Session 16:

FACILITATING TRAINING SESSIONS USING ADULT LEARNING PRINCIPLES
By the end of this session, you will be able to:

- Articulate the importance of the facilitator-participant relationship
- Describe methods for understanding participants’ needs
- Apply adult learning principles to training sessions you facilitate
- Identify training methods for the community mosquito collector workshop package
Outstanding Teachers

• Cooperative
• Considerate
• Patient
• Pleasant
• Fair, impartial
• Sense of humor
• Good disposition
• Interested in students
• Knowledge of subject

Worst Teachers

• Never smiles
• Sarcastic
• Quick-tempered
• Explanations not clear
• Partial: has favorites
• “Picks on” some
• Superior and aloof
• Overbearing
• Not friendly
Effective Training

• Requires active engagement of the facilitator and participant throughout

• An act of giving and receiving—a two-way street
  – Facilitator and participant both learn
  – Build respectful relationship

• An effective facilitator–participant relationship is as important as the training content
Facilitator Planning Skills

Facilitator Effort

Planning

Actual Facilitation

Successful Closure

Inexperienced

Experienced

Expert

Crisis management

Hectic Change Control

Relaxed, Easy Closing
Think of a training session, workshop, or lecture you attended, but felt your time was not used well.

➢ In your opinion, what are possible reasons for this “waste of time”?

➢ What could the facilitator have done to avoid such an experience?
Principles of Adult Learning

➢ Feel anxious if group participation makes them look weak, professionally/personally

➢ Bring a lot of experience and knowledge

➢ Are decision makers, self-directed learners

➢ Are motivated by information or tasks they find meaningful

➢ Have many responsibilities and can be impatient when they think time is wasted
Think of a time when you started to learn a new skill, but then decided it was too difficult or complex.

*What happened that caused you to change your mind?*

**Common reasons:**

- Did not see progress
- Felt the skill was too dangerous/risky
- Failed once and did not want to continue
- Other things in life were more important
- Not physically able (or too out-of-shape)
- Decided the new thing was “just not for me”
• Build in “early wins”
  – Focus on simple concepts and tasks first (the big picture can seem overwhelming)

• Anticipate failure points
  – Build in a margin of safety

• Use their experience and knowledge
  – Ask for their views and input
  – Encourage discussion and analysis

• Construct opportunities for practice & feedback
  – Encouragement 3x for every constructive criticism
  – Focus on 2-3 areas for feedback and growth
• Motivation must be addressed explicitly
  – Why are participants here?
  – What do they want most?
  – What do they fear?

• What do you think motivates your learners?
Factors for Improving Memory

- Level of attentiveness
- Interest and motivation
- Emotional state
- Context
Training Package

• Includes
  ➢ Facilitator’s guide
  ➢ Participant materials
  ➢ Slides and handouts (if needed)

• Standard materials help ensure:
  ➢ Consistent guidance for all levels of staff
  ➢ Hands-on practice to build key skills
  ➢ Participants are actively engaged in learning
  ➢ All content can be covered efficiently
  ➢ Key concepts are covered completely
Facilitator’s Guide

- Outlines how the course should be conducted
- Gives detailed instructions for each session
Session 16:

TRAINING TECHNIQUES
By the end of this session, you will be able to:

- Articulate advantages and disadvantages of using demonstrations
- Perform a demonstration using the five-step process
- Explain the importance of effectively answering participant questions
- Describe the difference between closed-ended and open-ended questions
- Define paraphrasing and why it is important technique for trainers to use
• A structured performance of an activity
• Designed to show how a skill or process is performed
• Models a step-by-step approach
For a successful demonstration, the facilitator must:

– Plan the explanation, step by step
– Organize equipment and other items
– Ensure everyone can see
– Ensure everyone can hear
– Ensure everyone can practice
Five-Step Demonstration Process

1. **Hear**: Facilitator gives an overview of the skill and how it is used

2. **See**: Facilitator performs the skill without words

3. **Hear and see**: Facilitator explains each step while performing the skill

4. **Perform with support**: Participant performs skill and explains steps out loud; facilitator guides

5. **Perform independently**: Participant performs skill correctly; facilitator observes
In pairs, you will have 20 minutes to plan your demonstration.

- List all materials needed
- Identify the order to demonstrate each
- Write down any key points (for example, common mistakes)
- Decide where you will conduct the demonstration (in this room)
➢ Restating what someone has said using different words
➢ Confirms that the speaker and listener have the same understanding of what was said
➢ May use phrases such as:
  ○ In other words, …
  ○ What I’m hearing you say is …
  ○ Do you mean …?