PPROMPT

Peer Pro-Social Modeling in Probation

PEER TRAINER'S MANUAL

INDEX

FOREWORD

This Train the Trainer Manual was developed by Ankara Denetimli Serbestlik Müdürlügü, a partner in the project Peer Pro-Social Modeling in Probation – PPROMPT – No. 2017-1-TR01-KA204-046684, financed by ERASMUS + programme.

ERASMUS+ is an EU programme for Education, Training, Youth, and Sport (2014- 2020). This research publication has been accomplished during the project lifetime, implemented with financial support of the European Commission by the Erasmus + Programme.

PPROMPT project (more details on www.prosocial-modeling.org) is co-financed by the European Commission under the "ERASMUS+ KA2 - Strategic Partnerships for Adult Education. It brings together state and private actors working in the criminal justice field, to improve the offenders' rehabilitation by developing new, innovative and integrated approaches to the adult education field in probation settings.

Developed by Ankara Denetimli Serbestlik Müdürlügü

Date: June 2019

BACKGROUND

The project Peer Pro-Social Modeling in Probation (PPROMPT) aims to structure a peer pro-social modelling, through the development and implementation in probation systems enhancing both the competencies of management and probation experts to address offenders' needs.

This project **seeks to explore and implement an approach that builds social capital and resilience** within people that are under probational measures. **Specific goals include:**

1. **To develop andragogical materials** (manuals and programme contents) that support training for both staff and management in the field of peer training and pro-social model interventions;
2. **To develop and pilot a "train the trainer" course for probation workers in each country**, giving them the ability to train, continuously, selected well- behaved offenders on peer training and pro-social modelling;
3. **To train the selected poll of inmates in each country on pro-social modeling and peer training,** under the supervision of the probation trainers
4. **To analyse the pilot sessions and revise the manuals** accordingly before disseminating the programme.

PPROMPT project aims to develop the following Intellectual Outputs:

IO1 - Literature review on best practices of adult peer training in probation systems;

IO2 - Meta-analysis on best practice of pro-social modeling in probation systems;

IO3 - Preparation of the Peer-Social Modeling in Probation Curriculum;

IO4 – Preparation of "Peer Trainer's Manual";

IO5 - Preparation of "Pro-Social Modeling" Manual;

IO6 - Preparation of the Train the trainer course material for probation experts;

IO7 - Train the trainer course for the offenders.

Introduction

This peer trainers' manual was prepared to develop and improve the skills of offenders who are under probation and will work as peer trainers for the PPROMPT Life Skills Training.

The peer trainers who have completed PPROMPT Training of the Trainers programme,

- will develop skills related to deliver the PPROMPT Life Skills Training Programme,
- will learn about the adult education,
- will learn about being a peer trainer,
- will experience various models and techniques to give effective training,
- will develop skills of time management, group management and coping with resistance
- will understand the importance of evaluation in learning.

Note: In the PPROMPT Peer Trainer Training, an exercise can be made about this subject; the expectations regarding the programme and what it means to be a part of this programme can be asked to the selected offender peer trainers.

The trainings should be carried out by two trainers, and in the selection of trainers, care should be taken to ensure that their past life experiences are similar.

1. ADULT TRAINING

PPROMPT Life Skills Peer Training Manual is an ADULT TRAINING programme prepared to be passed on to people over the age of 18 by people older than 18 years.

Adults have broad interests and responsibilities in their lives; they have the right and ability to make decisions independent of their environment. However, other adults in their surroundings have big expectations on them. Adults have basic social obligations such as finding a job, establishing a family, maintaining a healthy family and raising healthy children.

Learning; changes in the knowledge, attitude and behaviour of individuals. Individuals are constantly affected by stimuli in their environment learn new things. Learning in a formal order at school in childhood, happens more automatically in adult life than when meeting the needs of daily life.

Adults often want to learn practical knowledge and skills in a work environment or in everyday life, and they are in a hurry to acquire these knowledge and skills.

Obstacles to adult learning are;

- Boredom: Loss of interest, the obligation of continuous listening, difficulty in understanding, loss of the ability to hear well, thinking that it is waste of time;
- Complexity: The inability to blend the new knowledge with the old knowledge, the complexity of the topic;
- Being irritated: Inappropriate attitude of the trainer, negative behaviours of the trainer like insulting, mocking or judging the trainees;
- Fear: Fear of failure, being humiliated or injured, anxiety of performance;
- Barriers related to the family life: Problems related to the house environment or family members;
- External obstacles: Night shift, tiredness, difficulty in transportation, time and duration of training.

Considering these reasons, this programme;

- Focused on the needs and interests of the participants;
- The programme content is prepared to help adults solve the problems they face;
- Training content has been supported by exercises to increase physical and emotional participation in training.

1.1. Working with people who are obliged to attend the training under supervision measure

Currently, there are a number of programmes that focus on teaching the knowledge and skills needed to support the change of "the negative behaviours" of those who are obliged to participate in group works under probation. These programmes:

1. aim to make the offenders understand where they place themselves in life, how they handle the relationship they have with their family and social environment and they aim to teach new coping skills to the offenders. These programmes are being implemented within the framework of an obligation and they are mostly problem oriented. People entered this system after the problem occurred.
2. People who participate this kind of compulsory programmes are taught to support their kids although their educational lives under the idea of "parents are the first teachers of their kids". It is aimed that not only the person himself, but also his/her children will learn positive behaviours.

3. focus on supporting and strengthening the psychological health of people who have to take part in the execution process after a problem and because of their present negative behaviours.

4. aim to improve the life quality of the probationers and make them realize their own roles and responsibilities.

5. focus on the co-operation and prevention of new negativities in the probationer's life. Programmes are both informative and preventive.

PPROMPT Life Skills Peer Training Programme, carries the characteristics listed above and in addition to them is a peer training programme. In general terms, peer education is based on the fact that the trainer and the trainees are coming from the same experience or background.

1.2. Peer Training

Peer education is a method that is used with many different groups such as students, cancer patients and substance users. In peer education, people with similar backgrounds, deliver the information that needs to be transferred by combining what they have learned from their experience. In some special problem topics like substance abuse, it is observed that people need practical peer guidance rather than technical information. Peer trainer can provide practical information on daily problems like access to services within the community, finding accommodation.

The aim here is not only to help others, but also to meet the needs of the individual to improve and to feed on new examples and ideas from the group. The peer trainer also gains a new perspective through interaction within the group, and his/her self-healing capacity increases. When establishing relationships with their peers, peer trainers act from their own experience; this leads to increased feelings of empathy and commitment.

An important rule in peer education, the more the educator is seen as close by the trainees the more it he is internalized and listened to. It is more likely for an offender to learn positive behaviours to solve his problems from another offender (peer trainer), rather than learning from a professional counsellor

Since peer trainers are not staff and they have similar experiences with the group, the trust relationship between the group and peer educator can be easily established. Especially young people think that they are more understood when they communicate with young people like themselves and they experience less embarrassment. They also tend to spend more time with their peer trainers and advise him more. There is a tendency for young people to share the information they learn from their peer trainers in the outside world and to disseminate these positive information. This results in the widespread of the learned topics and keep them long lasted.

