



African
Women's
Organisation

Methodological and Technical Aspects of Training Sessions

Attachment to Training Kit
Prevention and Elimination of Female Genital Mutilation
among Immigrants in Europe



EU Daphne Project

Methodological and Technical Aspects of Training Sessions

Attachment to the Training Kit

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Acknowledgement

The African Women's Organization with the partnership of RISK (Sweden) and VON (the Netherlands) has prepared an FGM teaching aid kit for use in Europe targeting community and religious leaders and communicators as the entry point. The kit is for the use of trainers who will be providing training and information on the main aspects of female genital mutilation. To have effective and systematic results, it is necessary that the trainer should be armed not only with the essential information but also the techniques of presenting the information in a simple and understandable way.

This attachment of the kit provides the methodology and techniques of presenting the material in the kit. It can also serve similar trainings on related subjects, such as harmful traditional practices. It is presented in simple, easy to follow to understand and to implement.

This attachment has been prepared for the African Women's Organization by Prof. Günter Klingenbrunner. Prof. Günter Klingenbrunner works for Horizont-3000, former ÖED, an NGO involved in the development programmes of the developing countries and has broad experience of preparing training material and giving trainings for NGOs and individuals involved at the grass-root level.

The African Women's Organization and its partners are very grateful to Prof. Günter Klingenbrunner for this input and involvement in the training of trainers.

Etenesh Hadis

Project Coordinator

Preparation

"Public speaking" and "oral presentations" are descriptions which cover an enormous range of activities.

We may be making a speech to a major conference in front of a large audience or in the context of a training session with a rather small number of participants, connected with a number of teaching materials, teaching tools and various media.

Rule 1 is definitely to:

- be properly prepared,
- know the kind of audience,
- know the educational level and capacity of your audience,
- know the location and the special circumstances,
- know the time-frame,
- be "on top" of the teaching content,
- be authentic and have enough self-esteem,
- be empathic with your audience, etc.

Rule 2 should be to have a proper knowledge of handling of the material and media you are going to use, meaning you should be sure and acquainted ahead of time.

Rule 3 is a proper selection of your teaching content, - "LESS COULD BE MORE" - no overloading, not demanding or expecting too much, but also not demanding or expecting too little, depending on the nature of the occasion.

The starting point for your analysis and preparation will be to ask in advance whoever invited you to speak, or talk to organisers and audience who have attended previously, to get some useful information.

Finally you should define clearly - alone or with the organisers - your aim and objectives.

Some speakers or presenters worry about such things as "making a fool of myself", "drying up", "not finding the right word", "not knowing what to do with my hands" etc.

But the real problem is the worry itself, not the form it takes.

By following a few simple steps, you can improve your performance as public speakers, reduce your anxieties and discover that public presentation can be not only deeply satisfying and rewarding in a long run, but even great fun, no matter how serious the content and issue may be.



How to Start

A **good start** – which needs to be prepared as well!! – is more than half the battle. The **opening statement** should address the audience, friendly, clear, setting the stage, the time frame, the content/program and the "rules".

If necessary, you have to **introduce yourself**, who you are, where you come from, what your experience and background is and why you were invited to teach this workshop/seminar etc.

If you are known to all or most of your audience this can be short.

To "warm up" it is always helpful to open with a **general introduction**

- individually
- after a short conversation one can introduce his/her neighbour
- on a prepared or spontaneous poster (like a "mini-presentation"!)
- on a poster – on the floor – you can write or draw something personal, and explain the phrase/word/picture to the group
- from a pile of pictures/photographs you choose one and explain your choice
- you show and explain some personal – meaningful object

Depending on age, gender, size of the group, mutual knowledge etc., you could start with a song, a prayer, a game, a role-play-introduction.

A proper balance of humour and serious and professional information is vital and important.

This starting point can influence the flow of the session, the atmosphere, the openness, interest and participation and a desirable positive result and outcome.

Collecting Expectations

Since you are not the only one to know about the issue, there are most likely lots of people with **knowledge, expertise and experience**.

Input is only one possible source of information; therefore, you should emphasize on **sharing and working together**.

Another important aspect is the immediate **practice and transfer** into the day-by-day-situation of our professional routine.

This session is mainly designed as **INPUT-PRACTICE** approach.

After the introduction you have to ask the participants what their expectations are, expressing their needs, their apprehensions, their fears, their individual interests combined with prior experience.

Possible methods to collect the participants' expectations, etc. include:

Brainstorming, Mind Map, Poster, Cards, Group Work, Asking Questings ...

In that case it is very important to take all comments seriously, not to omit anything they said, possibly discuss certain priorities.

