yeah. So, needs to be topics that are relevant to the community that you’re in. Yeah.

AP2: Yeah. Yeah.

BN: And so, can you remember what you found particularly useful or what you liked the most about the MECC Train the Trainer training?

AP2: I think it was the sort of it wasn’t too disciplined, you know, or too structured. It was targeted. I think there was quite an age group as well. That was good. It was quite diversified really, but I found that, and it was at the pace that it was done at was comfortable as well.

BN: Right.

AP2: You know, you weren’t pressurised in oh you’ve got to get this done and then I found the time management was very good.

BN: Right. So, it was quite concise.

AP2: Yes.

BN: As you liked that.

AP2: And appropriate, you know. You weren’t trying to jam too much into any given session. It was targeted and as I say, structured.

BN: Yeah.

AP2: And you felt, well certainly from my perspective, I felt quite comfortable really.

BN: Oh, that’s good. And did you feel like you understood all the content that was communicated to you?

AP2: A lot of it, but some of it obviously not. No.

BN: Right.

AP2: Not, you know, some aspects of it was a little bit vague.

BN: Vague. Right.

AP2: Could have been sort of maybes targeted better, but again you know, again it’s looking at the groups that you’re actually with. And they were quite varied, you know. They came from quite a diversified sort of all over (name of location), you know.

BN: Right. Yeah.

AP2: So, obviously there was different needs there, different schools, different levels of understanding.

BN: Yeah. And was it all sort of voluntary sector people or was it a mixture?

AP2: No. No. Just the opposite.

BN: Yeah. Oh right.

AP2: Just the opposite. There were people who were being sort of coming from work and—

BN: Oh, right. Oh, like [23.56 unclear]. Yeah.

AP2: Or they’re actually being given time out for the course from work. I think I was one of the very few who was a volunteer.

BN: Right.

AP2: On my particular course.

BN: Yeah. And were they all sort of from more health care sectors?

AP2: They knew each other. A lot of them knew each other, you know. Or they certainly had interaction with those people before whereas I hadn’t. But that didn’t deter us. That wasn’t, I wouldn’t say that was a setback.

BN: Yeah.

AP2: It was just that’s at the sort of that’s what you were dealing with, and I was saying well am I in the right place here.

BN: Right.

AP2: You know.

BN: Yeah.

AP2: For what I want to do, is this relevant to me.

BN: Right. And did you feel like it was by the end, nor not?

AP2: Yeah. The lot of it, the training was structured where you could all, everybody could benefit from it, you know.

BN: Yeah. Oh, that’s good.

AP2: So, because obviously when you’ve got a group, what are their background, what are their interests, what’s their level of skills, etc. How do you actually target to those people, so it’s got to be quite broad, hasn’t it?

BN: Yeah. So, when you said parts were a little bit vague, can you remember what those parts were?

AP2: There was, I tell you what I find extremely difficult, and it’s used a lot in the sector, is everything is sort of cut short.

BN: Right.

AP2: Like we’re on about this now and I’m saying what does that stand for again, what is a TC and what is—

BN: Oh, like acronyms. Yeah.

AP2: I used to do it in the health service, but I knew it, but people are since saying well I done the GB you know, and then the FRA and I’m saying what in the heck, what’s that.

BN: Yeah.

AP2: Where’s this language come from.

BN: Right. Oh, so there’s a lot of abbreviations and acronyms and stuff.

AP2: Yeah. Yeah.

BN: Right. And is that what was vague about it?

AP2: That was, you know, and try and say well yeah, remember that and say right, and then obviously the next time you’re meeting and saying oh, what was that again.

BN: Right. OK. Yeah.

AP2: So, I think to abbreviate I think is good for people who understand, are in that sort of area. But I think it’s got to be where you actually say what it is. I mean we’re using it here, aren’t we?

BN: Yeah. MECC.

AP2: We’re using it here and you’ve got to think outside the box, you know, and say well abbreviated but use that what it is.

BN: Right. Yeah.

AP2: And it sticks after a while. Even in my brain it gets there eventually.

BN: Yeah.

AP2: But again, that was like I had to remember, or try and remember these little shortened what did that, now what did—

BN: It’s a lot to think about and keep in your memory, yeah.