However, it should be noted that peer programmes are support interaction programmes. It is an additional tool that helps to change the negative behaviour with the positive ones. Establishing an equal relationship is vital in establishing good relationship. In PPROMPT Life Skills Training as an adult training practice, there is no hierarchical relationship between the trainers and the participants. In adult participants, a real learning happens when the adult feels comfortable, joining the training and sharing his experiences and thinking about them. How the trainer approaches the participants determine this environment.

1.3.   Important Issues to Be Considered by the Peer Trainer

PPROMPT has a power-based approach that focuses on improving the existing potential of individuals. For this reason, it is aimed to find the strengths of individuals rather than the problems in their lives and to find ways to use these strengths in solving these problems. This approach will be effective in breaking the resistance that the participants may develop against this programme which they are obliged to participate.

a. Competence

Peer trainers should be aware of the aspects they need to develop for being a trainer and they should be motivated to change themselves.

b. To be useful not harmful

Peer trainers should plan the training in a way that the participants will benefit most, avoid giving damage to them and be careful and sensitive. The information shared in the session should never be misused. Peer trainers should not use the information obtained from the participants as a means of psychological pressure and should not create a threatening feeling within the group.

c. Protection of privacy

The peer trainer should keep the information confidential that is gathered from the participant during the training and not share it with anyone. If they have to share a problem related to the training environment, they should share it with their supervisors.

The peer trainer should frequently remind the privacy rule to avoid problems within the group. When the peer trainer learns that a participant violates the confidentiality rule, he/she should make warnings about confidentiality within the group, and if necessary, he/she should share the information of the debtor with the administration.

The peer educator should be excited about his work. The peer educator should also be a model and a good illustrator. He/she sets overt and clear rules in the classroom, so that both the participants and the peer trainer know what is expected of them. The peer trainer is planned, confident and skilled.

Pay attention to the cleanliness. If he has the ability to use humour, he knows his influence will increase.

- The peer trainer should not forget that participants are offenders and he should be careful and sensitive in his communication with the group.;
- The peer educator should not carry his / her beliefs and prejudices to the group;
- The peer educator should not take a negative attitude towards the crimes and should be equal to all participants;
- The peer trainer should have a professional relationship with the participants, be honest with them and show respect to everyone;
- The peer educator should not use judgmental statements against offenders;
- The peer educator should not give approval to jokes that include offenses, cruelty, sexuality, and insults and discrimination;
- The peer educator should be sensitive to potential conflicts and conflicts among the participants and try to keep the group in balance;
- The peer trainer should keep his/her promises;
- The peer trainer should be flexible to the needs of the changing group;
- Give positive feedback to the trainees' appropriate responses and feedbacks.

The most important point about peer training is that the subject will be explained in a clear and regular way with the language that the participants will understand. The trainer must respect the individual characteristics and differences of the participants. The trainer should remind the trainees on the information they have and make them aware of what they have. Also, it should be ensured that trainees are open to new information.

Ideal Peer Trainer should be:

- willing to convey his experiences to less experienced people;
- respectful to less experienced people;
- open and honest;
- non-accusing;
- have active listening skills;
- have empathy skills;
- seeing solutions and opportunities;
- flexible;
- optimistic;
- eager to learn subjects;
- eager to contribute to the development of others;
- prepared and organised;
- relevant, consistent and fair to participants;
- have a sense of humour;

- reliable;
- someone who knows the boundaries of the relationship and does not exceed the boundaries.

To create an equal and fair environment:

1. There should not be a vehicle that creates a difference in height like a stage or rostrum between the trainers and the participants;
2. Participants should be carefully listened to, given the opportunity to express themselves and should be encouraged;
3. The role of the trainer in the training process is to be a learning facilitator. Peer trainers will also experience the learning process together with the group. They must accept the fact that they are "facilitators" and not try to take on another role. The trainer should emphasize that he is "just a facilitator "with his words and actions; they should openly share their experiences with their peers, emphasizing that no one is perfect. If the peer trainers, turn this programme into a hierarchical structure that remind the trainees of the underworld, and if the trainees feel threat, the results will be dramatic;
4. Differences of the participants should be reduced by using the techniques in the training, a group consciousness and group culture should be formed. It should be noted that the different perspectives are indicative of the wealth of education;
5. Trainers should wear clothing that is not very different from the participants' clothing.

The trainees' reactions on different topics stem from the effect of traditions, religion and culture etc. that leads to different values. Trainers should approach the participants as objective as possible, should not criticize or use insulting attitude or behaviours towards them. Insensitive consideration of this topic results in negative consequences.

In the PPROMPT Life Skills Implementation Manual notes were given for peer trainers. Peer trainers should read these notes carefully and try to understand the purpose of exercises and activities.

Note: Peer trainers should be aware of the characteristics they think they will affect their presentations and an exercise can be implemented to make them understand the topics that they need to change.

1.4. Being a Pro-Social Peer Trainer

Being a pro-social model is something different than being a "nice person showing good behaviours". Showing pro-social behaviours also cover positive feedback share, teaching behaviours by modelling, using reinforcement and sanctions.

The role of the peer trainer is to be a model who solved the problems in his life with proper and responsible behaviours for the trainees. Each behaviour of the peer trainer in the group is observed by the participants and forms a part of the learning. Peer trainers are models with their positive or negative behaviour or words. Therefore, they should be very careful about their actions and words.

When messages are compatible with behaviour, the effect is greater. The weak positive-social peer trainer affects the participants weakly. Strong pro-social modeling increases the willingness of offenders to change and participate in the programme.

Participants try to test the behaviours they observe on the peer trainer or the verbal messages they listen to in their lives. The steps will be:

a) Explanation: Information on rules of social life and social expectations are shared;
b) Role playing: To teach the target behaviour, continuous rehearsal is done;
c) Feedback: To shape the behaviour and support improvement of skills, ideas on performance is shared.

Training skills that support change are given below. Pro-social peer trainer's ability to use these skills positively affects the educational environment:

- Show empathy: The right empathy is to show the other person that you know what it means to be in his condition. Improperly used empathy results in damage to others, therefore rather than making prediction, it is a more accurate way to try to understand the others by asking questions. Empathy is a very powerful tool to help other people change. The person sees that he is understood but not judged. This can be a supportive way to encourage others to share more accurate information. Therefore, it should be used carefully;
- Improve difference: Peer trainer should support change. With the principle of difference development, the peer trainer tries to ensure that the participants see the differences between their current behaviour, thoughts and feelings and their long-term goals and desires;
- Avoid discussion: If someone tries to change you and you resist, the thoughts, feelings and behaviours that you are asked to change will get stronger. The more power you spend on resistance, the stronger gets the resistance. For this reason, peer trainers should avoid arguing with the participants.

