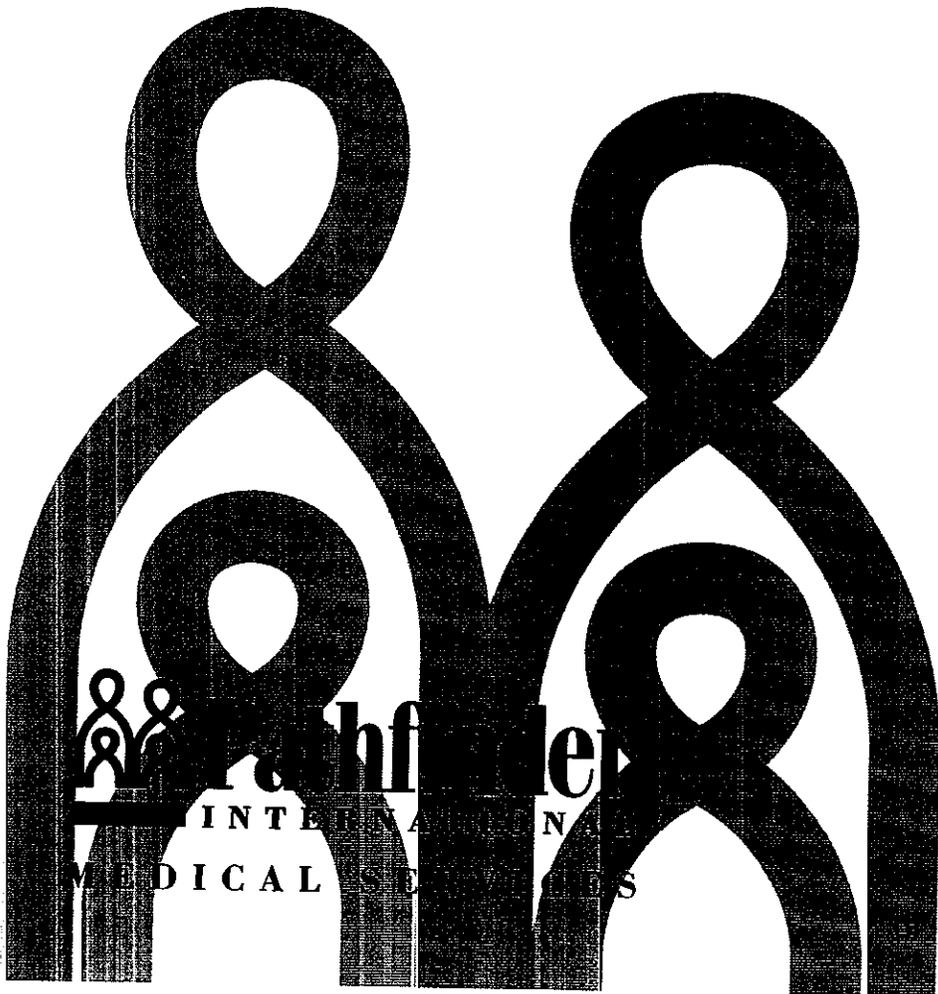


- PN-ACT-651-

*A comprehensive training course*

14

# Training of Trainers



Comprehensive  
Reproductive Health and Family Planning  
Training Curriculum

# **MODULE 14: TRAINING OF TRAINERS**

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Medical Services  
Pathfinder International  
November 1997

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# NOTES TO THE TRAINER

## PURPOSE

This training manual is designed for use as part of the comprehensive family planning and reproductive health training of service providers. It is designed to be used to train physicians, nurses, and midwives.

This manual is designed to actively involve the participants in the learning process. Sessions in this Training of Trainers (TOT) module include discussions, identification of trainer's own learning style, training exercises, conducting training needs assessments, developing action plans, developing visual aids, and training practice sessions which are videotaped and critiqued.

## DESIGN

The training manual consists of 15 modules:

1. Introduction/Overview
2. Infection Prevention
3. Counseling
4. Combined Oral Contraceptives and Progestin-only Pills
5. Emergency Contraceptive Pills
6. DMPA
7. Intrauterine Devices
8. Breastfeeding and Lactational Amenorrhea Method
9. Condoms and Spermicides
10. Voluntary Surgical Contraception
11. MVA for Treatment of Incomplete Abortion
12. Reproductive Tract Infections
13. Postpartum/Postabortion Contraception
14. Training of Trainers
15. Quality of Care

Included in each module is a set of trainer resources, participant materials, training evaluation tools, and a bibliography.