AP2: Yeah.

BN: And so, were there any other bits that you didn’t like so much about the training?

AP2: Not really, because I’ve always been quite opened minded a person and I think my age factor comes into that because I take quite an open mind and I just go into it. I go into a learning situation because I want to, you know, and I’ve always been like that. So, not just your age, it’s just me personally I like to be sort of involved and how best to do that and what routes do you choose to be involved.

BN: Yeah. Oh, that’s good. So, yeah, there wasn’t any specific parts that you would change apart from the acronyms all the time.

AP2: No. Yeah.

BN: Yeah. Where am I up to. So, did you feel, after the training, did you feel confident to go on and then deliver training?

AP2: Yeah. Yeah. Again, I looked at my background as well and I used to do a lot of training and such, you know, so it hasn’t left us entirely. For I’ve been retired for quite a long time, but I’ve tried to keep updated and that’s why, as I was saying before, that’s why I was getting involved with the likes of doing the training, and saying well if I can keep up to date and I can get my message across to some of my peer group, how and will it benefit them.

BN: Yeah. That’s great. So, had you done sort of Train the Trainer training before? Or was it more that you’ve just had experience in teaching in general?

AP2: No, I haven’t done the Train the Trainers before.

BN: Yeah.

AP2: Obviously, with my background it was in teaching student nurses and basically in nursing care.

BN: Yeah.

AP2: And sessions on behaviour therapy, how best can you use that, and what models can you use in particular given sessions. It depends really what type of…it was behaviour therapy with…which can be quite varied, and you’ll say well what aspect of behaviour therapy would you use in this given situation.

BN: Yeah.

AP2: So, and sort of training people in that respect. What is behaviour therapy, you know, what is behaviour was a good, where I used to start, what is behaviour.

BN: Yeah.

AP2: And people can be quite puzzled with that.

BN: Yeah.

AP2: And it’s a simple thing, it’s everything we say and do. And it’s more or less like getting that message across to say how do you sort of measure behaviour. So, without going to too much detail, I like to try and keep updated with some aspects of that, although I haven’t practiced it for a long time in any given situation.

BN: Yeah. So, it sounds like you know a lot sort of about learning styles and how to delivery training and things like that. What did you think the approach was like of the MECC Train the Trainer training in terms of did it fit with your learning style? Do you think it would fit with a lot of people’s learning styles?

AP2: Yeah, I think it did. I think it did because I like to be, to involve your audience, to be actively involved in the training and it’s not a case of you sit there and I’ll, you know, the interaction is going to be there as well and I always try and encouraging that, and you can use them as good measuring tools as well as to how involved are they, how informed are they, are they taking in what you’ve been trying to…so, it’s good measuring tools you can use.

BN: So, you think that was a good approach in terms of teaching and learning for [31.46 unclear] training.

AP2: Yeah. Yeah. There was a relaxed atmosphere, you know, and you were encouraged to be involved.

BN: That’s good.

AP2: Which was, which I found very good.

BN: Well, that’s good. And like you say, so you were kind of one of the only people from the voluntary community sector. Did you feel like the Train the Trainer training was suitable and relevant to your sort of area?

AP2: Yes. For what I wanted to be involved with. I.e. you see you could come here. There’s certain levels of knowledge gaining here, and but I can see where Train the Trainers could be really helpful in, you know, you have staff who are very young people who are in their learning situation. Have you got any skills that you can pass on to those people so to help them do whatever them have got to do.

BN: Yeah. That’s great. So, obviously you feel like there hasn’t been much guidance, support for you after the training.

AP2: Unfortunately, no. Certainly from my perspective.

BN: Yeah.

AP2: I would have liked to have say like the follow up, right OK a couple, you know, whatever period after and say right, what have you done in that, have you done anything at all since we last met.

BN: Right.

AP2: And again, it’s like having measuring tools about, you know, are them skills, are you practicing any aspect of that. And I think that’s where you can actually be measured.

BN: Yeah.

AP2: Where you can use and say yeah, there was a following on.

BN: Because I think there’s like an app for that where you sort of register.

AP2: Yeah, there is.

BN: Yeah. Are you able to access that, or has there been barriers to that?