- Support Self-Responsibility: In fact, for change, everyone is proceeding with his own decision and resources. The person may choose not to change or search for additional resources. In fact the reality lies on the desire to change. Therefore, support the participants to take responsibility for change;

- Listen effectively: Turn your face to the speaker and make eye contact with him. Minimize distractions during conversation. Respond to the person in the right way or give him / her a reaction that you are listening. Focus on the words of the person who speaks fully, and don't try to prepare the answers to him. Ignore your thoughts that distract you and focus on the talking party. Be open-minded, do not prejudge what they said before the end of the party's sentence;

- Engage participants' attention: Use an understandable language. Set up simple and short sentences. Give clear and realistic examples. Don't be disturbed by participants' share of ideas and questions. Be active in class. But don't be distracting. Summarize what you're telling at certain intervals. When the subject is told, follow the level of attention of the participants from their facial expressions. Take advantage of physical activities when they get bored. The last part of the session should be as energetic as the beginning.

1.5.   Working as a Team

PPROMPT Life Skills Training is designed to be delivered by peer trainer teams- composed of 2 trainers.

When the training programme consists of two sets of trainer teams, it attracts more attention and is more colourful in terms of the listener. Training in teams is less tiring due to the possibility of the division of labour. A compatible team works more creatively. Trainers can solve the problem within the group; manage negative group behaviour more easily. The learning process of the participants is supported more.

But it is not easy to work as a team. It requires energy and preparation. Acting jointly can only be achieved by valuing the partnership. Each trainer will have a contribution to the team.

When there is more than one trainer in the classroom, share of tasks (which exercise, or which part of the session will be delivered by which trainer) should be clarified beforehand. The role of the partner trainer, what he/she is going to do, when the active trainer is lecturing should be set clearly. The checklist given below can be used to set the roles between the partner trainers:

1. Both the trainers should know the subject of training and the order of the subject very well;

2. Trainers should clarify the goal they want to reach at the end of the session before entering the training;

3. They must have determined how long the activities in the session will take;

4. They should have understood the contents and explanations of the exercises;

5. They must decide who will conduct the session and who will do the exercises;

6. It should be decided in advance how the person who does not manage the activity will support his / her partner. Is it acceptable to intervene?

7. Materials to be used during the activities should be prepared, and videos should be checked to see if they work;

8. It should be decided how to evaluate whether the sessions reach the goal;

9. Trainers must have agreed to complete the sessions on time and comply with the plan;

10. If the session is over before the end of the period, they should decide how to fill the gap;

11. Both trainers should be very well prepared for the content of the session.

2. TARGET GROUP

The participants of the PPROMPT Life Skills Programme are the offenders who have obligations under probation. Participants must have completed their individual interview obligations before participating in this programme. They must have the necessary oral skills to participate in the programme. Literacy skills are not required to participate in the programme. In addition, the Planning and Evaluation Office experts or the Individual Interview experts can determine additional criteria and they may evaluate that the participant should not attend in the group session.

Groupwork is working of 2-10 people on the same issue for a common purpose. More people can be reached with groupwork. Therefore, groupwork:

- Provides a supportive and safe learning environment;
- Participants can speak freely;
- Participants can participate directly in the training;
- The relationship between participants develops;
- Participants learn not only from peer trainer but also from each other;
- Group work supports participants' ability to listen, understand, and talk in public;
- Enables participants to respect others' ideas.

When determining the size and structure of the groups to be formed, the work of the group is decisive. One of the main points to be considered regarding the size of the group is that the interaction in small groups is greater than the larger groups. As the number of

people in the groups exceeds 5-6 people, the level of interaction and taking responsibility tends to decrease.

2.1. Group Formation

It has five steps:

a) Formation: Coming together takes place. The actions to be avoided are determined in the group. Members try to find out what is acceptable and what is unacceptable by the leader. After the trial behaviour, the group develops loyalty;

b) Interfere: The members of the group begin to understand that they belong to a new group, that they are in a different environment than the groups in their past lives, and that the resistances they have shown before will not work. Control problems, the attempt to shape the group, fight or escape efforts, competition / opposition can be seen and leader behaviour that require the management of anger must be demonstrated. The leader-peer trainer should have a clear line against the small groupings and hierarchy that may occur but should be modelling the respect to the participants;

c) Regulation: The group has determined the rules and has started to act for a common purpose;

The group can develop commitment and hypersensitivity to each other. Behaviour patterns, rules and sanctions begin to be understood and accepted by the group members.

d) Working: The group continues to work efficiently. There is no threatening relationship left within the group. As the resistance and concerns of the group members are reduced, the studies can be carried out more efficiently. Common solutions begin to emerge within the group, group members begin to share their feelings and ideas more, support each other and solve conflicts appropriately. At this stage of the group process, developments and progress can be observed in the group members;

e) Mourning (dissolution or discontinuation): This stage can be painful for many group members. Conflicting feelings are observed in the group. Some of the members' loyalty to the group increases, while others may show their escape behaviour in order to prepare themselves for the termination of the group. Some may feel sadness, guilt; some may try to deny the benefit of the group experience. In order to ensure that the group process ends positively in the mind of each member, the positive memories experienced in the group process can be reminded.

2.2.   Conditions to Create an Effective Group

Safety: When the members of the group do not feel safe, they become silent within the group, close themselves and show defence. Each participant focuses on self-recovery and does not communicate with the group members because they perceive others as threats.

Openness: Participants reveal their true personality only when they feel safe. They share their feelings and do not hesitate to tell others about their goals and issues.

Trust: Participants will be more willing to take part in the group when they think that the others will not laugh at them, do not underestimate them, do not mock them and benefit from them.

2.3.   Difficult / Negative Roles in Groups

Clearly expressing the responsibilities expected from the participants in the learning process will be effective in meeting these expectations. The offenders must attend the programme and come to sessions on time and participate in the exercises. However, it is also possible to experience unwanted things in sessions.

Once the participants were absent for the first time, the trainer may say "We haven't seen you in the previous session, I hope everything's fine." in the first session followed. Thus, the participants think that they are cared and followed. The late arrival of the participants shows their reluctance to come to the sessions. In this case, the peer trainer can meet the late participant in private and try to understand the reasons for being late. The peer trainer should be sincere, should not use an educative, judgmental and critical language during this talk. The subject should not be spoken during the session.

If a group has started a negative process; conflicts and differences may arise. In groups, participants try to undermine the group process by undertaking the following roles:

- Blocking and making trouble: Trying to be against a proposal or an idea without offering a solution or reasonable justification. Ex: "It will not work." or "That is unacceptable";
- Defence or assault: This behaviour, which mostly depends on emotional reasons and includes explicit value judgments, is intended to show strength;
- Shouting: It is a behaviour that interrupts an action or creates disagreement;
- Disobedience: To try to declare a distinction or criticism directly;
- Simultaneous conversation: Behaviour in which many people speak at the same time and do not listen to each other;
- Repetition: It is to keep talking about the previous ideas and to prevent progress.

The reasons may be:

a) Group members do not have accurate information about the group's objectives and their role;
b) The facilities may not be enough for the correct operation of the group (the instructor, the place, the materials, etc. may be missing);
c) Planning was made badly;
d) Peer trainer's leadership skills are insufficient.

Group rules can be reminded to minimize or eliminate these behaviours. However, it is the peer trainer who should follow these rules mainly. If the peer trainer doesn't fit in with these rules, he/she will lose the control of the group. He/she should be a role model and act as a pro-social model for the group. To achieve this the peer trainer:

- should come to group before the participants;
- should start the sessions on time;
- be prepared for sessions;
- should meet the participants with a smiling face and learn their names as soon as possible;
- should smile and open to have relationships with participants;
- should treat everyone equal;
- Peer trainer should use their creativity to regain the attention of the participants by recognizing when they are distracted;
- Support participants' contributions and questions;
- Keep the training environment clean and tidy.

