

Guiding material of the
WICP Project's
tandem training
programme



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Contents

What is tandem training	3
Learning Approaches	3
Learning to learn	4
Learning by doing	4
Learning by teaching	5
Discovery learning	5
Gamification	6
Examples of Tandem training	7
Training Content and Structure	8
Application Phase	8
Preparation Phase	8
Set-up Meeting(s)	12
Creative skills fair	12
Pairing phase	13
Learning Plan	13
Evaluation	14
2 Learning meetings	14
Evaluation meeting	14
Sources	15



What is tandem training

The term tandem used to describe the bicycle made for two people who sit one behind the other and ride together. According to Cambridge dictionary, another meaning of the word is “two people or pieces of equipment that work together to achieve a result, or a team of two people or animals”. The tandem learning is about the process in which two people (can be peers) are teaching something to each other while deepening their knowledge in the field too. It’s widespread in language learning practices, when students in pairs are learning a part of the lesson and teaching their learning partners. In the classroom the term can be used also in a sense that there are 2 teachers who lead the classes. In non-formal education a variation of the tandem training is known as peer-to-peer learning which is more about 2 learners with the same age range. Meanwhile, in their booklet “PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects”, Lynne Tammi and Susie Green write that peer means equal: meaning we all learn together and that all our contributions are of equal worth.

Tandem training is a non-formal learning process that gives empowerment, confidence and independence to young people whatever their background.

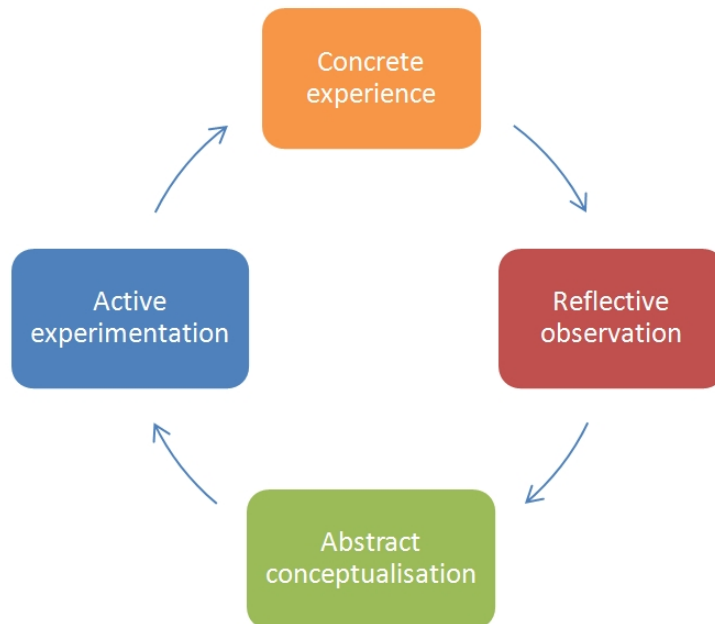
The tandem training participant respects differences of opinion and creates a safe and friendly environment, is objective and has the tools and knowledge to work in partnership with the partner.

Examples of tandem training in different settings:

Learning Approaches

In tandem training each of the participants is considered to be a learner and educator at the same time, therefore it’s important to have basic theoretical knowledge about the learning processes. Acquiring such knowledge can support the participant both as a learner and a teacher/supporter for other learners.

According to Kolb (1984), the learning cycle begins when the learner interacts with the environment (concrete experience). Sensory information from this experience is integrated and compared with existing knowledge (reflective observation). New models, ideas, and plans for action are created from this information (abstract hypotheses), and finally, new action is taken (active testing). The Kolb cycle is consistent with the earlier work of Piaget and others who pointed out that learning has both concrete (active) and abstract (intellectual) dimensions.



Learning to learn

Learning to learn is about being aware of one's own learning and taking responsibility for it. European projects offer the possibility to choose own learning paths and to decide what to get from a project. It is about setting learning objectives, reflecting on learning strengths and weaknesses and the ways one learns the best. It involves organizing own learning, self-motivation, assessing and monitoring the development, collecting outcomes and acknowledging the changes that one has gone through.

Learning by doing

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results”. John Dewey.

Learning by doing refers to a theory of education expounded by American philosopher John Dewey. He theorized that learning should be relevant and practical, not just passive and theoretical. According to Dewey “I believe that the school must represent present life - life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.” In the case of adults, the same formula can be projected on the business sector, comparing the first steps in entrepreneurship as it would be the first steps for a child in a playground. In both cases, it can be risky to do steps or to use the tools, but you can't develop some of your abilities without practicing them.