AP2: To a certain extent, but I haven’t really done anything in that respect. I think that might be down to me personally, but again I think there should have been more help there and pushing you and saying yeah, you know, get on the app and—

BN: Some more support kind of from a person rather than the apps and the websites and things.

AP2: Yeah. Because…yeah. Well, see I’m busy and I like to look at my time and say well down, I do all kinds of things, but the teaching aspect of it is important and how best can I get my message across in given situations and have I got those skills. And how do you develop those skills. It’s by practice I think, and that’s where I think there was a failing, if you can say a failing, I mean probably where I think there’s been a fracture where if that could have been followed through more and saying well you’ve done the course, how are you progressing now. Well, the course is finished, goodbye.

BN: Right. Yeah. And are you sort of familiar with the strategy group and the MECC forums and those kind of online meetings that they have?

AP2: I’ve done one online meeting that went, unfortunately went wrong, because of the…not because of the meeting itself. I couldn’t get online for some reason. It was keep getting blocked and what have you.

BN: Ah right.

AP2: But such is life. I mean, the Zoom meeting I’ve been on, again I’m involved with all and I go on Zoom meetings. Sometimes them feel, do you know, as well, but that’s like you say, that’s just part and parcel of like but—

BN: Yeah. So, do you think those sort of online meetings would help you feel more supported, or would you prefer that sort of personal connection with (name of regional MECC at scale coordinator) and that kind of chat and one to one things then?

AP2: I think both really.

BN: Right.

AP2: I wouldn’t say any one in isolation. I would say a combination of both.

BN: Right.

AP2: But certainly, I mean I think with the COVID thing, I mean you done more online which was good. It got you sort of involved and orientated to Zoom etc. But I think in my experience the best way to learn is you actually you’re to meet the people and you interact with the people physically.

BN: Yeah.

AP2: But I mean again, COVID it brought its not only health problems, communication problems that COVID brought, you know.

BN: Yeah.

AP2: So, obviously there was those difficulties as well.

BN: So, was your Train the Trainer training in person or was it online?

AP2: Yes.

BN: And do you think that kind of made a difference to your experience of the training?

AP2: And you could go, I think there was online as well, but I couldn’t get to much of the online, unfortunately.

BN: Right.

AP2: But yes, I think I mean as I say, the aspects of the personal training where you actually went to the community centre, sorry the city hall, and I mean they were very good.

BN: Right.

AP2: It was a good environment.

BN: Yeah. It’s good to be in person.

AP2: A good teaching environment.

BN: Right.

AP2: Whereas I find Zoom, you can be easily distracted from and then I’ve sometimes got to check myself because I’m a talker and I’ve got to say I think I’m talking too much.

BN: Ah no. Right.

AP2: And I’ve got to, you know, you’ve got to be measured, I think, and not to take too much of the time up.

BN: Right.

AP2: And when you go on the Zoom, sometimes you think you try and be measured here, just say what you’ve got to say as short as you can because obviously there’s other people want to.

BN: Yeah, I know what you mean, because on Zoom you can only talk one person at once whereas—

AP2: And it put you off and you’ve been talking for five minutes, and nobody’s heard you. They say oh no, they control it and you’re cut off.

BN: Yeah. Whereas in person you can have more sort of split off conversations, can’t you?

AP2: Yeah. Yeah.

BN: And so, have you been able to go on and deliver any MECC training to anyone here yet?

AP2: Again, it’s a very busy environment and it’s liaising with the project manager (name), who’s very busy. Because she’s a councillor, she’s also just been voted in as a councillor.

BN: Oh right. Oh wow.

AP2: And I’m also involved in I’m an election agent.

BN: Oh right.

AP2: So, it’s been extremely busy just in May.

BN: Yeah.

AP2: The May elections and so and it’s the first time I’ve been involved as the election agent and it was, what can I say, it was difficult, but it was an extremely good learning exercise.

BN: Right. Yeah.

AP2: A really good exercise, and I managed it, and I was really pleased about that.

BN: Yeah. Oh great. So, it sounds like so is the struggle more finding your time to be able to deliver it or the volunteers time to be able to go to the training, or both?

AP2: Well, it’s a mixture of both but also then the trustee here is it’s not, I wouldn’t say it’s hugely time consuming, but I do like to be obviously involved in lots of aspects of it. You know, there’s a lot to it, particular in finance we generate a one income and that in itself is daunting.