The peer trainer should not personally take the negative behaviours shown in the group. Overall, the peer trainer should stay calm. It should be noted that the group is affected by the negative behaviour of the participant if he does not follow group rules. The peer trainer should approach the participants without underestimating or mocking them. It is necessary to listen to the people, give them the opportunity to express their concerns and try to find a common solution. Some problems may need to be discussed outside the classroom. Peer trainers can get support from each other during the training.

Peer trainers should consult their supervisor for alternative solutions. Peer trainer may use the following methods to manage behaviour that interrupts session:

Understanding the problem: The way to solve the problem is to understand it. In order to understand the problems experienced in the sessions, careful observation should be made about the situation in which difficult behaviours occur.

Ignoring: It is preferable to ignore if the problem is not serious and it is not repeated.

Warning: The participant who displays the challenging behaviour can be warned through the body language without disturbing the attendance of the other participants or disturbing the course of the session. The following techniques can be used in sequence until the behaviour ends:

- Make eye contact with the participant

- Tell him to stop with body language (by using hands).

- Approaching the participant

- Touching the participant's desk, belongings or shoulder

- Make verbal warning with appropriate words. Example: "If there is an important topic, please discuss outside or postpone discussing it. You can discuss after the session."

Make changes in the course: The number of behaviours may increase if the participants find it difficult to understand what's being told, if they get tired, they have been spending time as a listener for a long time, or if they are bored. In such a case, the trainer group can make a move that will attract the interest of the group.

Give a speech: The trainer should speak to the participant when undesired behaviour becomes disturbing. In this speech, the trainer should ask the participant if he/she is aware of his/her behaviour and think about its effects. If the participant is not sufficiently aware of this situation, the trainer should share his/her behaviour's effects on the class and request the support of the participant.

Requesting support from the supervisor: If talking does not solve the problem, peer trainers should get support from their supervisors.

Cutting off the relation: If none of the efforts made to solve the problem yield results, the participant can be dismissed from the training programme. At this stage, a speech is made with the participant and the report is kept and communicated to the responsible person.

3. PREPARATION FOR THE TRAINING

Failure to prepare for training means preparation for failure.

3.1. Preparation of the training environment

Training environments should be organized according to the type and purpose of the training in order to make learning more efficient. The environment should be organized on the basis of comfort and confidence to support and facilitate training.

The class where the training will be given must be ventilated and clean. Participants should realize that the environment is prepared for them when they arrive. For this reason, the trainers should be ready in the training environment before the start of the training and they should eliminate any situation that might be a problem. Room temperature should not be too high or too low. The environment should not be dim, if the classroom gets sunlight, material should be made available when it is necessary to darken it. The training environment should be noise-free. Peer trainer should check the availability of the equipment to be used during the training, whether the projection device or the overhead projector is in working order, and whether the flipchart and stationery are present.

Participants must sit in the "U" class layout. This layout makes people who do not know each other feel more secure. The chair with armrests provides convenience for the written exercises.

Besides, the necessary safety measures should be taken against conflicts that may occur between the participants.

3.2. The preparation of the trainer

The details of the training programme should be given in advance to peer trainers who will give the training and they should be given the opportunity to get prepared. The peer trainers should be given information such as the date and days of the training, the place where the training will be given and the list of participants before the training. Peer trainers should be provided with the opportunity to plan their work and private lives. In this way, peer trainers will be focused on the training.

To understand the purpose and objectives of each activity, peer trainer should read and get prepared to the session before it starts. Materials and resources needed during the session should be prepared beforehand. The trainer can determine the issues that he/she has difficulty in transferring, he/she can improve himself/herself or understand how long will it take to complete an exercise if he/she rehearses.

The trainer's posture, physical appearance and knowledge level on the subject determine the efficiency of the training. It is important for the peer trainer to wear clean and suitable clothes, to deliver the topics with an understandable language, and to plan his/her words before the making presentation to the participants.

The peer educator should use the following tips to check his / her fear and concerns about delivering a session in front of a group:

- The peer trainer should prepare himself/ herself;

- The peer trainer should be clear about his/her goals;
- The peer trainer should arrange his/her breathe taking;
- The peer trainer should relax the muscles of face and neck;
- The peer trainer should make eye contact with the participants;
- The peer trainer should take an object like a wooden pen and check his hand gestures;
- The peer trainer adopts a comfortable posture;
- The peer trainer should not rush;
- The peer trainer should prepare a couple of introduction words before starting the session.

Making good planning and feeling ready is the best way to decrease and control the anxiety.

> **Note: An exercise called "My biggest anxiety" can be applied to learn the fears of the peer trainers. After individual share of thoughts, the coping ways to deal with these fears can be discussed within the group.**
>
> **Note: There may be different ways to control the individual anxiety resources. The peer trainers shall observe themselves carefully and try to strengthen their weak points to control their anxiety.**

4. THE TRAINING

Participants' respect to the training is related both to the content of the training and the presentation skills of the peer trainer. The efficiency of the training is also directly related to these factors. Participants would like to benefit from the training as long as they think that the content of the training fits in their needs and they can use the information they learn in real life.

At the beginning of each session, the subject to be discussed on the current session should be explained by the peer trainer. Before moving on to the topic, the general knowledge levels of the participants should be learned, and the peer trainer should be aware that the delivery of the subject should be simplified accordingly.

4.1. Communication with the participants

Training is actually a communication process. The peer trainer should pay attention to the following:

1.   Each sentence must contain a single message.
2.   Terms that could not be understood by the participants should be avoided.
3.   Messages should be communicated in an understandable and orderly manner.
4.   Participants should not have any question marks or blanks in their minds.
5.   There should not be any uncertainty left.

Peer trainer may use the body language, hand-arm-head and face movements to draw the frame of the subject, highlight important topics and provide more accurate learning. The peer trainer should bent slightly towards the group, not being too steep or too oblique. Instead of standing steadily in the presentation, the peer trainer should keep interest by moving in the class from time to time. The tone may be reduced or raised depending on the nature of the subject, to draw the attention of the audience. A continuous sound with the same tone may cause the participants to get distracted or even sleep.

Peer trainers should occasionally look at themselves from outside and evaluate themselves through the eyes of others:

- Do I have a confident posture?
- Do I make eye-contact with the group?
- Can everyone in the group hear me?
- Do I seem relaxed?
- Are my hand gestures natural?
- Is my movement within the class distracting?
- Do the participants follow me?
- Do I seem calm and controlled?

The attention span of the adult participants is short. For this reason, the peer trainers should behave in a way that renews attention every 15 minutes. When the group is distracted a short story, a joke or a hot topic can be used to draw attention. After such a small break the group will feel refreshed for new learnings. These breaks enable the participants to become active and make their body and mind relaxed.

The peer trainer's eye contact prevents participants from breaking out of the group. In addition, the peer educator can follow the eye and head movements of the participants to see the extent to which they understand the topic. Participants gently push their heads forward to indicate that they understand when following the presentation. Participants perform movements such as pinching, moving up or down when they do not fully understand the trainer's sentences. In such cases, the peer trainer should clarify the issue by making additional explanations.