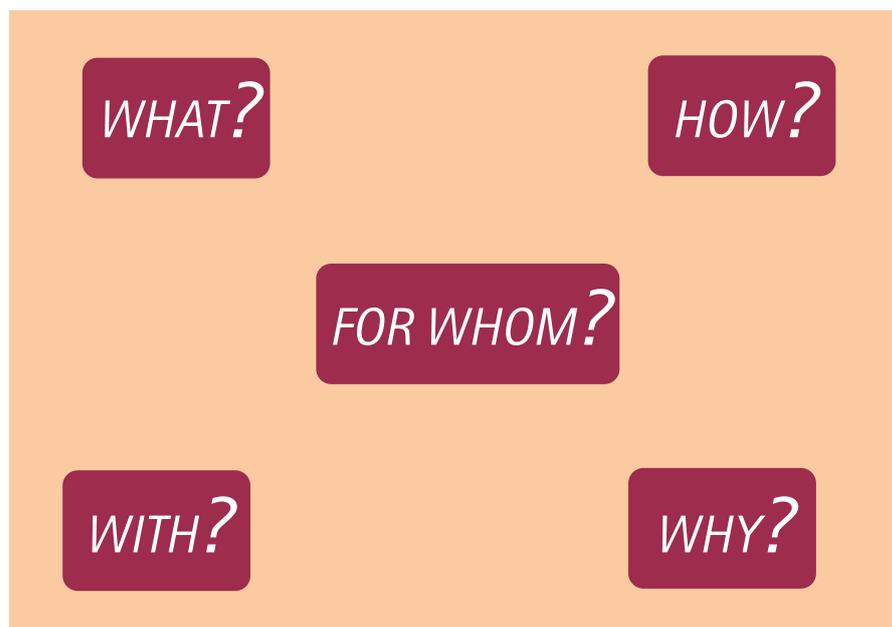
(At the end of a session one should be able to evaluate the results, data and findings by comparing them with the collected questions from above.)



The General Framework

The following framework is meant to be a helpful instrument for preparing and structuring a workshop or a training session.

Five questions determine the choice of methods, material and media in order to fit the target-group and to meet the objectives.



These questions are interrelated and connected and determine a training and teaching process. They can be changed and adjusted for any specific situation.

- WHAT?** helps to choose the content, the themes, the issues.
- HOW?** helps to choose the proper method.
- WITH?** helps to choose the proper material and media.
- WHY?** defines the objectives and finally the desirable results.
- FOR WHOM?** according to the target group we have to choose all of the above.

(This framework can be used for a short speech or a presentation as well as for a day-long or a week-long workshop or i.e. a semester-curriculum.)

Training Methods

Methodos (Greek) means "the way" (to reach a goal/target).

Methodology is the concept/science of using certain methods in a teaching or training structure.

There is no single right or wrong method.

Choosing a method depends on various factors/questions:

- Does this method lead us to our goal/objective?
- Does this method fit to our subject/issue?
- Does this method address the target group?
- Are all participants able to handle the method?
- Is it possible to realize this method (under the given circumstances)?

Normally one **combines** and/or **varies** different methods, especially if one thinks about the pedagogical paradigm of "**BREATHING IN – BREATHING OUT**", which means a change or swap of being active or being passive (from the point of the listener, participant, student etc.).

Also one should **not copy** another person's style or methods because of the difference of personality, character, attitude and approach.

Each trainer will collect and adapt a **set** of suitable methods for certain training and teaching situation.

He or she will find **advantages** or **disadvantages** of a method according to the theme, the circumstances, the personal preference and ability, the target group etc.

In this particular training set it will be a main task to **find and define** fitting methods and to look at the **pros and cons**.

Here are some of the most **common methods** for a "**trainer's toolbox**":

- The lecture.
- The presentation
- The conversation
- The discussion / debate
- The role-play
- The group/pair-working
- The brainstorming
- The mind map

All or at least most of these methods will be tried out and explored and put into practice (**LEARNING BY DOING**).



Material and Media

Material and media properly used **will help** to make a successful teaching or training session.

They will support your speech or your presentation and are essential to **visualize**. (see next page!)

In using or producing material and media one can be extremely **creative**, adapting them to the concrete situation, to the audience, the circumstances etc.

What is said earlier is also important in this chapter:

One should **not copy** another person's style or technique because of the difference of personality, character, attitude and approach.

To **combine** special material and media and to **switch** from one to the other is again a matter of practice and experience.

Very **important "tools"** are your own voice, your gesture, your body-language, your eye-contact, your sense of humour, your authenticity, your competence, ... – all of that can be **supported** by media and methods, but can **never be replaced** by them.

Again in this training we should **assess, discuss** and **try out** the most common media, look at their **advantages and disadvantages**, whether available at certain places, how to use them properly, what mistakes and pitfalls to avoid and how to maximize their usage, also in terms of your individual preference and your prior experience. (LEARNING BY DOING)

Some of the **"helpers"** for a successful presentation:

- The blackboard
- The whiteboard
- The flipchart and the poster
- The overhead-projector and foils
- Slides, videos, power point, films, (audio)tapes
- Models, pictures, drawings, displays

Visualization

*Using the proper media and material you can easily support your speech and your presentation –but without doubt there is one essential key and definitely a **MUST**, called **VISUALIZATION**.*

You **think** 100% - you **say** only 80% - the audience **hears** only 60% - and **understands** 40%.