BN: Yeah.

AP2: So, but how do you get that message across to people, and you’ll get people involved within the community and say this is a voluntary organisation, how do we generate resources, who do we use our resources to the best effect. What problems do we have, so trying to get our maintenance is again is difficult.

BN: Yeah.

AP2: So, you’ve got to prioritise your time but again I put a high priority on if I’ve got a skill and there’s a need for it, I feel that that could be passed on and used usually by other people.

BN: Yeah.

AP2: So, the benefit of the Train the Trainer is it can be huge here, I think.

BN: Yeah.

AP2: If we can only get to exercise it.

BN: Yeah. So, it’s just finding the time mainly to do this.

AP2: Yeah. I think with the right sort of input, and I think that’s possible as well, you can create the time because you’ve got to prioritise your time and say yeah, that needs to be a priority. And we identify areas where the shortfalls are, where you think yeah, this would be very useful because we have, you know, people coming in doing job experience and things like that, coming from school where these young people are looking for guidance and how do you get your message across in a positive way.

BN: Yeah.

AP2: What does the future hold for them.

BN: Yeah.

AP2: Are they going to university. What jobs are they looking to go into. So, very diversified but and that’s where I think Train the Trainer can be fantastic if used appropriately.

BN: So, do you think would that idea be just to rain volunteers, or like you mentioned before, also community members that come here?

AP2: I think any age group. Any person who wants to set foot through those doors. The fact that they’re coming in, they must see a need or what you say there’s an interest there or there’s a need there then welcome them, which we do, and what are your needs, what is it that we can do for you in a positive way.

BN: Yeah.

AP2: And that applies to quite, like I say, it’s a big range from the youth. It’s called (name of) Youth and Community Centre. So, it’s right through the whole age sphere.

BN: Yeah. So, is there anything you would want to help you be able to go on and cascade that MECC training?

AP2: Yeah, the next step. What is it? What is it that you could offer me to say right well you’ve done that, is there anything that leads on from that.

BN: Yeah. So, have you been able to access like the slides online and the resources and things?

AP2: No. I must be honest I haven’t as yet.

BN: Yeah. Is it that no one’s told you where to go to look for them, or has it been accessing the website, or what do you think’s been [44.24 unclear]?

AP2: Well, there hasn’t been any positive communication to go on from, from the end of the course so to speak.

BN: Yeah.

AP2: Which hopefully I was looking for, you know, how do we move on from here.

BN: Yeah.

AP2: Obviously just to keep in touch would be—

BN: Helpful.

AP2: And again, I think it’s measuring too. You look and say well we’ve invested in their training, what are they doing? What are they doing with that? You know, that’s—

BN: Yeah. So, no one’s kind of following you up.

AP2: I would be saying well yeah, we’ve done that, well what’s he doing now then. Is he exercising any of that.

BN: Yeah. So, it’s kind of yeah, you just need more support in where to go for the different resources and things.

AP2: Yeah. Yeah.

BN: And do you think you would want to adapt the MECC training in any way to be more appropriate for the setting and the kind of people you see?

AP2: I think the setting, the general setting, was where they had the meeting was very good. A central place you’re looking at city hall where they held it, which obviously you’re looking at people come from all over different parts of (name of location) and the venue, I wouldn’t change that. I think that was excellent.

BN: Right. That’s good.

AP2: The actual teaching process, the actual course structure was good. As I say, I would put more emphasis on after.

BN: Yeah.

AP2: Say well what are these individuals doing now?

BN: Yeah.

AP2: Do they do anything as in teamwork or have they done anything together. So, again, it’s the follow up, isn’t it? The following up.

BN: Yeah. And would you feel confident sort of arranging a training session? Would you know kind of how to go about arranging one and do you think you would want some support there as well.

AP2: I think initially I would look for support, but once I think it had been done, I think then I will feel OK to do, set it up myself.

BN: Yeah. So, once you’ve done one, once you’ve had help doing one.

AP2: Yeah. Yeah.

BN: Then you’d feel confident in the future.

AP2: Yeah.

BN: Yeah. And so, what do you think about the Train the Trainer model as a whole? Do you think it’s useful and relevant for MECC to be able to cascade it down?