## SUGGESTIONS FOR USE

- The modules are designed to provide flexibility in planning, conducting, and evaluating the training course.
- The curriculum is designed to allow trainers to formulate their own training schedule, based on results from training needs assessments.
- The modules can be used independently of each other.
- The modules can also be lengthened or shortened depending on the level of training and expertise of the participants.

- In order to foster changes in behavior, learning experiences have to be in the areas of knowledge, attitudes, and skills. In each module, the overall objective, and general and specific objectives, are presented in terms of achievable changes in these three areas.
- Training references and resource materials for trainers and participants are identified.
- Each module is divided into a *Trainer's Module* and *Appendix* section.
- The *Trainer's Module* presents the information in two columns:
  1. *Content*, which contains the necessary technical information; and
  2. *Training/Learning Methods*, which contains the training methodology (e.g., lecture, role play, discussion, etc.) by which the information should be conveyed.
- The training design section includes the content to be covered and the training methodologies.
- The *Appendix* section contains:
  - Participant handouts
  - Transparencies
  - Participant Evaluation Form
- The *Participant Handouts* are referred to in the *Training/Learning Methods* sections of the curriculum and include a number of different materials and exercises, ranging from copies of the technical information from the *Content* of the module to role play descriptions, skills checklists, and case studies.
- The *Participant Handouts* should be photocopied for the trainees and distributed to them in a folder or binder to ensure that they are kept together as a technical resource after the training course has ended.
- Copies from which to make transparencies have been prepared where called for in the text. These should be photocopied onto clear overheads for display during the training sessions.
- The *Participant Evaluation Form* should also be copied to receive the trainees' feedback in order to improve future training courses.
- The methodologies section is a resource for trainers for the effective use of demonstration/return demonstration in training.
- Participants are referred to as Px.

To ensure appropriate application of learning from the classroom setting to clinical practice, Clinical Practicum sessions are an important part of the *Comprehensive Family Planning and Reproductive Health Curriculum*. For consistency in the philosophy of client's rights, the following should be shared with participants, in preparation for their clinical practicum experiences:

#### **CLIENT'S RIGHTS DURING CLINICAL TRAINING**

The rights of the client to privacy and confidentiality should be considered at all times during a clinical training course. When a client is undergoing a physical examination it should be carried out in an environment in which her/his right to bodily privacy is respected. When receiving counselling, undergoing a physical examination, or receiving surgical contraceptive services, the client should be informed about the role of each individual inside the room (e.g., service provider, individuals undergoing training, supervisors, instructors, researchers, etc.).

The client's permission must be obtained before having a clinician-in-training/participant observe, assist with or perform any services. The client should understand that s/he has the right to refuse care from a clinician-in-training/participant. Furthermore, a client's care should not be rescheduled or denied if s/he does not permit a clinician-in-training/participant to be present or provide services. In such cases, the clinical trainer or other staff member should perform the procedure. Finally, the clinical trainer should be present during any client contact in a training situation.

Clinical trainers must be discreet in how coaching and feedback are given during training with clients. Corrective feedback in a client situation should be limited to errors that could harm or cause discomfort to the client. Excessive negative feedback can create anxiety for both the client and clinician-in-training.

It can be difficult to maintain strict client confidentiality in a training situation when specific cases are used in learning exercises such as case studies and clinical conferences. Such discussions always should take place in a private area, out of hearing of other staff and clients, and be conducted without reference to the client by name (AVSC, "Tips for Trainers-8," September 1994; **NSV Trainer's Manual**).

## DEMONSTRATION TECHNIQUE

The Five-Step Method of Demonstration and Return Demonstration is a training technique useful in the transfer of skills. The technique is used to make sure that participants become proficient in certain skills. It can be used to develop skills in IUD insertion, pill dispensing, performing a general physical examination, performing a breast or pelvic examination, etc. In short, it can be used for any skill which requires a demonstration. The following are the "five steps:"

1. **Overall Picture:** Provide participants with an overall picture of the skill you are helping them develop and a skills checklist. The overall picture should include why the skill is necessary, who needs to develop the skill, how the skill is to be performed, etc. Explain to the participants that these necessary skills are to be performed according to the steps in the skills checklist, on models in the classroom and practiced until participants become proficient in each skill and before they perform them in a clinical situation.
2. **Trainer Demonstration:** The trainer should demonstrate the skill while giving verbal instructions. If an anatomical model is used, a participant or co-trainer should sit at the head of the model and play the role of the client. The trainer should explain the procedure and talk to the role playing participant as s/he would to a real client.
3. **Trainer/Participant Talk-Through:** The trainer performs the procedure again while the participant verbally repeats the step-by-step procedure.  
  
