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U.S. President's Malaria Initiative

U.S. PRESIDENT'S MALARIA INITIATIVE



Session 16:

# FACILITATING TRAINING SESSIONS USING ADULT LEARNING PRINCIPLES



# Session Objectives

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



# Survey of 12,000 Adults

## 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

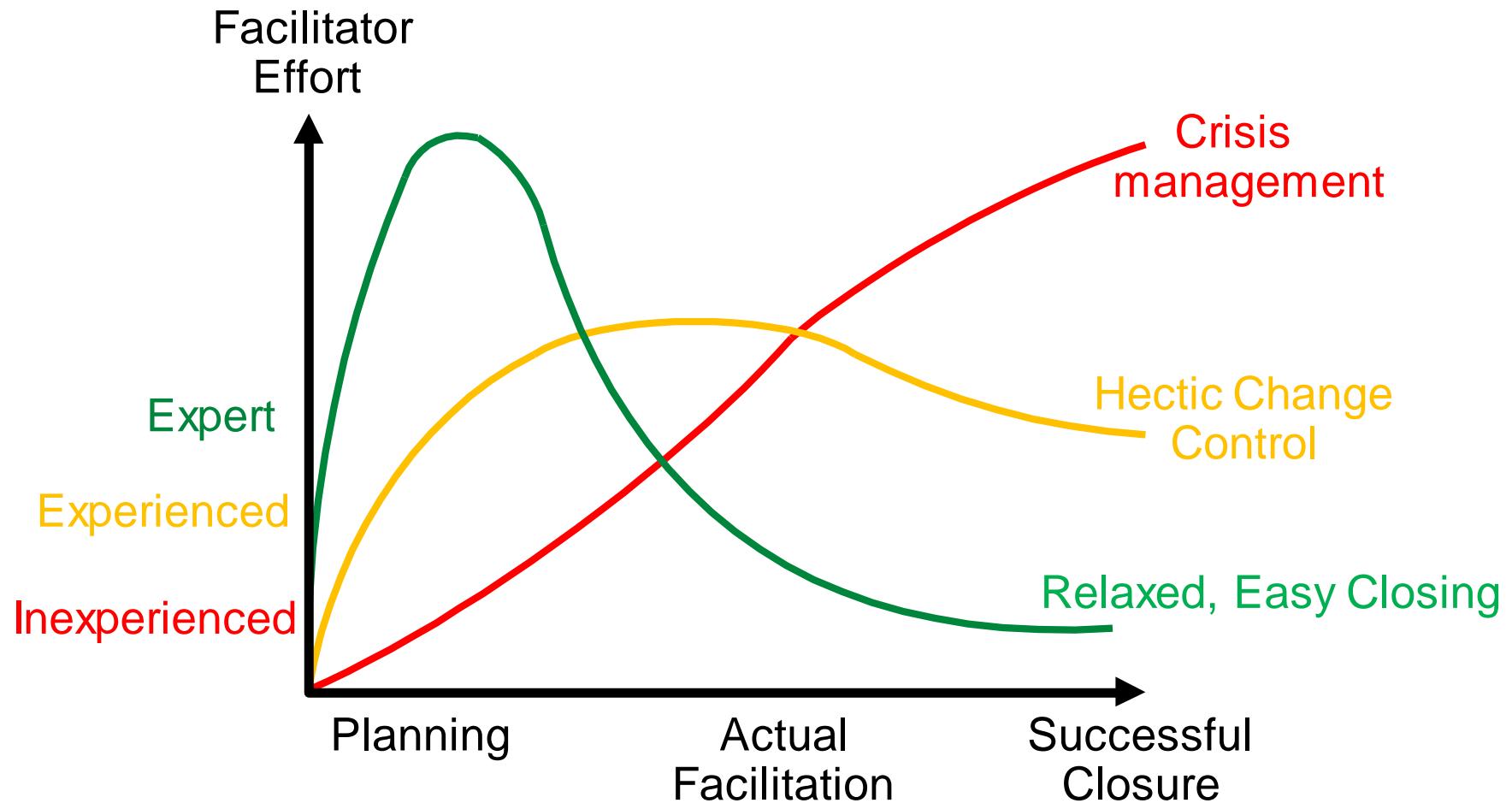


# Effective Training

- 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





# “Non-learning” Experience

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



# Maintaining Engagement

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”



