



# BECOMING A MAN: FROM THE US TO LAMBETH

May 2020

# AGENDA

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1. An introduction to BAM
2. Why adapt?
3. Adapting the curriculum
4. Adapting the implementation teams
5. Next steps

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# AN INTRODUCTION TO BAM

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- **Two-year, group-based** intervention delivered **in schools** with **adolescent boys**.
- BAM tries to improve **education outcomes** and reduce **criminal activity** by promoting **positive youth development**
- Developed by **Anthony Di Vittorio** by combining different approaches e.g. 'men's work', clinical psychology, group development, youth work

# AN INTRODUCTION TO BAM

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## POSITIVE YOUTH DEVELOPMENT

- Integrity
- Self-determination
- Positive anger expression
- Respect for Womanhood
- Accountability
- Visionary goal setting

## CORE ACTIVITIES



## rites of passage

- The Mankind Project
- 'Ruthless self-examination

# AN INTRODUCTION TO BAM

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- Developed in Chicago 10 years ago by **"Tony D"**, it has scaled rapidly after **two favourable RCTs** and a personal endorsement from Barack Obama
  - 20 counsellors in one city to 200+ counsellors in 4 cities and 2 countries
- Brought to London for the first time – delivery started in schools **this year**
- We are conducting a **feasibility study** with their first cohort of young people.

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# WHY ADAPT?

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- Evidence-based programmes from the US often struggle to reproduce positive effects in UK and elsewhere (e.g. MST, FFT, FNP)
- Possible explanations include (i) poor intervention-context fit in new setting or (ii) adaptations that undermine core functions
- Therefore, need to adapt BAM in Lambeth to ensure a good fit while staying true to the elements that made BAM effective in the US



# WHY ADAPT?

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## TWO WORKSTREAMS

1. Adapting the **curriculum**
2. Adapting the **implementation teams**

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# ADAPTING THE CURRICULUM

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- The **'BAMual'**: a 30-lesson manual covering the content that should be delivered in the BAM circle
- Working group set up to **work through the curriculum lesson-by-lesson** and make any necessary adaptations, including representatives from the developer (YG), the delivery partner (MHF) and the evaluation team
- **Our role**: Collect information on aspects of adaptations that might influence feasibility of programme, including whether they were **'surface'** or **'deep'**

# ADAPTING THE CURRICULUM

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## SURFACE

- Superficial changes to **language** (e.g. 'city blocks' to 'streets')
- Changes to **cultural references** (e.g. baseball to football)
- Changes to some of the **rituals** e.g. 'check-ins' and 'check-outs'

## DEEP

- **Tribal societies**
- The '**savage**' and the '**warrior**'
- The '**self-liberator**' and the '**oppressor**'

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# ADAPTING THE IMPLEMENTATION TEAMS

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- Whether counsellors can implement and participants can engage in BAM depends on a number of factors e.g.
  - Skills and experience of counsellors
  - The school environment
  - Wider systems and communities
- The delivery model includes a number “**Implementation Teams**”, designed to ensure these contextual factors support rather than impede implementation and impact.
- **Our role:** Support partners to consider differences in these wider contextual factors between London and the US and their implications for implementation teams.

# ADAPTING THE IMPLEMENTATION TEAMS

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## RESULTS

- Where possible, MHF endeavoured to **maintain alignment** with the original model (e.g. profile of counsellors)
- Where discrepancies were identified, MHF had already taken action to address these in the **overwhelming majority** of cases, due to:
  - Long pre-implementation period
  - Strong, open and honest relationships between partners
  - Developer's previous experience in trying to adapt BAM to new contexts in US

# ADAPTING THE IMPLEMENTATION TEAMS

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## NO DISCREPANCY

- Counsellor profile
- Strategy for recruiting young people – preventing negative labelling

## DISCREPANCY IDENTIFIED AND ADDRESSED

- Responding to **COVID**
  - Recruitment/training of counsellors
  - Brief encounters
  - Supporting schools
- Responding to BAM's **lack of profile** in London
  - Schools
  - Community



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# NEXT STEPS

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## ADAPTATION

- For some areas, we don't yet know whether there will be discrepancies (e.g. profile of participants)
- For other areas, adaptations to discrepancies are still in progress (e.g. clinical supervisor)

## EVALUATION

- Continue to document adaptations as they emerge
- Try to establish
  - Alignment with core function
  - Acceptability/feasibility/appropriateness of form