John Dewey is associated with many educational theories, including constructivism, however his main developments were in the field of progressive and experiential education highly influenced by the philosophy of pragmatism. Pragmatism is a philosophical tradition centered on the linking of practice and theory. Experiential Education is focused on the process of learning by constructing meanings from direct experiences.

As Aristotle said: "For the things we have to learn before we can do them, we learn by doing them". Gradually releasing responsibility is really as much about using every opportunity to help students engage with and grow into their own learning.

Learning by teaching

Recent studies have given rise to something researchers call the "protégé effect." This process demonstrates that people who teach others work harder to understand, recall, and apply material more accurately and effectively.

The researchers at Stanford University attributed three factors to the power of the protégé effect:

The ego-protective buffer. This is a sort of psychological shield that allows students to examine failure without the negative feelings it typically produces. This can be a powerful metacognitive force since students are more apt to reflect upon their learning without the emotional sting of disappointment. It's almost like a crash course in cultivating a growth mindset and embracing failure productively.

Incrementalistic view of intelligence. When the learning process is directed externally to support another's learning, students spend more time examining their own understanding. This helps students see how reviewing and revising their insight can impact their own learning.

Sense of responsibility. Teaching another person motivates students to take more command over their own learning process. When they realize that what they say will be absorbed by another thinking unit, they're more meticulous about getting the information right to begin with. Learning is always going to be more effective when we adopt an attitude of conscious and active control over the process, which is something teachers are naturally encouraged to do.

Discovery learning

Discovery Learning was introduced by Jerome Bruner and is a method of Inquiry-Based Instruction. This popular theory encourages learners to build on past experiences and knowledge, use their intuition, imagination and creativity, and search for new information to discover facts, correlations and new truths. Learning does not equal absorbing what was said or read but actively seeking answers and solutions.

Discovery learning is a powerful instructional approach that guides and motivates learners to explore information and concepts in order to construct new ideas, identify new relationships, and create new models of thinking and behavior. The aim of this approach is for students to learn how to learn, and Polya's problem-solving model provides an answer on how to perform in practice - in 4 steps: understanding the problem, devising a plan, carrying out the plan and reflection.

The Discovery Learning Model integrates the following 5 principles:

- **Principle 1: Problem Solving.**

Instructors should guide and motivate learners to seek for solutions by combining existing and newly acquired information and simplifying knowledge. This way, learners are the driving force behind learning, take an active role and establish broader applications for skills through activities that encourage risks, problem-solving and probing.

- **Principle 2: Learner Management.**

Instructors should allow participants to work either alone or with others, and learn at their own pace. This flexibility makes learning the exact opposite of a static sequencing of lessons and activities, relieves learners from unnecessary stress, and makes them feel their own learning.

- **Principle 3: Integrating and Connecting.**

Instructors should teach learners how to combine prior knowledge with new and encourage them to connect to the real world. Familiar scenarios become the basis of new information, encouraging learners to extend what they know and invent something new.

- **Principle 4: Information Analysis and Interpretation.**

Discovery learning is process-oriented and not content-oriented, and is based on the assumption that learning is not a mere set of facts. Learners in fact learn to analyze and interpret the acquired information, rather than memorize the correct answer.

- **Principle 5: Failure and Feedback.**

Learning doesn't only occur when we find the right answers. It also occurs through failure. Discovery learning does not focus on finding the right end result, but on the new things we discover in the process. And it's the instructor's responsibility to provide feedback since without it learning is incomplete.

Gamification

Another way to make learning relevant and motivating to you is the concept of gamification. Gamification is when you apply the principles that make games addictive to non-gaming contexts. For instance, gamification in an office setting might be allowing people to "level up" if they work a certain number of hours or complete a certain number of milestones. Gamification is an amazing tool for encouraging yourself to enjoy what ordinarily would be a slog—but it can never replace the need to decide on a genuinely worthwhile goal. On the other hand, if you can combine a worthwhile goal with occasional gamification? You get the best of both worlds.



Examples of Tandem Training

U-Learn Phase II is a five-year project (2016 - 2021) implemented in Tanzania and Uganda, in partnership with Mastercard Foundation. It builds on U-Learn Phase I (2011-16), which was part of the foundation's 'Learn, Earn and Save' initiative. The objective of U-Learn Phase II is to raise 7,500 young people in Uganda and 7,500 young people in Tanzania out of poverty, sustainably, by increasing their competitiveness in the job market and improving their opportunities for self-employment.