*Note: The trainer does **not** demonstrate the wrong procedure at any time. The remaining participants observe the learning participant and ask questions.*
4. **Participant Talk-Through:** The participant performs the procedure while verbalizing the step-by-step procedure. The trainer observes and listens, making corrections when necessary. Other participants in the group observe, listen, and ask questions.
5. **Guided Practice:** In this final step, participants are asked to form pairs. Each participant practices the demonstration with their partner. One partner performs the demonstration and talks through the procedure while the other partner observes and critiques using the skills checklist. The partners should exchange roles until both feel competent. When both partners feel competent, they should perform the procedure and talk-through for the trainer, who will assess their performance using the skills checklist.

# DO'S AND DON'TS OF TRAINING

The following "do's and don'ts" should ALWAYS be kept in mind by the trainer during any learning session.

## DO'S

- Do** maintain good eye contact
- Do** prepare in advance
- Do** involve participants
- Do** use visual aids
- Do** speak clearly
- Do** speak loud enough
- Do** encourage questions
- Do** recap at the end of each session
- Do** bridge one topic to the next
- Do** encourage participation
- Do** write clearly and boldly
- Do** summarize
- Do** use logical sequencing of topics
- Do** use good time management
- Do** K.I.S. (Keep It Simple)
- Do** give feedback
- Do** position visuals so everyone can see them
- Do** avoid distracting mannerisms and distractions in the room
- Do** be aware of the participants' body language
- Do** keep the group on focused on the task
- Do** provide clear instructions
- Do** check to see if your instructions are understood
- Do** evaluate as you go
- Do** be patient

## DON'TS

- Don't** talk to the flip chart
- Don't** block the visual aids
- Don't** stand in one spot--move around the room
- Don't** ignore the participants' comments and feedback (verbal and non-verbal)
- Don't** read from curriculum
- Don't** shout at participants

# UNIT 1: INTRODUCTION

## INTRODUCTION:

In order to train large numbers of service providers in high-quality reproductive health service provision, it is necessary to have a cadre of trainers who can provide training on the various contraceptive methods and other relevant topics, such as reproductive tract infections, infection prevention, and counseling. The purpose of *Module 14: Training of Trainers* is to prepare service providers with some training experience to fulfill the role of health care trainers in national service delivery systems.

## UNIT TRAINING OBJECTIVE:

To prepare trainers to identify the needs of course participants and establish the proper setting for effective learning.

## SPECIFIC LEARNING OBJECTIVES:

By the end of the unit, participants will be able to:

1. Introduce the trainers and participants to each other.
2. Define the participants' expectations of the course.
3. Determine the trainees' needs.
4. Establish a positive climate and spirit of cooperation.
5. Provide suggestions for effective participation in the Training of Trainers Course.
6. Introduce the goal of the training and the Unit Objectives.
7. Introduce the exercises "Where Are We?" and "Reflections."

## TRAINING/LEARNING METHODOLOGY:

- Discussion
- Small group work
- Training needs assessment

## MAJOR REFERENCES AND TRAINING MATERIALS:

- Brancich C, Farrell B. *Advanced Training of Trainers: Nigeria*. International Health Programs/Western Consortium for Public Health (IHP/WCPH), 1990.

**RESOURCE REQUIREMENTS:**

- Newsprint
- Marking pens
- Overhead projector

**EVALUATION METHODS:**

- Participant Reaction Form (end of module)
- Continuous assessment of objectives being learned

**TIME REQUIRED:** 2 hours, 35 minutes

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency:
  - 1.1 Unit Objectives
2. Copies of *Participant Handouts*
3. Prepare a list of the participants with their names, titles, places of work, and any other useful information, so you know something about the participants before training begins.