The frequent use of the words like "Yes", "Is it ok?" and "now" results in the distraction of the group. Instead words like "For this reason", "Because of this" that points a causal relationship; words like "Before", "After", "After that", "And finally" that points an order; words like "As a result", "To sum up" that shows a summarization can be used by the peer trainer to enrich the presentation. Questions like "Do you have similar experiences?" "Do you want to add another point?" would encourage the participants to join. These questions will also work in understanding whether the participants are following the session.

Trainers can move around the training environment at regular intervals. Participants should share their current knowledge and experience, ask questions or answer questions of the trainer, etc. Giving positive feedback helps to draw the attention of the group. Positive feedback sentences like "What you said helped us understand this issue.", "Very good example.", "You have pointed to a very important point." Support new share of ideas. At the same time, addressing the participants with their names arouses the feeling that they are important and creates a stimulating effect.

4.2.   Drawing Attention

The most important factor determining the success of the training is how much the participant wants to learn. Training period is wasted unless participant focuses his/her attention. Trainers should benefit from activities to gather the attention of the group.

The training starts with the peer trainer introducing himself/herself to the participants and the participants introducing themselves. In the meantime, the peer trainer should give information on how many sessions will take place in PPROMPT Life Skills Training, how long each session will take and the contents of each session.

It can be continued with a warm-up game or an icebreaker that lasts about fifteen minutes after the introduction of the peer trainer and the participants. Warm-up games or icebreakers can be used to make adults feel comfortable and confident during the training. These games are played on a verbal or movement-based basis; with which the transition between the problems of the external world and the focus on the training environment is provided.

Sample warm-up games or icebreakers that can be used during the training:

a) Counting

The group comes to the middle of the class and becomes a circle. Everyone closes their eyes. The number of people within the group is the target number to be reached (if there are 20 people, the last number should be 20). People with blind eyes should say loudly the numbers, respectively, unaware of each other. But two players are not allowed to say a number at the same time. If more than one person outlouds a number at the same time,

the group restarts counting. Players should not be silent but should not say the next digit with another player at the same time.

b) Sharks

All players stand up and come to the middle of the class. Leader wants them to close their eyes. In the meantime, it touches the back of a participant. Then the leader continues with the instruction. "I touched the back of one of you while your eyes were closed, this person is the shark and you are the fish. I want you all to move inside the class and swim like a fish. The shark's mission is to kill the swimming fishes. The dead fish will be out of play. If you have any idea who the shark is, you can share with me quietly. It is forbidden to look continuously at the ground and not make eye contact in order not to be killed. Also killed fish have no right to predict!". The last fish remaining will be the winner of the game.

c) BINGO

The instructor prepares Bingo cards as the cards given below before the session. Depending on the number of cards prepared, the game can be played individually or as a group. The player who finds the person given on the card among the group will mark the space on the card. The player or group that finishes the card first is the winner.

Owns a dog	Hates pastry	Visited Mardin
Has 3 kids	Single	Married

Loves to eat white cabbage	Does not have uncle	From Tokat
High school graduate	Wears 45 no shoes	No kids

d) Communication Barrier Activities

1. The group is divided in two. The first group is taken out of the class and they were asked to tell the happiest day of their lives to the person in front of them. The other group inside the class was asked to find a partner from the other group when they enter the class. They were told to listen to their partner carefully in the beginning and, and then to stop listening immediately after a sign from the trainer (like coughing, opening and shutting down the lights, walking from one part to the other part of the class etc.). After ensuring that everyone understand the

instruction, the outside group is taken in and the exercise starts. 2 minutes after the outside group members start telling about themselves, the instructor gives the sign and the members of the group inside stop listening to them. After negative reactions are observed, the trainer sums up the exercise. The feelings of the outside group is asked; what happened, how did they feel with their partners' reaction is learned. The exercise ends by emphasizing the importance of listening in communication;

2. A volunteer is selected from the group. The volunteer is taken out of the class and asked to tell a funny thing that happened to him under probation. Participants in the classroom are also instructed to follow the instructions carefully on the slide, which will be reflected so that the volunteer cannot see when he is invited to the class. When the volunteer is taken in and starts telling his memory, the slides are projected individually. Instructions like "Listen carefully" "Interrupt the story-teller" "Cut the eye-contact" "Laugh" "Start talking with the person next to you" should be projected by the group leader on the slides. The warm-up game ends by asking the feelings of the volunteer and the group.

How the communication barriers adversely affect the relationship is emphasized by the trainer.

3. The group is asked stand in a circle. 6 volunteers are selected from the group. Hats that have instructions written on are given to these volunteer people. Volunteers should not see what is written on their hats. The volunteer puts his hat on and starts telling a story to the group. The group should follow the instruction written on the hat. Instructions written on the hats should be "Listen to me and agree with me!" "Criticize me!" "Laugh at me!" "Do not listen to me!" "Get in conflict with me!" "Make eye-contact with me!". While the group acts according to the instructions, the volunteer should guess what the instruction is. At the end of the event, emotions and large group shares are taken.

> **Note: The communication skill warm-up games can be used during the part of the programme.**

e) Lip Reading

The participants sit in such a way that they can easily see the peer trainer. The instructor says something by just moving his lips without making a sound and the participants try to guess what the instructor is saying.

f) Hat game

Participants are invited to stand in a circle in front of the class. A hat is put in the head of one participant and the participants are asked to circulate the hat in the ring with the background music. The leader stops the music, and whoever's wearing the hat when the music stops will be out of the game. The game continues until the last person in the group remains.

g) Laughing game

Participants are invited to stand in a circle in front of the class. The peer trainer comes into the circle, takes a ball, throws the ball into the air. All the participants laugh until the ball falls into place. The participants stop laughing when the peer trainer holds the ball. The participant who is not laughing when the ball is in the air, or who doesn't stop laughing although the leader holds the ball will be out of the play.

h) Are you happy with your neighbour?

Participants are invited to stand in a circle in front of the class. A volunteer is selected among the group. The volunteer asks one of the participants "Are you happy with your neighbour?" if the participant says "No" the volunteer again asks, "Whom are you happy with?" to the same participants. The participant tells the names of the other two person standing side by side in the ring. This means that the people standing in his sides are the going to change the places with the two participants whose names were told. The midwife tries to take their places when the selected people are moving. The person who missed the place will be the new midwife. The game continues until the everyone's name is said, and everyone changed his place.

i) Doing the opposite

Participants become pairs of two and stand in different parts of the class. One of the pairs should do something and his/her pair should imitate the opposite behaviour of what he is doing. Ex: If he picks the right ear, the partner should pick the left ear. If he steps on left foot, the partner should step on right foot. If he turns right, the partner should turn left. If he mimics happiness, the partner should mimic sadness. If he laughs, the partner should cry. They can move around the class. After a while the roles are changed between the partners.

j) Zıldır Zıp

Participants sit in their places. The trainer gives the instructions. When he says "Zıldır" the participants should look at the floor, when he says "Zıp" the participants should look at the ceiling. The trainer may repeat the words to confuse the participants. The confused participant will be out of the game.