Tandem learning is one of the key activities under the project, intended to promote youth engagement and participation, as well create opportunities for peer leadership and mentorship. Swisscontact believes that by involving youth across project processes, their motivation, leadership and entrepreneurial spirit can be ignited. U-Learn engages youth as "agents of change" to create the most relevant environment for youth learning. Specifically, the tandem learning activities build the leadership capacity of young leaders so that they themselves may become instrumental in driving and positioning young people towards a bright future.

Due to the learning group approach of U-learn, youth are mobilized and engaged as learning groups through which they receive different products and services to start and grow their businesses. This involves supporting the youth with group dynamics and leadership training to enhance cohesiveness to pursue a common goal.

Street College is a project at Gangway, an organization that has been doing mobile outreach social work with young people in Berlin for the last 26 years.

'Street College is an innovative network for individual, autonomous education. A space where the interests of those who are determined to pursue their goals, are put forward. Professionals from various fields and young people with a diversity of skills work together in order to expand their abilities and establish new perspectives. Street College recruits experts from all specializations as mentors and teachers – whether crafts and trades, culture, science or IT. At Street College, we turn the theory of demand & supply around: the students determine the course structure based on their interests and abilities. These can be film and photography courses, website and app programming, acting, dance and theatre, make-up, graphic design courses, stage design and cooking; or training in accounting, elocution, music production, building and engineering, individual coaching or training – everything is possible. The course locations are found everywhere – on the street, in a university or in a work place – and Street College continue to find and create new learning environments that are suitable for this made-to-measure approach to learning.'

Street College offers a highly flexible, responsive approach to Collaborative Learning* where the course topics are learner-determined, the learning process is open-ended, and meaningful education

Training Content and Structure

The tools suggested for the tandem training meetings are mainly only that makes the format flexible, depending on if the participants and organizations are more comfortable to implement it online or offline.

The tandem training meeting structure is designed in a way to be comfortable to repeat it more than 1 time in case of the group needs, for example - if participants are satisfied with 1 round of tandem training, they can be suggested by the partner organization to have another round that will provide an opportunity to work with a new pair.

The methodology to be used in the tandem training of the WICP is the “Plan-Do-Review” repeating circle.

Application phase

SWIdeas will provide an application form sample. Each of the partners will decide themselves the way of the selection of participants.

Preparation Phase

The Tandem training aims to pair people with different creative skills coming from different cultural backgrounds. Usually, it's difficult to predict how people can behave during work while working under the pressure, therefore it's important for the participants of the training to get a better idea of intercultural skills.

Intercultural skills can help to understand other people and communicate effectively. Those skills refer to the ability to comprehend and adapt to different cultural situations and perspectives. Intercultural skills can allow you to understand your coworkers/co-trainees better while enhancing your social awareness.

Examples of intercultural skills

Strong communication skills

Communication is the ability to convey information clearly and simply and to understand what others say to you. Strong communication skills are essential in any workplace, and even more in a workplace where there might be cultural differences.

In a culturally diverse environment, communication involves empathy and open-mindedness. When you observe actions and listen without judgment, you can understand how people from different backgrounds communicate and comprehend, which is crucial to avoid misunderstandings.

The following skills and qualities can help you as you work to improve your communication abilities:

- Nonverbal communication
- Empathy
- Active listening
- Conflict resolution
- Independence

Independence allows a person to take the initiative without needing reminders on what to do. Independence is useful in the intercultural workplace because you might receive instructions in a manner you are not used to, or your team may use different methods than most businesses in your home culture. Being independent can help you develop useful skills more quickly in an environment you are not familiar with.

These additional skills and qualities can help you foster your ability to be independent:

- Confidence
- Sense of initiative
- Decision-making
- Self-knowledge
- Problem-solving skills

Problem-solving skills are essential in the workplace, where the mix of different cultures can require you to find a new approach to resolve an issue. These skills allow you to handle challenges and solve them calmly by evaluating various alternatives to find the best solution.


Here are some other skills and qualities related to problem-solving:

- Resourcefulness
- Creativity
- Troubleshooting
- Analysis
- Adaptability

Adaptability refers to how a person reacts to change and develops strategies when navigating challenges. Being adaptable is crucial in an intercultural workplace because this type of setting can involve different expectations, processes and ideas than those you may be accustomed to.

