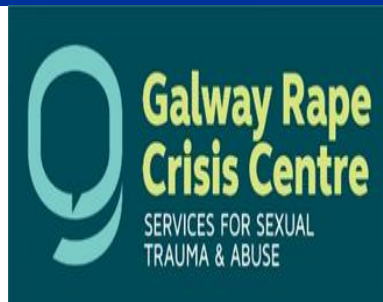


Consent-Ed Project - ‘Train the Trainer’ Facilitator Development Report.



“This report provides a synopsis of the activities associated with deliverable D4.1, ‘Training package for subject specialists’, was funded by the European Union’s Rights, Equality and Citizenship Programme (REC 2014-2020). The content of this report represents only the views of the Consent Ed Programme and the implementing beneficiary, Galway Rape Crisis Centre and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.”

Development Report.

The creation of the Train the Trainer suite of resources for the Consent-Ed Programme was premised upon some key cornerstone cumulative feedback from practitioners, feedback and evaluation from the facilitator training workshops attached to Consent-Ed. Lastly alignment with our model of delivery and underpinning theory.

Nine facilitator training workshops with 89 teachers were delivered in the pilot locations of Dundalk, Galway and Wexford, from May 2022 to February 2023. These training workshops provided invaluable direction and insight informing ‘Train the Trainer’.

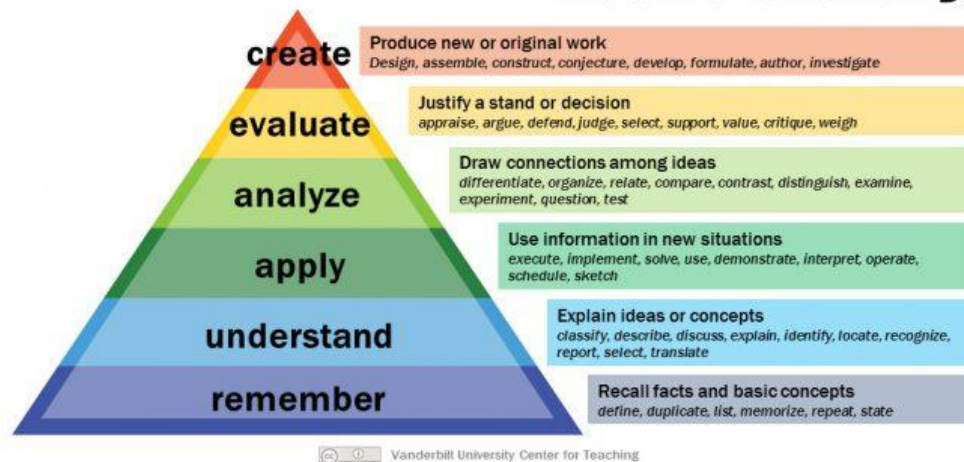
Secondly, ongoing feedback and consultation with practitioners who engaged in the model of delivery attached to the Consent-Ed Programme over the pilot timeline also helped to frame and direct the ‘Train the Trainer’ content and perspective. Consent-Ed’s model of delivery was three-fold.

- Stage one a teacher co-facilitates with the Project Worker as lead facilitator of the programme.
- Stage 2 they attend the one-day facilitator training workshop.
- Stage 3 the teacher becomes lead facilitator.

The underpinning theory of the model of delivery and the ‘Train the Trainer’ align with Bloom’s Taxonomy positioned within adult learning theory. The three domains of learning that can be attributed to Bloom are:

- **Cognitive learning** comprises of intelligence, understanding information, recall and evaluation and creation.
- **Affective learning** involves our emotions toward listening and paying attention.
- **Psychomotor learning** or behavioural learning involves our physicality mechanical skill.

Bloom's Taxonomy



Devising the 'Train the Trainer' was fundamentally mindful of supporting the professional development and capacity of the participants as a continuum of learning and upskilling. To successfully engage participants the model needed to be designed to reach them at their level. That meant going beyond the basic process and challenging them on higher order processes such as facilitation, troubleshooting, prioritization, and adaptation in terms of the sensitive but vital topics and subject matter contained in the Consent-Ed Programme but in a competent manner.

Key analysis from the nine teacher training workshops was critical in quantitatively focussing on various aspects of the training which would guide and oversee the creation of 'Train the Trainer'. The participants were asked to:

- Rate the usefulness of the training - *97.59% of the teachers rated the training as "Very helpful".*
- Indicate their comfort level with the programme material and dealing with disclosures - *majority of teachers indicated increased comfort with the program material (67.47%) and dealing with disclosures (67.47%).*
- Rate the clarity of the training objectives – *(86.75%) of the participants, stated the objectives were clearly defined. the course length was deemed appropriate by of the teachers.*
- The appropriateness of the course length – *(66.27%) of them stated the course length was appropriate.*
- The helpfulness and relevance of the exercises and roleplays - *these were considered helpful and relevant by (84.34%) of the*

participants.

- Additionally, participants were asked if they had previously undergone disclosure training - *(74.7%) of the teachers had not received disclosure training before, with the remainder having undergone training through various organizations.*

The qualitative teacher training findings highlighted the above aforementioned points and further solidified the positives attached to the one-day training with some highlighting its necessary expansion to a longer provision.