k) PING-PONG

Participants are invited to stand in a circle in front of the class. A volunteer midwife is selected. The midwife selects a participant and says either "ping" or "pong" to him. If he says "ping" the selected participant should say the name of the person on the right in 3 seconds, if he says "pong" the selected participant should say the name of the person on the left in 3 seconds. If the selected participant confuses, he becomes the new midwife. If the midwife stays in the middle for too long, he can say "ping-pong" for all the participants to change their places. Everyone should change his place when the midwife says "ping-pong".

l) Spaceship

The trainer explains to the participants that they have a spaceship and that they will travel into space as a group. However, since the spaceship is small, only a limited number of items are allowed by the captain will be taken to the ship. The participants are asked to tell their names first and then tell an item they want to take with them next. The trainer specifies the name of the participant and the item he/she wants to take with him/her. Then he reports whether the participant can take it or not. The rule for being able to take the item is that: the name of the item should start with the same letter of the name of the participant. Since the participants do not have any idea on this rule, they try to guess. The trainer may help the group by giving some clues like "David you can take your duck with you." The game will last when the rule is understood by the participants. The participants who have discovered the rule may continue to ask for exaggerated items so that it will be fun.

m) Creating a Story

The trainer collects the participants around a circle and starts the story by setting up a sentence. In turn, all participants should be able to create a sentence and try to create a meaningful story as a group. For example, the trainer can learn the thoughts and expectations of the participants about the activity by starting the story with a sentence about the subject.

The aim and content of the session to be processed on that day will be discussed with the group immediately after the warm-up game. In this way, the participants recall their knowledge and experiences from their memory.

Adult participants' willingness to learn depends on their thinking that the training content will be useful for real life and will improve their quality of life. At the beginning of each session, the peer trainer should explain the purpose of the session and answer the questions of the participants on the subject.

It is important that all participants participate in the exercises. Not only the silent ones should be encouraged to talk, but also the talkers should be invited to listen to others to increase the interaction within the group.

4.3.   Delivery of the topic

Immediately after the warm-up activity, the purpose and subject of the session are explained to the participants. This allows participants to recall what they know about the subject. Participants' willingness to listen depends on their belief that they can use the subject in real life. When they think that the information they learn will lead to a better life, the participants listen carefully to the trainer.

Participants may be anxious about the session and may think they will have difficulty. Participants who participate in PPROMPT Life Skills Training may have prejudices against the training. Because of their failure at school, they may think that they will not be able to succeed or fail during this training. Therefore, the trainer should support and encourage them. In order to reduce concerns, the peer trainer should emphasize that the participants are already aware of the issue, will remember that they know what they know together with the training, and they will easily learn the information they hear.

Summarizing the previous session at the beginning of each session is important for the consolidation of the information and the continuity of the programme.

4.3.1.   Techniques to Use During the Delivery of the Topic

The PPROMPT Life Skills Training Programme provides participants with new knowledge and skills in the management of their negative experiences and behavior resulting from them. Some participants may not believe that some of the methods used in the programme will work, as everyone learn differently. Therefore, they may not want to apply this method. Some participants may not understand a technique used and may not

27

want to participate because they do not feel comfortable. In this case, the participant should not be forced and should be allowed to watch as an observer. This will not harm the programme.

4.3.2. Group Rules

In the first session, immediately after the introduction, group rules should be set. These are the behaviours and mutual expectations that everyone should obey for a constructive training environment.

It should be noted that "Group Rules" should be put on the wall so that everyone can see. It is very important that the peer educator complies with these rules and sets an example for the participants. When a participant does not comply with the rules during the sessions, the peer trainer should show the written text on the wall and remind the rules.

Groups rules should cover the below list;

1. Always come to the sessions on time and be ready to learn;
2. Keep your mobile phone switched off during sessions;
3. Treat all members of the group with respect;
4. Listen to others while talking, do not talk simultaneously;
5. Each participant's opinion is valuable. When there are differences of opinion, they should be listened with sensitivity and handled according to the objectives of the group;
6. The group is collectively responsible for the learning of each individual;
7. The things happened in the classroom and shared ideas must be kept confidential under the principle of confidentiality.

4.3.3. Narration

In this method the trainer is passive standing still and conveying the messages to the participants. Used when the subject is directly explained. Many people benefit from the narrator who uses this method at the same time. A large amount of information is transferred in a short time. It consists of three basic parts:

1. Effective introduction;
2. Regular and logical presentation of information;
3. Underlining the main points of the subject and summarizing.

With this technique, participants are passive and experience knowledge-level learning. It is difficult for participants to ask questions or to express their opinions. Therefore, it cannot be understood if the interests and needs are met.

A long and static narration will become boring for both participants and trainers so subject transfer should be kept as short as possible. A simple language should be used. The peer trainer should use the tone and body language as a support. During the subject transfer, examples and audio-visual materials should be used.

NOTE:

Use of Tone	Use of Body Language
Control your breath	**Do not move your hands frequently**
Do not shout	**Use your body to support the importance of the topic.**
Adjust the pitch and tone of your voice	**Do not move unnecessarily.**
Do not lower your voice at the end of words and sentences.	**Be aware of your facial expressions.**
Use your voice to highlight punctuation marks.	**Be aware where you stand in the classroom.**
	Always talk to the participants, don't turn your back on the group.
	Always be willing and energetic!

4.3.4. Question and Answer

In the question and answer method, learning is done by the instructors and the students asking questions to each other. This method supports participants' thinking and speaking skills. This method allows to measure whether participants understand the subject, whether it is useful or not.

This method motivates and socializes participants, gives them the chance to practice and interpret what they have learned. Increases communication within the group. Keeps the interest of the participants and allows them to follow the discussion. When used together with the technique of narration, it gives a chance to repeat and reinforce.

The transfer time of the information is long. Constantly asking questions and waiting for a response makes the learning boring. The self-confidence of the participants who are not able to provide correct answers to questions decreases. Participants with insufficient levels of education may have difficulty understanding the questions. If the number of false answers is too much, then the participants would feel "we can not succeed". They would think that it is a loss of time to attend the sessions.

In this technique questions should be clearly stated in order to use time effectively, the questions should be shaped according to the desired response. The target should be clear and the questions should not be ambiguous. Closed- ended questions (yes- no questions) should be used instead of open ended questions. The question should be asked to the whole group, opportunity to think enough should be given and the answer should be taken from the volunteers. The same participant should not be given the opportunity to speak continuously. A complete response from the participants should be sought, and if necessary, help should be provided and a clue should be given. At the same time, participants should also be encouraged to ask questions.

4.3.5. Small Group Work

This method involves participants discussing and finding out a solution to a problem or topic in small groups. In this technique, the participants are active and can use their creativity. It makes the subject interesting and attracts the attention of the participants and makes the training more efficient. Creates a sense of equality among group members. Contributes to the communication between participants.

However, this technique takes a long time. In addition, the trainer must be very well prepared in advance. Therefore, the goal of the exercise should be open and clear. All groups should be given equal time to complete and present their preparations.