Highly adaptable people often exhibit these additional traits:

- Cooperation
- Flexibility
- Patience
- Sense of curiosity



Curiosity is a skill a person applies by searching for answers and being willing to learn. Curiosity can help individuals thrive in an intercultural workplace because it allows them to approach differences from a place of learning.

Curious individuals often approach problems with the following in mind:

- Compassion
- Potential for growth
- Foreign languages skills

Foreign language skills refer to the ability to speak or read one or more foreign languages. In an intercultural environment, you might be in contact with coworkers or clients who use a different language, and speaking or reading a second language can help you understand them.

Those who use foreign languages in the workplace often use these additional qualities:

- Critical thinking
- Sociability
- Collaboration skills

When people come from different cultural backgrounds, the ability to collaborate is beneficial. It is a great opportunity to streamline processes and expectations while working toward a common goal. This, in turn, can make team members feel more engaged and understood by one another.

People who collaborate successfully in an intercultural group often use these skills:

- Diplomacy
- Leadership
- Positivity

How to improve intercultural skills

Improving your intercultural skills requires adopting an accepting mindset and showing a willingness to learn about others. This positive attitude might benefit your relationships. Here are steps you can follow to help you improve your intercultural skills:

1. Be self-aware

A good first step to improve your intercultural skills is to learn about your own culture and realize how it influences the way you act and communicate. Reflect on the way you present yourself and the attitude you display to find out the impression you are making on others. Ask yourself if someone could misinterpret any of your actions or words. This exercise can help you be more aware of your communication style so you can adjust it when needed.

2. Listen and observe

You can benefit from listening to the message and observing nonverbal cues when people communicate. Common nonverbal cues can mean different things in different cultures, and you could misinterpret them if you observe them without considering the verbal message that accompanies them.

For example, you might greet someone who then looks away. You could interpret it as a refusal to connect because people usually appreciate eye contact, but if the person says they are happy to meet you, you can understand that eye contact doesn't have the same significance for them.

3. Educate yourself

You can find resources that can help you learn about other cultures such as books, podcasts and documentaries. If you have the means, traveling is also an excellent way to immerse yourself in a different culture and educate yourself. In this way, your leisure experience can inform how you conduct yourself at work.

4. Get involved in intercultural activities

Engaging in intercultural activities can be an excellent way to raise cultural awareness. For example, you can organize a lunch where each colleague brings a dish from their country of origin. Food is an excellent conversation starter and gives you the occasion to share about yourself and learn about others. Another idea is a diversity calendar. Invite your colleagues to write their celebrations and holidays on the team's calendar to keep track and celebrate with them.

5. Get experience abroad

Living, working or volunteering abroad can help you learn about different cultures and communication ways. Studying abroad is also an excellent way to learn and improve intercultural skills that can help you in your professional position. Those experiences can allow you to learn or improve a foreign language and understand other countries' traditions and ways of communication.

6. Improve your cultural awareness

You can learn about the implication of different communication styles by researching the historical context of certain traditions. This step is about showing a will to understand and show empathy instead of making judgments. Improving your cultural awareness can help you understand how other people might interpret certain assumptions or topics as insensitive. When you are more aware of the existence of cultural differences, you can be more sensitive to them and appreciate them.

7. Take classes

Classes and training can help you learn to improve your intercultural skills.

For example, there are classes in intercultural communication which address the importance of culture in everyday lives and how it affects communication processes. These interactive classes aim to develop students' sensitivity to other cultures using discussion and inquiry. Another option is completing intercultural or relocation training that your employer may sponsor.

Furthermore, it's recommended to get acquainted with the IO3, A2 Informative Material Guide and to use it for the preparation phase of the training.

Set-up Meeting(s)

The Tandem training meeting starts with an introduction of the staff, facilitator, organizations and participants. The introductory part can be organized in a creative way taking up to 15 minutes.

Cultural skills fair (35)

Participants have presented the content of the IO3, A2 content in an interactive way.

Basics of the intercultural skills (30)

Intercultural skills, presented in the preparatory part, are presented here briefly. Partners decide if they want to send the information on intercultural skills also before the meeting or not.

Creative skills fair (25)

It's suggested to make an online sheet with multiaccess possibility (example: Google sheets) where participants will be suggested to enter their names and the skills they know as an expert or has basic knowledge (approx. 5 minutes). The visual example below can be modified according to the needs of learners with the training facilitators' decision.

Name	1. Expertise Creative Skills	2. Creative Skills with good knowledge	3. Creative Skills with basic knowledge
Ana (Example Name)	Sewing	Photography	
Rugile (Example Name)		Drawing	Painting on a glass
...			