**Specific Objective #1: Introduce the trainers and participants to each other.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Introducing Trainers and Participants</b></p>	<p><b>Introduction (10 min.):</b></p> <p>The trainer(s) should:</p> <ul style="list-style-type: none"> <li>• Greet participants, introduce yourself and the participants (Px).</li> <li>• Show <i>Transparency 1.1</i> and discuss the Unit Objectives.</li> </ul>

**Specific Objective #2: Define the participants' expectations of the course.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Define Participants' Expectations of the Course</b></p> <ol style="list-style-type: none"> <li>1. What do you hope to accomplish during this course?</li> <li>2. Do you anticipate any difficulties during the course?</li> <li>3. What will you be missing at home?</li> <li>4. What will you be missing at work?</li> <li>5. How do you think this training will help you at work?</li> </ol>	<p><b>Expectations (45 minutes):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask the group to pair off.</li> <li>• Distribute <i>Px Handout 1.1</i> to each Px.</li> <li>• Ask each pair to spend 10 minutes interviewing each other to answer the five questions.</li> <li>• Have each person present her/his partner's expectations to the group.</li> <li>• Make note of all of the expectations so that you can refer to them throughout the course.</li> </ul> <p>(See <i>Px Handout 1.1</i>.)</p>

**Specific Objective #3: Determine the trainees' needs.**

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<b>Training Needs Assessment</b>	<p><b>Assessment (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Pass out copies of <i>Px Handout 1.2: Training Needs Assessment</i>.</li> <li>• Ask each Px to fill out the questionnaire.</li> <li>• Review the Px's questionnaires to best determine where emphasis is needed.</li> </ul> <p>(See <i>Px Handout 1.2</i>.)</p>

**Specific Objective #4: Establish a positive climate and spirit of cooperation.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Establish a Positive Climate</b></p>	<p><b>Group Exercise (30 min.)</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Divide Px into 4 groups.</li> <li>• Ask each group to spend the first 10 minutes discussing what changes they hope will be made in the clinics/hospitals where they will be providing training.</li> <li>• Ask them to record some of the changes they hope to make. They should limit their answers to 5-10 important changes.</li> <li>• Each group should select one Px to record their answers on newsprint and present their answers to the group.</li> </ul>

**Specific Objective #5: Provide suggestions for effective participation in the Training of Trainers Course.**

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>Suggestions for Effective Participation</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Ask a question when you have one.</li> <li>• Feel free to share an illustration.</li> <li>• Request an example if a point is not clear.</li> <li>• Search for ways in which you can apply a general principle or idea to your work.</li> <li>• Think of ways you can pass on ideas to your subordinates and co-workers.</li> <li>• Be skeptical - don't automatically accept <u>everything</u> you hear.</li> </ul> <p><b>DON'T</b></p> <ul style="list-style-type: none"> <li>• Try to develop an extreme problem just to prove the trainer doesn't have all the answers. (The trainer doesn't.)</li> <li>• Close your mind by saying, "This is all fine in theory, but..."</li> <li>• Assume that all topics covered will be equally relevant to your needs.</li> <li>• Take extensive notes; the handouts will satisfy most of your needs.</li> </ul>	<p><b>Trainer Presentation (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask Px for suggestions for effective participation.</li> <li>• Give Px additional suggestions.</li> <li>• Ask a Px to record the suggestions of the Px.</li> </ul> <p>(See Px Handout 1.3.)</p>

**Specific Objective #6: Introduce the goal of the training and the Unit Objectives.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Workshop Goals and Objectives</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Introduction</li> <li>• Unit 2: Adult Learning</li> <li>• Unit 3: Facilitation Skills</li> <li>• Unit 4: Training Techniques</li> <li>• Unit 5: Using Training Aids</li> <li>• Unit 6: Planning for Training</li> <li>• Unit 7: Micro Training</li> <li>• Unit 8: Preparing for a Training Course</li> <li>• Unit 9: Evaluation</li> </ul>	<p><b>Review of Goals, Objectives, and Agenda (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Review the training goals, objectives, and agenda with Px.</li> <li>• Through discussion, determine the clarity of objectives, agreement/ disagreement on objectives, and areas to consider for revision.</li> <li>• Describe the role of the trainers and the use of the video during training.</li> </ul>