AP2: I do. Yeah. I do. I do think it’s as measured as it can be because as I say, you’ve got a wide variety of people involved in. I think it’s once you’ve done it, I think that’s where you need to possibly look to target in on actually what the individual would be involved with or happy to be involved with. So, again, it’s sort of saying right, well some would diversify here there and everywhere and then saying well how can we help those people to get into the areas that they want to be in.

BN: right. So, do you mean the trainers, how they can go and deliver training for their area?

AP2: Yeah. Yeah. So, you’ve done the course, now like you say what are they doing, what are they targeting in on.

BN: Right.

AP2: And again, I think that could be maybes asking too much but I think there’s about 14 of us who were on the course, what are each one doing now? Do they communicate with each other. I imagine some of them will because as I identified, they knew each other but for me it was a little bit in isolation.

BN: Right. Yeah.

AP2: So, how can you keep that person involved? How do you keep the group, for instance, involved.

BN: Yeah. So, do you think that would have been helpful to kind of carry on with that group that you did the training with?

AP2: In some, yeah, and just really to say well how are you doing, have you done anything, is there any help you want. Anything we can help you with. There’s got to be, I think, like a follow up and identify areas of achievement or non-achievement or lack of achievement really.

BN: Yeah. Yeah. And do you have any thoughts about the Train the Trainer model for ultimately encouraging MECC conversations? Do you think it’s helpful or not the best model for that?

AP2: Yeah. No, I think it’s very helpful. Yeah.

I; Yeah.

AP2: As I say, I couldn’t fault the actual structure of it because they had good measuring tools. You could say what is your objective, the start and the end today. So, today we’re doing this, you know, where A, B, C. At the end of it you say well we’ve achieved that. So, I found it very structured, and I found it [meeted] my needs and I’m sure that was the general consensus of the people who’ve done it, otherwise I think there would have been either people gone missing and generally the turnout was consistent.

BN: That’s good. Would you say there was anything you wanted the trainer, if you were to do that MECC Train the Trainer training again, is there anything you would want the trainer to focus more on or less on?

AP2: I think it’s difficult for the trainer because I think you will get quite a lot of individual sort of answers to that and saying well you cannot meet everybody’s needs in that respect. But I couldn’t really look back and say yeah, there was a particular theme which I felt was inappropriate or I wasn’t getting anything out of it.

BN: Right.

AP2: So, I think it was OK, it was quite measured.

BN: Right. So, it sounds like the MECC training itself, like what MECC is, you were happy with, and it was more then how do you go and deliver MECC training that you didn’t feel so happy with.

AP2: Yeah. Yeah. That’s right.

BN: Right. So, you felt confident about the topic but not about then how you can go and deliver it.

AP2: Then how do you actually practice what you’ve learnt.

BN: Yeah. Yeah, definitely. And it’s not that you’re not confident in teaching because you’ve done that before.

AP2: No. Yeah.

BN: It’s just how to teach MECC.

AP2: Yeah. I mean, you’re nervous in any given situation where you’re dealing with people, but you sharp settle down. When you’ve got a teaching session your experience sort of gets you through. You settle down and you get people interacting hopefully. And it usually I haven’t got to worry about that.

BN: Yeah.

AP2: I’ve always liked to be well prepared. I do my homework on what I want to turn the message I’m trying to get across, and hopefully that is achieved at the end of it.

BN: Yeah.

AP2: Because I have canny measuring tools, like we can measure and say well you can see if you’ve had any effect on them, on your audience.

BN: Yeah.

AP2: Have the [52.31 unclear] anyway, just and one experiences where there’s been difficulty.

BN: And so, there’s kind of a couple of strategies that have come from previous projects. I just kind of wanted to run them by you and see whether you think they would be helpful or not in helping you cascade training, so if there were sort of refresher Train the Trainer sessions.

AP2: Yeah.

BN: Do you think that would be helpful for you?

AP2: I think that would be very helpful.

BN: Yeah.

AP2: For me personally, and yeah, I’m sure I don’t know of any of that group what do they do, how or if they’re practicing, what they’ve learnt. So, I don’t know. I’ve got nothing to measure, I’ve got nothing to say yeah, out of that group X, X, X is involved with.