To minimize that **loss** you have to use more channels to receive a message or a lecture.

A combination of the **hearing and seeing** aspect, using techniques of visualization is the simple answer to that problem.

Very often we talk (or listen) during most parts of a teaching or training session, people get tired and/or distracted.

They need to be **activated**, methods need to be changed, and their own prior experience and knowledge should be added, shared and discussed with the rest of the group in order to keep them interested and focussed.

Not only the teacher/trainer has some "wisdom" to share, normally there is already a lot of **competence in the audience** which needs to be utilized – also to show respect for your vis-à-vis.

Composing a poster, an overhead-foil, a drawing, a hand-out etc. you should be **aware of certain mistakes** often (!) being made:

- Do not overload your "product".
- Write legible (size, own handwriting needs PRACTICE!).
- Use structure, symbols, and colours.
- Change and combine methods and material, combine media and material.
- Proper material available?, functioning ?, electricity, bulbs,...
- 3-T-rule "touch-turn-talk".
- Symbols, colours etc. may have different meanings to different people/cultures.
- One poster, picture, drawing etc. does not have the same impact and meaning to everyone.
- Prefabricated material can "miss the point".

Since this chapter covers one of the most important issues it is necessary to **exercise and practise** as much as possible.



Handling Disturbances and Difficulties

Certain disturbances or difficulties you cannot plan or foresee, also the way of handling them is not easy to practise ahead of time, but you should be aware of things that can happen, without getting "paralysed"!

A few points can be thought of in advance:

- How do you address "Hierarchy" in your audience?
- What do you do in case of a black-out?
- How can you encourage "silent participants", discourage "too active participants"?
- How can you handle participants who dislike you or your style etc.?
- How can you handle "accidents"?
- What do you do if you run out of information?
- What do you do if you run out of time?
- What do you do if the audience gets tired (because of weather, heat, lack of oxygen ...)?
- Using Energizers

These points can be **discussed** during the training, some people might share their own prior experiences, and how they were able to deal with those difficulties.

In that case **sharing** seems to be more effective than an input from the trainer.

Leading Discussions

For a fruitful discussion there are certain points and procedures to be observed:

- Introduction, setting the theme, setting the rules and observe them.
- Setting the time frame, setting the length of contributions.
- Setting the goal, keeping the goal in mind during all contributions.
- Conclusions/part-conclusions after 3 contributions.
- Activate participants (encourage, discourage/mellow down).
- Questions, clarifications, impulse.
- Minimize long side-discussions/dialogues.
- Suitable start, suitable finishing statement.
- Leader of discussion is not active part in the discussion (mediator, moderator) but always actively present, not detached, but not "therapeutic", not judging, not to take sides.
- Permanent eye-contact.
- Co-moderation is helpful to monitor the flow and order of the discussion.

Evaluation, Feedback

After a seminar/workshop/training/presentation etc. it is always helpful (for the trainer and also for the participants) to conclude with some sort of evaluation.

Possible methods:

- Feedback
- "Flash-back"
- Questionnaire
- Evaluation sheet (++, +, -, --)
- Open questions
- Checking the list of expectations and objectives (from the beginning)
- Separate content from "performance" of trainer/teacher
- Brainstorming or Cards
- Summarize the content (all chapters)
- Control/check/test
- "SEPO"
- ...

Most of these methods of evaluating follow a certain **structure and rules**, which can be experienced in a very practical, actual and accurate way of simply doing it at the **end of the training**.

An evaluation is also necessary for your own **reflection, planning** and **adjustment** of the next session, also to pay respect to your audience – very often a feedback is announced at the beginning and not held at the end.



Tips, Tricks, Individual Experiences

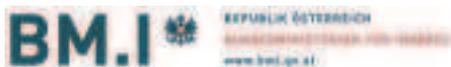
"Tips and Tricks" have to fit the situation and are not supposed to be an input rather a kind of sharing individually all the positive and negative experiences one has made during certain occasions, during other training sessions, from "old school-days", from literature, from TV etc.

Conclusion

These pages should be a framework for the methodological and technical aspects of training sessions and not necessarily an academic instrument demanding completeness or pedagogical dogmas.

The guidelines and some of the ideas become alive by DOING and EXPERIMENTING and can easily be extended, changed, corrected, added and/or adapted to one's personal needs.

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Tel. 01 319 26 93, Fax 01 310 51 45 312, E-Mail: afrikanisc.frauenorganisation@chello.at, www.african-women.org
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