**Specific Objective #7: Introduce the exercises "Where Are We?" and "Reflections."**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Where Are We?</b></p> <p>Starting each day with "Where are We?" is our opportunity to share insights, clarify issues, resolve problems, and review important material we need to remember so that each of us can get the most out of the course and each day's experiences.</p>	<p><b>Trainer Presentation (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Explain that "Where Are We?" requires the active cooperation of the Px, so be certain to make their role clear.</li> <li>• Explain that "Where Are We?" will be a regular feature of the beginning of each day during the training session.</li> <li>• This activity should be used as an opportunity to share insights, clarify issues, resolve problems, and review important material that the Px need to remember so that everyone (Px and trainers alike) can get the most out of each day.</li> <li>• Problems identified during the "Where Are We?" session should be resolved before continuing on with the day's work (whenever possible), since unresolved issues may hinder the learning process for the Px.</li> </ul> <p>(See Px Handout 1.4.)</p>

### Specific Objective #7: Continued

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Reflections</b></p> <p>After a full day of activities, we need to take time to look over what we have done and examine what it means to us individually. This is a method to explore how what we have learned can be applied in a broader setting.</p> <p>The "Reflections" activity will be our opportunity to make these analyses. It is also an opportunity for the trainers and Px to share feedback on the training activities and to identify areas that need reinforcement or further discussion. Therefore, at the end of each day, we will use various methods of conducting this activity to reflect on the day's work.</p> <p>For the first session of "Reflections," each Px then should answer the following questions and share responses with the group:</p> <ul style="list-style-type: none"> <li>• What did I like about today and why?</li> <li>• What did I not like about today and why?</li> <li>• What did I learn and experience today that I will be able to use?</li> </ul>	<p><b>Trainer Presentation (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Explain that at the end of the day's activities, the "Reflections" activity will be performed.</li> <li>• Be sure to close each day's activities with a session of "Reflections" on the day.</li> <li>• Make a note of the Px and trainers' feedback, and attempt to address ideas and concerns during the discussion and during the following days' lesson plans.</li> </ul>

## UNIT 2: ADULT LEARNING

### INTRODUCTION:

The principles of adult learning are the keystone of any effort to provide training to service providers. Training courses must provide experiential learning, which will be applicable to participants in performing their jobs.

### UNIT TRAINING OBJECTIVE:

To prepare participants to identify and apply the principles of adult learning.

### SPECIFIC LEARNING OBJECTIVES:

By the end of the unit, the participants will be able to:

1. Identify the three basic principles of adult learning.
2. Identify the characteristics of adult learning.
3. Demonstrate how to apply adult learning theory to the training process.
4. Give examples of important principles that influence the learning process.
5. Identify the five major factors in retaining and recalling knowledge.
6. Describe how to use knowledge of concentration and attention span in planning training sessions.
7. Describe the importance of organizing training material around "key concepts."
8. Describe the two cardinal rules of memory and how to use them to train more effectively.
9. Use the *Learning Styles Inventory* to identify the participants' preferred learning style.

### SIMULATED SKILL PRACTICE:

- Identify own learning style through use of *Learning Styles Inventory*

### TRAINING/LEARNING METHODOLOGY:

- Trainer presentation
- Discussion
- Group exercises
- Individual learning exercise
- Inventory of learning styles

**MAJOR REFERENCES AND TRAINING MATERIALS:**

- Buzan T. *Make the Most of Your Mind*. London: Pan Books Ltd, 1988.
- CEDPA. *Training Trainers for Development*. Washington, D.C.: The Center for Development and Population Activities, 1994.
- Donaldson L, Scannell E. *Human Resource Development*. Reading, MA: Addison-Wesley Publishing Company, 1986.
- Philippine Family Planning Program. *Training of Trainers in Family Planning*. Manila: Department of Health, 1993.

**RESOURCE REQUIREMENTS:**

- Newsprint
- Marking pens
- Flipchart

**EVALUATION METHODS:**

- Observation and assessment during group work and presentations
- Participant Reaction Form
- Direct verbal feedback
- Where Are We?
- Reflections

**TIME REQUIRED:** 2 hours, 50 minutes

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparencies:
  - 2.1: Unit Objectives
  - 2.2: Empty Vessel Theory
  - 2.3: Experiential Learning
  - 2.4: Experiential Learning Cycle
  - 2.5: Retention and Recall
  - 2.6: Learning Styles Continuum
2. Copies of *Participant Handouts*
3. Flipchart with key phrases