4.3.6. Brainstorming

It is a technique that supports participants' creative thinking. Participants are given a topic to develop their ideas on, and each participant is asked individually. The teacher writes the ideas coming from the group on the board without any comments. Participants should be told not to hesitate to share their opinions about the subject, even if they are unrelated or unreal.

The more ideas there are on a subject, the easier it is to choose from them or to blend ideas. When the brainstorm ends, ideas are discussed by group members.

4.3.7. Exercises

It is very important to ensure the active participation of the offenders during the sessions. Some sessions are planned to be done in pairs or small groups. Peer trainers should give

the instructions as given in the PPROMPT Life Skills Practical Book and end up with feedback. Feedback is important in terms of showing that participants' contribution to the exercises are valued. By using feedback, learning is supported and the motivation of the participants is increased.

In the PPROMPT Life Skills Training manual an estimated time for the completion of the exercises was given. This period does not express the exact duration and varies according to the group's knowledge and experience.

The peer trainer should well structure the time in case the subject exceeds the planned duration or a subject shift.

4.3.8. Scenarios

The scenarios can be used to explain key points in sessions and manage the discussion. An open and clear language should be used when transmitting the scenarios. Peer trainers can use scenarios appropriate for the topics to manage group discussions.

4.3.9. Role-playing

Role-playing is the technique to imitate the role of himself or another person in given situations. Role-playing exercises are used for the group members to understand the situation better, to show empathy or to develop new skills against this situation. Role-play exercises are used in a safe environment to try out skills that can be used in situations close to real-life situations.

Role-playing is used in many group trainings. With this technique, participants learn by doing. Instead of listening passively, they have the chance to practise the learned skills. Participants have the chance to express their feelings and thoughts verbally. The technique improves creativity and helps to develop social communication and interaction skills. Participants have the opportunity to understand what other people feel in the same or similar situations.

Although some participants may find the role-playing activities meaningless at the beginning, the role-playing is an important part of the programme. Role plays should not be skipped or considered unimportant.

In sessions that involve role-playing, participants should be informed before the exercise begins. The details of the role-play must be clearly defined before starting. Volunteers should be selected to take part in the role-plays at first. If no one volunteers, one of the group members may be asked to identify the person who will perform the animation.

31

The duration, the roles and what they should do during the role-play exercises are explained to all participants. Volunteers are allowed to play the roles they want to play, and they are given enough time to prepare. The peer trainer should closely monitor the role-play and stop where necessary. During the feedback, the players and the participants are asked what went well, and what are points to be considered. When receiving feedback from players, they should be addressed not by their own name, but by the name of the character they play. Volunteers can be out of their roles as soon they are addressed by their names when the exercise is over. Encourage the participants for doing this difficult task and say "Thank you!" to the volunteers.

The implementation of the method can take a long time, it can be difficult for participants to revive some characters. Participants may experience performance anxiety or make fun of each other. For this reason, the peer trainer should have control over the group from the beginning till the end. Participants in the role-play exercise should be relieved that their performance will not be judged.

Role-play exercises should be used and prepared with care. It is not a good idea to use this method in the early stages of education.

4.3.10. Time Management

Time management skills develop as the peer trainer gets experienced. The first condition of fitting in the planned time is to make a good preparation. The planning of the time to be spent on "the preparation of the participants, clarification of the aim and target of the sessions, narration, conducting exercises, discussion and summary" will help to succeed in time management.

Indicating the rules about training from the beginning, specifying the responsibilities of the participants about the sessions helps to use the time correctly. In addition, the peer trainer should prepare the materials to be used in the presentation in advance.

4.3.11. Reinforcement and Feedback

The peer trainer should give feedback during the sessions so that the applications can be adopted and implemented by the participants. The feedback contributes to the development of points that needs to be changed and improved. For this reason, the peer trainers should be able to give feedback to their participants and be open to receiving feedback from them.

Constructive feedback includes not only the highlighting positive points, but also the respectful and proper expression of negative points. The feedback given to hurt others does not benefit anyone.

The judgemental or the repetitive sentences, or comments that includes the words of "true" or "false" cannot be accepted as constructive feedback. The participant should never be subject to humour. In the same way, the feedback full of irrelevant sentences is not effective. The purpose of giving feedback is to teach the participants the correct information not to satisfy the trainer. Therefore, it should not contain subjective sentences.

The peer trainer needs to actively listen and follow what is said to give feedback. Constructive feedback should contain short, clear and concise statement of the observed process. Feedback should be given on issues that are possible to achieve change.

The feedback does not reach its intended purpose if it isn't given timely. It should support progress and contain suggestions.

Pro-social feedback has 4 steps:

1. Start with positive: It is the basic step. Positive expressions make the other party to listen and be open to feedback. Positive statements should be based on evidence and sincerity. It should include sentences to support participants' contributions to the session or practice;

2. Describe what you see and hear: The peer trainer should make a clear determination of the participant's performance without using a judgmental tone or the words "but" or "however". Instead the phrase "I realized that..." can be used and a non-judgemental explanation can be made. Emphasis on nonverbal behaviour can be made here. At the same time all the sentences used can be open and clear. The feedback, which includes vague phrases such as "Not bad", does not give the participant the opportunity to develop;

3. Tell me how this affected you: The peer trainer should explain how the participant's behaviour influenced him/her. Example:

"When you roll your eyes and get a sour look on your face, I thought you got angry with me".

4. Specify what can be done differently or what needs to be repeated: Here, the peer trainer should allow the participant to realize what has been said and to think about what they can do differently. The performance evaluation should then be completed together.

It should be known that there will not be big changes in a short time. It should be known that the development will take place gradually, the achievable targets should be set for

33

the participants. Feedback statements should be descriptive, not evaluative. The trainer should own his feedback and accept that it is his/her own idea. The peer trainer should also provide options and keep in mind that the participant has the right not to accept the offer.

When the feedback is given in this form, the participants understand that they and their work are valued, and they want to be more active in the sessions.

4.4. Evaluation and Termination

The success of an education depends on the participants' learning of the things correctly and adequately. The peer trainer should check whether the participants understand the subject correctly.

For this reason, peer trainers should assess whether the issue is understood correctly at the end of each session.

The wrong information learned by the participants in the past makes it difficult to learn new information. Peer educators should both correct the old misinformation and teach new information. The things remembered are generally most high-lighted parts of the training. The peer trainer should emphasize the parts which are seen as the most vital.

At the end of each session, a 5-minute period should be spent to conduct an evaluation. Participants may be asked what is left about the current session in their minds, or three topics learned on that day. According to the answers, the peer trainer makes corrective and short feedback about incorrect or incomplete learned parts.

Participants' satisfaction with their participation in the programme depends on the peer trainer's careful termination. When terminating the programme, peer trainer should remind the participants what they have accomplished so far and indicate what the next step is.

5. GENERAL PROGRAMME EVALUATION SCALES

At the end of PPROMPT Life Skills Training; the participants should be asked about their ideas and the topic they thought they benefitted most.

The evaluation of the programme is done at the beginning, during and end of the training to see if it fitted in the targeted aims. The current level of knowledge of participants varies; also, their interests and needs are different. At the same time, the evaluation whether the resources are used effectively or efficiently is done.