BN: Yeah. So, if you went to a refresher MECC training session do you think you would want to go with that original group and kind of keep a bit of a cohort, or do you think it would be just as helpful to just turn up with another random group?

AP2: Well, I think probably it would be nice to see the people who had been on that, however if everybody had done the Train the Trainers then it wouldn’t matter to me. Obviously, we’re all in the same boat. We’ve done, so therefore hopefully the refresher would be good for everybody.

BN: Yeah.

AP2: So, I think you can generalise there.

BN: Yeah. And what do you think in terms of the affordability, the practicality, whether it would be acceptable about refresher training?

AP2: Yeah. I think finance, I mean money’s the common denominator, isn’t it?

BN: Yeah.

AP2: It’s you know, and we’ve all got to work around those sort of complications. However, I think it would be a good investment because what do you want at the end of it? Certainly, from the trainer’s point of view is did I get my message across, if so how. It was OK, the course went very well, what are they doing now.

BN: Yeah.

AP2: And as an individual, I’ll be saying well I’d like to know if they’re practicing any aspect of that. For my own peace of mind.

BN: Yeah.

AP2: Was it cost effective, you know, and I think it would be because then you’ve got something positive, or you’ve got something really tangible there. People say to you well I’m doing this and I’m doing that, or you’ve got me saying well I’m sorry but I haven’t really done anything in that respect.

BN: Yeah.

AP2: But I would like to.

BN: So, do you think those refresher training sessions would be a time to share that and kind of bounce off each other?

AP2: Yeah. I think you’ve got to be transparent. You’ve got to be honest. Has it achieved or it’s set out to achieve, and without hurting anybody’s feelings, it’s not about feelings as such, it’s about is if you’ve achieved what you set out to achieve and be honest about that and give an honest appraisal about it, like I have the course itself was great. It’s the after where I feel unfortunately that there hasn’t been that follow up to say right.

BN: Yeah.

AP2: I mean, that could be due to me as well. Me as individual saying well the avenues are there, you haven’t used them. But I haven’t been encouraged to use them or there hasn’t been—

BN: No, you haven’t had any support.

AP2: And I haven’t, maybes that not comfy enough to carry on and say right I’ll go online and I’ll—

BN: Yeah, definitely. And then so another sort of I suppose we’ve kind of discussed this, another sort of strategy. Do you think it will be helpful to have peer support networks or groups where you could share experiences, resources and knowledge?

AP2: Yeah, I do. And we’ve touched on finances and resources. There is, like here, there is a lot of resources here which can use where it doesn’t involve any actual tangible, you know, finance by saying well, we’ve got to pay for this. I mean people’s got to get from A to B and etc. but it can be very, what can you say, very beneficial and cost effective, I think.

BN: Yeah.

AP2: You know.

BN: Yeah. And do you think it would sort of be again acceptable, affordable, practical, easy to implement those kind of peer support networks?

AP2: I think they can in venues. You’d say well yeah, we have the…we provide the teaching skills. It’s the venues. Obviously, you say well where do we go, how much do we pay for a venue. There’s cost attached. What will it cost to do this. For instance, here I could say right, can we organise a free venue. Come here, use the facilities here free of charge because it will benefit the people who come here.

BN: Yeah. So, those sort of peer networks. Obviously, the strategy group’s all online, do you think it would be helpful to have in person?

AP2: To actually come out of the, you know, and say meet the real world. This is what people are experiencing and this is what you hope, your teaching sessions is, the messages you want to get across and the subjects you’re choosing, are you achieving anything after this.

BN: Yeah. Yeah. Well perfect. That was everything I had to ask you. Is there anything you want to add you feel like we haven’t gone over that was in your head before the meeting?

AP2: Well, I think it’s more than what I anticipated but I hope I haven’t been…I hope I’ve been constructive and—

BN: Oh definitely, yeah.

AP2: And I hope that’s a good thing for the people for the future. No, I haven’t really got any more to add unless you—

BN: Perfect.

AP2: Unless you want to ask any more questions.

BN: No, no. It’s just to make sure you’ve had your sort of say and made sure you’ve said all the things you wanted to say, basically. So, thank you very much, I really appreciate it.

[End of recording]