**Specific Objective #1: Identify the three basic principles of adult learning.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Adult Learning</b></p> <p>The three basic principles of adult learning are:</p> <ol style="list-style-type: none"> <li>1. <b>Active learner participation</b> in the learning process <b>significantly increases</b> the learner's <b>ability to retain</b> and use <b>knowledge</b>.</li> <li>2. One of the <b>keys to successful learning</b> is a <b>"supportive" environment</b>, in which the learner receives positive (praise/encouragement), rather than negative, reinforcement (scolding/criticism).</li> <li>3. <b>Independent learning experiences</b> <b>increase</b> the learner's <b>confidence</b> and <b>sense of responsibility</b>.</li> </ol>	<p><b>Discussion (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Greet Px, show <i>Transparency 2.1</i> and discuss the Unit Objectives.</li> <li>• Ask each Px to write about the best learning experience s/he ever had as an adult.</li> <li>• After five to ten minutes, ask for a few volunteers to relate their experiences aloud.</li> <li>• Ask the Px to analyze their best learning experience and write down what made it special.</li> </ul> <p>(See <i>Px Handout 2.1</i>.)</p>

**Specific Objective #2: Identify characteristics of adult learning theory.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Characteristics of Adult Learners</b></p> <ol style="list-style-type: none"> <li>1. Adults have a <b>need to know why</b> they should learn something.</li> <li>2. Adults have a <b>deep need to be self-directing</b>.</li> <li>3. Adults have a <b>greater</b> volume and different quality of <b>experience</b> than youth.</li> <li>4. Adults become <b>ready to learn when they experience</b> in their life situation a <b>need to know</b> or be able to do in order to perform more effectively and satisfyingly.</li> <li>5. Adults enter into a learning experience with a <b>task-centered orientation</b> to learning.</li> <li>6. Adults are <b>motivated</b> to learn by both <b>extrinsic</b> and <b>intrinsic motivators</b>.</li> </ol> <p><b>Traditional Trainer</b> focuses on:</p> <ul style="list-style-type: none"> <li>• Passing on information from trainer to trainee</li> <li>• Assuming responsibility for trainee needs</li> <li>• Focusing “one-way” communication from trainer to trainee</li> </ul> <p><b>Experiential Trainer</b> believes that:</p> <ul style="list-style-type: none"> <li>• Trainees learn from experience</li> <li>• Trainees should be actively involved in the training process</li> <li>• Trainees will learn best by exploration and discovery, asking questions, formulating and testing hypotheses, and solving problems</li> </ul>	<p><b>Trainer Presentation (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Discuss the basic principles and characteristics of adult learners found in the content.</li> <li>• Distribute <i>Px Handout 2.1a</i>, which contains supplemental information on adult learning.</li> <li>• Explain that there are two types of trainers, the “traditional trainer” and the “experiential trainer.” Use <i>Transparencies 2.2 and 2.3</i> to illustrate the two types.</li> </ul> <p>(See <i>Px Handout 2.1.</i>)</p>

### Specific Objective #3: Demonstrate how to apply adult learning theory to the training process.

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>Applying Adult Learning Theory</b></p> <p>A variety of activities, based on the characteristics of adult learning, can be used in the teaching process. Some are listed below:</p> <p><i>Adults have a need to know why they should learn something.</i></p> <ul style="list-style-type: none"> <li>• <b>Provide</b> real or simulated <b>experiences</b> through which the learners experience the benefits of knowing and the costs of not knowing.</li> <li>• Start training by creating a <b>climate of mutual trust</b> and by <b>discussing expectations</b> with the learner.</li> </ul> <p><i>Adults have a deep need to be self-directing.</i></p> <ul style="list-style-type: none"> <li>• <b>Allow for</b> as much <b>choice</b> as possible in making decisions during the learning experience.</li> <li>• Create a <b>mechanism for mutual planning</b>. Help adults diagnose their needs. Set objectives and design learning activities suited to their needs.</li> </ul> <p><i>Adults have a greater volume and different quality of experience than youth.</i></p> <ul style="list-style-type: none"> <li>• Encourage participants to <b>share their experiences</b>.</li> <li>• Try to <b>link</b> new learning activities to the participants' experiences.</li> </ul> <p><i>Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively.</i></p>	<p><b>Group Exercise (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Divide Px into four groups.</li> <li>• Ask them to spend 20 min. discussing how they might practically apply each feature of adult learning theory when training.</li> <li>• Have one Px from each group present their list of practical applications.</li> <li>• If necessary, supplement the lists after all the groups have presented.</li> <li>• Present <i>Transparencies 2.2 and 2.3: Empty Vessel Theory, and Experiential Learning</i>, contrasting the theories and their application to adult learning.</li> <li>• Ask Px to cite examples of adult learning experiences that were used in the Comprehensive Reproductive Health training for each of the six adult learning principles.</li> </ul> <p>(See Px Handout 2.2.)</p>