The initial assessment can be used to identify the participants' knowledge at the beginning of the training and to determine whether the participants have the necessary infrastructure to participate the programme. In addition, these measurements can be evaluated as pre-test and the difference with the final test can be used as an evaluation of the success of the programme. Thus, it can be understood how much the participant learned from the programme.

In addition to these written instruments, it is also quite functional to conduct evaluation meetings at the end of the training. At these meetings, participants can express themselves more comfortably.

Since PPROMPT Life Skills Training is a programme designed for the needs of the offenders under the Probation System, the evaluations made by the participants in the sessions may allow the programme to be renewed according to the needs. Therefore, the observations of the peer trainers should be filled in the form (6.2) and communicated to the programme supervisors.

In addition, peer educators should be open to self-evaluation during the programme and should use the self-assessment form (6.3) to determine the behaviour they need to improve.

5.1. Training Content Assessment Form for Participants

Presentations were enough to learn daily life skills

1. The participants' questions were answered with satisfactory answers;
2. The information learned were the ones suitable to use in daily life;
3. Plenty of examples were used to facilitate understanding;
4. Exercises were used to facilitate active learning;
5. The programme met the expectations of the participants;
6. The programme developed the participants;
7. Participants understood what they didn't understand before after session;
8. Programme content was prepared in a way that participants could understand;
9. Participants were able to ask questions to the peer educator when they needed;
10. Time was used appropriately;
11. The programme was presented in an energetic and lively way;
12. The peer trainer was familiar with the subject;
13. Peer educator has aroused desire to learn in participants;
14. Communication skills of the peer trainer were enough;
15. The information described was clear and understandable;
16. Training time was appropriate for the training content;

17. The training room, environment and conditions were appropriate;
18. Training tools and supplies were enough;
19. Materials used in training increased participants' desire to learn;
20. Participants were informed by peer trainers about the topic to be processed that day;
21. Participants clearly expressed their expectations from the participants at the beginning of the session;
22. The participants were informed by peer educators about the time, place and environment of the training at the beginning of the session;
23. There were people in the directorate with whom the participants were able to share their problems related to the training;
24. I think this programme should be disseminated in our country;
25. The programme was designed for my needs;
26. I think the programme has changed my personal development positively;
27. I'm glad I joined this programme;
28. I earned a more positive look at the life as a result of this programme;
29. The programme made me learn to deal with different problems;
30. My life would be different if I had taken this training before;
31. I enjoyed the programme exercises;
32. If new topics are added to the programme, I will join them;
33. I was able to ask questions to my peer trainer;
34. I have fulfilled the responsibilities required by the programme;
35. The programme gave me new skills;
36. I can apply the knowledge and skills I learned, in my life.

5.2. Peer Trainer Evaluation of the Delivery

Peer Trainer 1- Name- Surname:

Peer Trainer 2- Name-Surname:

1. Which topics were difficult to deliver?
2. Which topics were easy to deliver?
3. In which subjects the participants were most interested?
4. In which topics the participants did not show interest?
5. Which topics were learned easily?
6. Which topics were learned with difficulty?
7. What were the questions most asked by the participants?
8. Did you have any questions that you couldn't answer or answer? Which ones?

9. Do you think the training has reached its goal?
10. If you think that it has not reached its goals, what do you think is the reason?

5.3. Peer trainer self-evaluation control list

a) PREPARATION:
1. Is the board, paper and marker ready?
2. Is the topic written on the board?
3. Are the materials for the exercises, slides and videos ready?
4. Are the trainer's notes on the subject ready?

b) COMMUNICATION WITH THE GROUP:
1. Did you say, "hello, welcome" to participants before the session?
2. Did you have a pre-conversation with the participants?
3. Did you address the participants with their names?

c) LECTURING:
1. Have you reminded the participants of the previous topic?
2. Have you told the participants about the content of the current session in general?
3. Have you made the training energetic and enjoyable?
4. Did you ask questions like "what do you think" to the participants?
5. Have you made eye contact with all the participants?
6. Have you given friendly and appropriate answers to questions from the group?
7. Did you highlight the important places?
8. Did you follow your notes in a way that did not distract the group?
9. Did you successfully postpone matters not related to the subject of the training?
10. Did you talk to the group without turning around and did you use the class effectively?
11. Did you manage time well?
12. Are you able to use the exercise and training materials in place and correctly?
13. Did you use your body language correctly?
14. Did you make any ups and downs in your tone?
15. Was your language understandable?
16. Did you make a short summary at the end of the topic?

d) LISTENING SKILLS:

1. Have you given the message that you are open to communicate with the participants- with your body?

2. Did you show that you are listening by using the non-verbal words of "umm, yes…etc."?

3. Have you made it clear the comments of the participants by asking questions?

4. Did you give the other participants an opportunity when a question came from the group?

5. Did you give some time to get a response from the group when a question arises?

6. Were you judgemental?

7. Did you provide feedback correctly?

BIBLIOGRAPHY

Blanchard, P. (n.d.). Training delivery methods. Retrieved from http://www.referenceforbusiness.com/management/Tr-Z/Training-Delivery-Methods.html.

Civil Service Training Centre (2013). Manual for Training of Trainers: Effective Training Management and Delivery Techniques. Ghana: Civil Service Training Centre. Retrieved from .

Delaney, D., & Noten, T. (2008). Training the Trainer: A Guide to Training Trainers – specifically in relation to trafficking in children and the sexual exploitation of children. Amsterdam, Bangkok: ECPAT Netherlands and ECPAT International.

Democracy Reporting International & inProgress (2014). Training of trainers: Manual. Retrieved from .

Knowles, M. (1980). What is andragogy? In M. Knowles (Ed.), The Modern Practice of Adult Education: From Pedagogy to Andragogy (pp. 40-62). Englewood Cliffs: Cambridge.

Lieb, S. (1991). Principles of adult learning. Phoenix, AZ: Vision – South Mountain Community College.

Maruna, S. (2001). Making good: How ex-convicts reform and rebuild their lives. Washington DC: American Psychological Association.

Mathie, E., & Ford, N. (1998). Peer education for health. In K. Topping & K. Ehly (Eds.) Peer-assisted. 203-218. Mahwah, NJ: Erbaum.

Milburn, K. (1995). A critical review of peer education with young people with special reference to sexual health. Health Education Research, 10(4), 407-420.

Gabinete do Secretário de Estado do Minnesota (2016). *Treine o Formador: Princípios de Aprendizagem de Adultos*. Recuperado de https://www.sos.state.mn.us/media/1114/2014-train-the-trainer-participant-guide.pdf. Manual de Referência. Nova Iorque: Nações Unidas.

Parkin, S., & McKeganey, N. (2000). The rise and rise of peer education approaches. Drugs: Education, Prevention & Policy, 7(3), 293-310.

Nações Unidas (2001). *Formação do Formador: Fundamentos* de Formação – Manual de Referência do Instrutor. Nova Iorque: ONU.

Organização Mundial de Saúde (2013). *Reforço dos sistemas de saúde para o tratamento da dependência do tabaco nos cuidados primários – Parte IV: Formação para futuros*

formadores: Aplicação de competências de educação de adultos à formação. Genebra: Organização Mundial de Saúde.

PPROMPT

Peer Pro-Social Modeling in Probation