

Youth - Professional Training in Partnership

INTRODUCTION

In this paper, we will briefly discuss the most common and most used methods that trainers apply and have so far given the basis for a good practice In PYP Project. To begin analysing cross-cultural training methods which incorporate into "Train the Trainer" method, we need to establish the notion that most people are cultural ethnocentric. This basically means they use their own knowledge, experiences, habits and concepts to form opinions about other cultures and judge behaviours of others. Once, this is understood, the training will be developed to teach and encompass this notion and when trainees begin to learn about other cultures and customs, the acceptance and excitement of belonging and not to the only very well forms of behaviour that will slowly dissolve but to the community in large.

DEVELOPMENT OF TRAINING METHODOLOGIES

Training Focus

The focus of this training programme is about honour based violence towards women and harmful practices (HP) such as forced marriage (FM), female genital mutilation (FGM) and domestic violence (DV), in order to raise awareness on a wide scale. The best methods of "Training the Trainers" need to be probed and totally explored before the implementation by experienced trainers. Methodology depends very much on a group dynamic, set goals and expectations of both, the trainer and the trainee.

A "Train the Trainer" methodology comprises of training professionals to transfer the knowledge and understanding learnt about the relevant issues and their skills regarding mentoring training in order to train a group of young mentors thus enabling them to become mentors to young mentees. A 'Mentoring Handbook and Resource Materials' pack has been produced to help the Trainer, Mentors and Mentees with the process of the Mentoring programme and important information and administrative documents are attached in its appendices, for mentors and mentees to complete.

Training Methodology

In developing both the overall strategy and the detailed session plans for training from the objectives determined it is essential to follow a structure and methodology that will be most effective for the mentoring training environment, considering factors such as:

- Cultural environment
- Available relevant training resources
- Available timeframes

It is recognised that task-based learning is better accomplished in face-to-face training sessions rather than from book study, which is why the 'Mentoring Handbook' will not be the only form of

training methodology and will be accompanied with mentoring sessions between the trainer and the learners/mentors. Therefore, this Mentoring Training Programme consists of a designated number of sessions whereby the trainer can conduct the Mentoring Programme. The method of face-to-face training should be able to be implemented in this instance and this training will not be suitable if mentors who are not able to attend the sessions with the trainer. As a trainer, you will be provided with the lesson plans and training materials in order to deliver the mentoring training.

Types of Training Methodology

The Mentoring programme will be delivered using various training methodologies to ensure it is delivered effectively and to optimise the beneficiaries learning. The training methodology used will be varied and as interactive as possible, this has been proved to be the most beneficial for learners. It is important that the trainer assess each training method implemented and to get feedback from trainees to see if they preferred or indeed gained more from the method used. The trainer can then take the results from the most popular and most effective methods to design a specific training program which incorporates more or less of a training method.

Train the Trainer methods that incorporate elements of:

- Cross Cultural Methodology of training
- Reflective Methodologies

Cross-Cultural Methodology

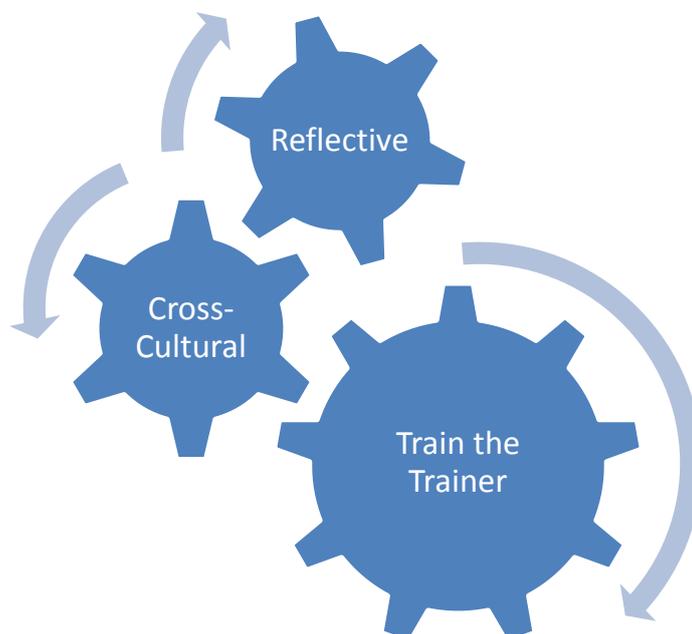
What does it entail?

- The ability to influence, lead and manage mentors/mentees from different countries and cultures
- Cross Cultural strategies and techniques are key to avoid cultural mistakes and misunderstandings that damage relationships between mentors and mentees.
- The training covers up - to-date knowledge of cultural values, attitudes, expectations and country customs globally.

“If we are going to live with our deepest differences then we must learn about one another.”

— Deborah J. Levine

Reflective Methodology



What is reflective practice?

Reflective practices are methods and techniques that help individuals and groups reflect on their experiences and actions in order to engage in a process of continuous learning. Reflective practice enables recognition of the paradigms – assumptions, frameworks and patterns of thought and behaviour – that shape our thinking and action. It also allows for the exploration of broader questions such as:

- What are the paradigms that shape not just our own actions, but development as a whole?
- How does our position relate to the assumptions we make? Are these constructive or destructive to our goals?
- How are our goals themselves limited by our paradigms?

By trying out methods of reflection and personal inquiry we can nurture greater self-awareness, imagination and creativity, as well as systemic, non-linear modes of thinking and analysis.

What use is reflective practice to a development professional?