### Specific Objective #3: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Applying Adult Learning Theory (cont.)</b></p> <ul style="list-style-type: none"> <li>• Any training course will be more effective if the content is related to meeting their need for knowledge or a particular skill. Often participants are sent by their agency/ organization and do not "choose to attend." When participants are "sent" for training, there are <b>two mechanisms for reducing their resistance:</b> <ol style="list-style-type: none"> <li>1. State publicly that you realize there may be some participants who are not in the course because they want to be; this is an unfortunate situation because this usually gets in the way of learning, and</li> <li>2. Explain that since they have no choice but to be in the course, to try to find some value in learning what the course has to offer.</li> </ol> </li> <li>• Participants should be told why a particular topic or session is included and why they are expected to learn a particular skill or adopt a certain attitude.</li> </ul> <p><i>Adults enter into a learning experience with a task-centered orientation to learning.</i></p> <ul style="list-style-type: none"> <li>• Case studies and role play techniques help participants feel they are working with "real" problems and accomplishing "real" tasks.</li> <li>• Developing and carrying out "re-entry" plans help participants learn how to apply the lessons learned.</li> </ul>	

**Specific Objective #3: Continued**

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>Applying Adult Learning Theory (cont.)</b></p> <p><i>Adults are motivated to learn by both extrinsic and intrinsic motivators.</i></p> <ul style="list-style-type: none"> <li>• As trainers, we can set the stage and do much to orchestrate an environment conducive to learning, however, it is also an internal process.</li> <li>• Positive reinforcement enhances learning.</li> <li>• Link training with promotions, added responsibility, power, and esteem.</li> </ul>	

**Specific Objective #4: Give examples of important principles that influence the learning process.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Learning Principles</b></p> <p>Any effective training program utilizes the following principles of learning:</p> <ol style="list-style-type: none"> <li>1. <b>Learning can be said to take place when there is a permanent change in behavior, including changes in knowledge, understanding, skills, interests, values, sensitivities, attitudes, and perceptions.</b></li> <li>2. <b>To bring about a specific kind of change, certain methods are more effective than others.</b> For example, an experience in which the learner develops her/his own conclusions is likely to be more effective than a lecture or reading assignment.</li> <li>3. <b>Changes are unlikely to take place unless the learner is motivated to learn.</b></li> <li>4. <b>Learning is an internal process that involves taking your own experience and adapting it to what your needs are at the time.</b> Learning methods are more effective when the learner's attitude is positive. Individuals learn different things in different ways and at their own speed, and relate their learning to their own values, beliefs, and experiences.</li> <li>5. <b>Learning is a thinking process.</b> Learning is more effective when people have to think and when they are responsible for working out their own conclusions.</li> <li>6. <b>Learning is largely an associative process of relating one thing to another.</b></li> </ol>	<p><b>Discussion (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Briefly discuss the eleven principles that will help Px understand how adults learn.</li> </ul> <p>(See Px Handout 2.3.)</p>

**Specific Objective #4: Continued**

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>Learning Principles (cont.)</b></p> <p>7. <b>Learning is enhanced by applying the skills and knowledge</b>, by testing experiences, feelings and opinions and by comparing the opinions of others.</p> <p>8. <b>Learning by understanding is retained better than learning by memorizing.</b></p> <p>9. <b>Repetition helps retain knowledge.</b></p> <p>10. <b>Previous learning tends to be transferred to specific situations only when the learner perceives it to be relevant.</b></p> <p>11. <b>Learning is often resisted if it means replacing comfortable, established attitudes and ways of doing things with new attitudes and ways of doing things.</b> Resistance can be lessened by respecting learners rights as individuals to decide for themselves and by giving learners an opportunity to reinforce new learning by applying it.</p>	