The Consent-Ed ‘Train the Trainer’ Model.

Given this vital feedback, received commentary from teachers to the Project Team and building upon the one-day training workshop in a considered measure was crucial. Critically creating a ‘Train the Trainer’ model which supported longevity and sustainability, the training up of more teacher/facilitators and maintaining fidelity to the Consent-Ed Programmes was priority. The workshops are inclusive of both the junior and senior programmes.

A range of mediums of engagement are utilised in both workshops including individual reflection, paired work, small group work and a large group platform supporting a blended environment incorporating in a discursive, interactive, experiential and engaging framework for learning and practising of skills.

A suite of resources underprops the encompassing model arrived at from significant reflection and progression. A wrap-around and holistic approach oversees the composition and content of this suite of resources which include:

Supporting documentation:

- Guidance booklet.
- Two full day training workshops – with supporting Power Point Presentations.
- Consent-Ed Handbook.

Online support:

- Access to online resources attached to the project.

- Opportunity to be part of the Consent-Ed Community of Practice.

Workshop One.

This focusses on the pre-foundational aspect of the training as it caters for the intended learning outcomes, the backdrop to Consent-Ed and delves into facilitation and disclosures.

The construct of workshop one enables the participants to learn about facilitation. It then refines and reflects on their individual traits, characteristics and positive attributes they already possess, which they identify, and position these qualities into their facilitation skills repertoire supporting them in their role as a Consent-Ed Programme facilitator. The methodologies engaged for this workshop are individual reflection, small group work and the larger group platform for sharing of experiences, learning and reflection.

The workshop then moves into the area of disclosures, how to respond, being the first point of contact, reaffirming the legislative overture and pre-requisite protocols in existence for all practitioners.

It is important for the workshop to include and explore the importance of self-care as this is something which is very integral to the well-being and overall support for facilitators as best practice in auxiliary to their delivery roles.

Adequate time provision is provided to each training component of workshop one enhancing a fuller and more interrogative exploration of the content. This synchronizes with some of the feedback attained from the teacher training workshops in terms of more time to peruse all components of the training.

Workshop Two.

The fundamental premise for the two workshop is the interactive and experiential learning element of the training. This is underpinned by paired work preparing the participants to actively engage with the programme content and its activities on the subject matter. They embrace and peruse the materials in a supportive and reflective space, where they then plan and practice their delivery of activities in the programme as a facilitator to their peers.

The essence is to enhance their experience of facilitation by planning and delivering. This space is embodied by an atmosphere of peer support and learning. The participants have time to provide evaluation of their experience and collectively the two days are summarised within the final aspect of the workshop.

The aim is that this 'Train the Trainer' model and package can be assimilated into the delivery and practice of key stakeholders such as the PTDS, Professional Teachers Development Service for example who have direct interactions and communication with educators. An organisation of this stature would be able provide the context and reach to a wider audience of educators supporting the sustainability and longevity of this healthy relationships and sexual violence and prevention programme for both Junior and Senior Cycle students.

External dissemination and perusal of the 'Train the Trainer' model and package.

An important aspect to its creation was the dissemination and perusal of the suite of resources to key external stakeholders before it begins the testing and piloting phase.

Communication and correspondence were initiated with the PDST, JCT, SPHE Network, professionals in the area of sexual violence, the rape crisis sector, a youth service and teachers. This occurred via phone contact and followed up by email correspondence with the relevant suite of resources for their consideration, perusal and dissemination.

The representative person from the PDST, in the phone call, advised it would be best to correspond via email as personal or direct lines are not distributed to the public and also highlighted that it may be challenging to engage personnel this time of year due to staff holidays and limited summer working hours. A follow up email was forwarded to the respective practitioners the PDST and a response was received to Consent Ed indicating they were finishing up and not available thereafter until the end of August into September.

Agreement within the Consent Ed Team identified some individuals in the Wexford and Galway pilot areas to be contacted via phone and then by follow up email. In Wexford they comprised of two teachers and a Youth Information Officer in a youth service. They received the primary documents contained in the suite of resources, the workshop power points and the guidance/information booklet and an information flyer. In Galway two members of the Education Department associated with Galway Rape

	<p>Crisis Centre were communicated and corresponded with and the resources forwarded for their dissemination and perusal.</p> <p>Correspondence received back outlined there was consistency continuity of branding and what the resources' purpose were. They affirmed the relevance for inclusion of all the information pertained in workshop one, acknowledged a lot of information was provided but simultaneously affirmed and validated the necessity for its inclusion and could not signpost any area to be removed. Additionally, the model aligned well with the Consent-Ed model of delivery and avowed the comprehensive nature of both workshops warranted the significant support of information for a potential trainee to access in order to prepare them for facilitation and delivery of the Consent-Ed Programme had they not experienced the model of delivery.</p> <p>This provided great directional clarity for the further development and progression of the 'Train the Trainer' suite of resources going forward.</p>			
Accompanying Documents Included in Folder.				
Workshop Power Points.	Workshop Evaluation Form.	Flyer.	Guidance Booklet.	
Both added.	Added.	Added.	Added.	