Reflective practice can help us understand our own intentions, values and visions and support us to work in a challenging field where our ethics and morals may be tested, where power relations may be decidedly unequal, and where we may be working in emotionally and physically demanding environments.

The programme used the following teaching methods and tools will be used in order to deliver the PYP 'Train the Trainer' programme:

Presentations

Presentations or more specifically, *PowerPoint* presentations will be included as part of each session training, in order to provide a more visual and interactive training session. It is common knowledge that presentations which are delivered using this method are more effective and as learners are able to pay better attention and follow the slides more coherently. On the flip side, learners may be asked to create their own presentations/ findings as part of their independent learning, to grasp a better understanding of a particular topic and share their findings with others.

The other advantage of *PowerPoint* presentations is that the slides be easily printed for the information of the learners. It also allows for pictures and links to be inserted in such presentations to enhance learning by giving a better overview/knowledge, attracting the attention of the learner and breaking up large chunks of text which may prove to be tiresome to the eye.

Worksheets/ Materials

This is a fundamental method of training as worksheets and reading materials are highly useful for learners as they can read, digest and keep them for reference in their files. Printed materials are essential for each class so that the learners can easily follow the sessions and make notes on them which they are able to keep. These could include materials from other websites and authors which discuss topics based on HBV and FGM, as well as materials which the trainer themselves has provided based on the content of the training session. Materials and Worksheets should be numbered and clearly titled for ease of filing and finding from the contents page in the learner's folders.

Group Discussions & Tutorials

These will take place in a classroom where a group of people discuss issues. The benefits of group discussions on the programme is such that any information learnt and talked about by the trainer can be discussed amongst the mentors in order to consolidate their own personal understanding and exchange ideas. Group/paired discussions is good method of creating and bringing to light different perspectives and understandings of the talked about areas.

Group discussions are a more valuable form of training method than lectures, as it makes the session interactive and inclusive of all the participants as it allows a means for all learners to discuss issues suggested. It also enables every participant to voice different ideas and bounce them off one another.

Films & Videos

We are fortunate to have an ample amount of films and documentaries on the subject of honour based violence, forced marriage and FGM. To be truly effective, training films and videos should be geared towards a specific objective. Only if they are produced effectively, will they keep the trainees attention. However, the audio-visual element of this training method will undoubtedly, capture the trainees' attention.

They are also effective in stimulating discussion on specific issues after the film or video is finished. Films and documentaries are good training tools, but have some of the same disadvantages as a lecture - i.e., no interaction from the trainees. However, worksheets will be given to participants in order to consolidate their understanding of the film/video/documentary. Trainers may wish to show short videos as a break from another training method, i.e. as a break from a lecture, in which case this is not necessary.

Guest Speakers/ External Speakers

Guest speakers/external speakers may be invited to attend the session in order to provide more extensive or specialised knowledge on a particular area. For example, in the past we have invited HRH Muzvare Betty Makoni, to deliver a presentation on FGM, from the different perspective, that of a survivor of violence against women and girls. Other external speakers could include trained FGM and HBV specialists to give a more interactive and detailed presentation. The advantage of this could be that they have dealt with many case studies and can share their experiences which would be a different perspective from that of a survivor, but as someone who can spot the signs and similarities of such violence against women and girls. The other advantage of having such speakers it breaks up the monotony of the training sessions.

Independent Learning and Research; Planned Reading, Online Links/ Videos

This is an essential part of teaching and learning methods as it gives the learner an opportunity to do their own independent learning outside the training room. In some instances, some learning materials may be more beneficial to study at home, independently.

Planned Reading

This is an important method of independent learning and should be set in most training sessions. Arranging for the Mentors' to complete a particular reading is beneficial as this can be done as part of home-work and counts as outside-classroom training. This way the mentors can complete the reading set for the next training session to grasp specific issues and be prepared for the next training session. When texts are too lengthy to read in class, it is advisable to set them as home-reading to utilise the assigned time set for the training sessions. Some reading resources may require undivided concentration which may only be achieved if the learner is in quiet environment. Unlike interactive class reading, whereby learners take it in turns to read small extracts aloud, some readings may not be suitable to read in this method due to the content or their length.

Online Links/ Videos

Online links to watch/ complete may be too lengthy to go through as a class or large group and may again, require undivided attention. These materials may also not be compulsory but rather, optional viewing for the learner, which is why it should left to the decision and device of the learner, whether or not they wish to watch or complete.

Key things to note for the first day of the Mentoring Training ...

- Use of icebreakers in training sessions
- Setting ground rules
- Confidentiality and Equal Opportunities
- The training cycles
- Understanding learners needs
- The learning environment
- Learning styles and theory
- Developing a session plan
- Setting aims & objectives
- Gaining and maintaining attention during training
- Assessing and evaluating learners

Conclusion

Many avenues exist as part of the mentoring training methodology. As mentioned in the above, the following methods and means will be used to provide a holistic and varied form of leaning for the professional young mentors. The key to the training is to keep it as interactive when possible but also to be able to provide them with reading materials and worksheets for their information to keep in their files, as it is important to have their work and findings recorded so they can look back and refer to.

It is essential, to try various methods, probing the group dynamics, gathering information necessary to assist with professional training according to the needs of the communities we work with.

Working with professionals could have its own challenges where about many have their own ideas, developed their own approaches to training, adopted the attitudes that may need to be adjusted during the programme; inevitably part of hiring highly professional and intuitive trainers. This way we will insure success, smooth running of the training and positive outcomes.

Enabling, professionals to bring their own experiences and knowledge to the development, delivery and general implementation of the training is however, vital. Achieving such a balance is precisely what we have focused on.