# Strategies to Support Adult Learners

- 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



# A Motivating Learning Environment

- 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



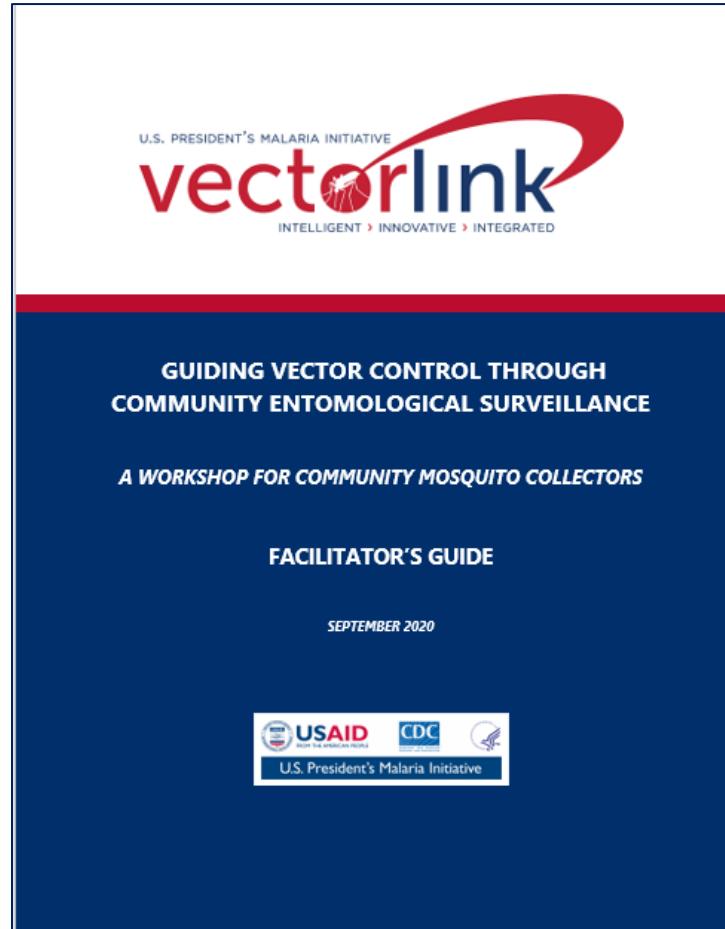
# Training Package

- 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**



# Session Objectives

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 important 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



# Demonstration

- A structured performance of an activity
- Designed to show how a skill or process is performed
- Models a step-by-step approach



# Successful Demonstration

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



# Activity: Planning a Demonstration

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)

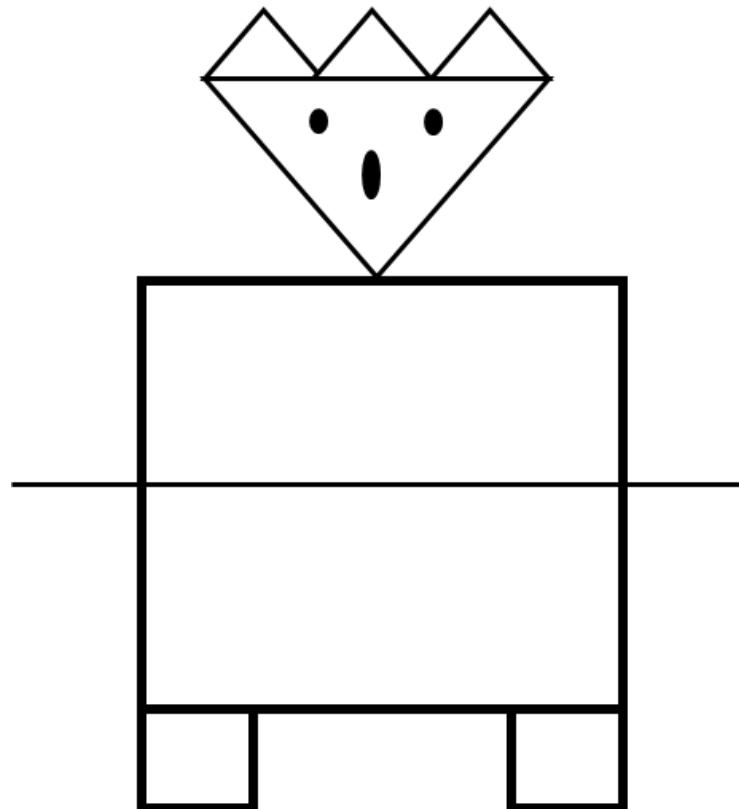


# Paraphrasing

- 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 ...?



# Diagram A





## Diagram B