The form template can be found here: <https://bit.ly/3vd2Yrm>

As soon as participants complete the form, they will have 3-6 rounds of "Speed dating" activity, when, first, they decide with whom they want to meet at round 1, round 2, round 3... Two participants in the group should have the same timing of the meeting. After all the participants have decided whom they want to meet at all hours, the facilitator announces the first round and people meet in pairs according to with whom they have a meeting agreement.

Each round can take 1-3 minutes which is decided by the facilitator, but the exact timing for each round should be announced beforehand. After passing through all the rounds, participants go to another online form and write 3 preferences with whom they would like to pair.

Pairing phase

Partners are free to select one of the options for pairing up the participants:

Option 1: Facilitators based on the online forms and preferences of the participants decide and announce to the group.

Option 2: The facilitator gives the participants time to decide themselves with whom they want to pair up and let the facilitators know about it.

Learning Plan (20)

Each of the participants with their partner learners decides the learning plan and fill an online form (suggested editable platform: Google docs).

Example of the form: <https://bit.ly/3JLPabd>

	Name 1: Jane	Name 2: Ana
Learning goal (date of compilation: zz.zz.zzzz)	Example goal: to learn 5 new professional sewing techniques	Example goal: to learn photography basics and take professional photos
Step 8 (what should I have/do to reach my learning goal) (date of compilation: zz.zz.zzzz)	Example step: Present my sew works to my relatives and foreigners and ask if they think the work seems to be professional and how much they would pay to buy it	Example step: To present my photos to photography competitions
Step 7 (what should I have/do to reach step 8) (date of compilation: zz.zz.zzzz)	Example step: To finish 1 work (5th in a <u>raw</u>) with a sewing technique that I didn't try so far.	...
Step 6 (date of compilation: zz.zz.zzzz)	Example step: To finish 1 work (4th in a <u>raw</u>) with a sewing technique that I didn't try so far.	
Step 5 (date of compilation: zz.zz.zzzz)	Example step: To finish 1 work (3rd in a <u>raw</u>) with a sewing technique that I didn't try so far.	
Step 4 (date of compilation: zz.zz.zzzz)	Example step: To finish 1 work (2nd in a <u>raw</u>) with a sewing technique that I didn't try so far.	
Step 3 (date of compilation: zz.zz.zzzz)	Example step: To finish 1 work with a sewing technique that I didn't try so far.	
Step 2 (date of compilation: zz.zz.zzzz)	Example step: To buy/borrow/find sewing equipment and materials	
Step 1 (date of compilation: zz.zz.zzzz)	Example step: To research what are the new 5 techniques I would like to learn	

Regarding the materials: tandem training partners are suggested to discuss the question of the materials to be used during the learning phases and decide themselves who provides them. It's suggested the person who teaches bring the materials.

Evaluation of the meeting and deciding the next meeting day and time (15)

All participants are asked to summarize the meeting in 1 word. After the round will have time to share what skills they decided to learn and what's their plan to learn them, what they expect from their partner learner. For the overall training period there should be a universal evaluation form (Google form) where participants can select for which phase their comments apply (preparation, set-up meeting, learning phase or the evaluation meeting) and to write their comments anonymously. There should be an optional field for the name, in case participant expects a personal response from organizers.

For the presentation of the results of the learning phase, participants are asked to decide a new date when they can meet for an exhibition of the creative world made as a result of the training. It's up to the group to decide how much time they need for learning the new but it's suggested to keep it within 1-2 months, to have enough time at the same time not to lose the motivation and not to boost procrastination.

- *2 Learning Meetings*

Participants of the tandem training prepare what they're going to teach or how they're going to lead the learning process of their partner according to the steps of the partner and the dates agreed mutually.

Partner organisation offers a physical space for 2 full days when tandem training partners can meet and share/learn from each other. If participants prefer to organize meeting themselves or to have an online meeting, they're welcome to do so.

Each partner decides the way they follow the learning process of the participants. As an online working space where it's possible to collect multimedia files, as well as for the final presentation of works, the padlet.com website can be used.

- *Evaluation meeting*

The evaluation phase of the tandem training can be organized online or offline, based on the preferences of the participants. During the Evaluation meeting, the participants will have time to present the works they created and how they imagine the monetization of their works.

At the end of the meeting, participants will be asked to fill out an evaluation form of the tandem training assessing their participation in all the phases as well as how satisfied they are with the organization.

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