**Specific Objective #5: Identify the five major factors in retaining and recalling knowledge.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Retention and Recall</b></p> <ul style="list-style-type: none"> <li>• <b>Retention</b> is the mind's ability to take in and store information.</li> <li>• <b>Recall</b> is the mind's ability to select that information when needed.</li> <li>• People may retain information, then temporarily lose the ability to recall it.</li> <li>• Five factors should always be used to the maximum advantage when training to help learners retain and recall key information.</li> </ul> <p><b>The five major factors in the mind's ability to recall information are:</b></p> <ol style="list-style-type: none"> <li>1. <i>First and last</i> (order presented)</li> <li>2. <i>Recentness</i></li> <li>3. <i>Association</i> (linking/connectivity)</li> <li>4. <i>Outstandingness</i></li> <li>5. <i>Review</i></li> </ol> <p>1. <i>First and last</i> (order of events): People will almost always recall the <b>beginning of events</b> more accurately than the middle or end and they will recall information/events at the end more frequently than those that occur in the middle.</p> <p>This means that <b>the most important information should always be presented first, then summarized at the end</b> of any learning session.</p> <p>2. <i>Recentness</i>: People tend to <b>recall events which happened recently</b>. What happened yesterday is easier to remember than the day before, and so on. This key factor is <b>linked to the importance of review</b> in learning.</p>	<p><b>Group Discussion (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Review the five major factors in the mind's ability to recall information with the Px.</li> <li>• Have the Px give examples for each of the five factors and write them on the whiteboard.</li> </ul> <p>(See Px Handout 2.4.)</p>

**Specific Objective #5: Continued**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p>3. <i>Association:</i> People will be able to <b>recall any information better when it is connected, linked, or associated with something</b>, rather than presented as a separate or isolated piece of information or event.</p> <p>This is why it is so <b>critical to relate theory to practice</b> and explains why someone can be "brilliant" in the classroom and have problems in the clinical setting because they are unable to associate the information they have learned during training to actual practice.</p> <p>4. <i>Outstandingness:</i> People will be able to <b>recall anything</b> which is <b>outrageous, unusual, out of context or outstanding</b>, simply because they will notice and pay attention to anything that is different.</p> <p>This can be used very effectively during training to help learners retain and recall important information.</p> <p>5. <i>Review:</i> <b>Information which is reviewed "sticks in the brain" and is more likely to be recalled</b> than information that is taught only once.</p>	

**Specific Objective #6: Describe how to use knowledge of concentration and attention span in training.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Concentration and Attention Span</b></p> <p>People may completely understand all the information presented during a learning session, yet not be able to recall much of the information later. The reason for this is that <b>studies have shown that the ability to recall during a session gets progressively worse as time goes on unless the mind is given brief rests.</b></p> <p><b>The key to maintaining information recall at a high level is to organize learning sessions in blocks of 20 to 50 minutes.</b></p> <p>A period longer than 50 minutes will result in a significant decline in the amount of information recalled.</p> <p><b>Breaks</b></p> <ul style="list-style-type: none"> <li>• Are <b>critical for maintaining concentration</b> and maximizing learners' ability to recall the information being presented.</li> <li>• <b>Maintain the recall curve at a high level</b> by taking advantage of the fact that the mind tends to recall information presented at the beginning and end of a session.</li> <li>• <b>Reduce muscular and mental tension</b> which tends to build up during periods of concentration.</li> </ul> <p>In a two hour learning session, <b>if no breaks are scheduled</b> the learners' <b>ability to recall the information will be significantly reduced.</b></p> <p>Rather than "wasting valuable time," <b>breaks are an important key to learners' ability to recall and retain information.</b></p>	<p><b>Group Discussion (15 min.):</b></p> <p>Review <i>Transparency 2.4: Teaching Methods and Remembering</i> with Px.</p> <p>Ask Px the following:</p> <ul style="list-style-type: none"> <li>• If we remember only 20% of what we hear, 40% of what we hear and see, and 80% of what we experience and do</li> <li>• How can we structure training to make sure that trainees remember the most?</li> </ul> <p>Aside from selecting the best teaching methods to help people learn, it is important to consider the amount of time people can concentrate and pay attention.</p>

**Specific Objective #7: Describe the importance of key words and concepts.**

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>Key Words and Concepts</b></p> <ul style="list-style-type: none"> <li>• Normal sentence structure is not the best way to remember information, because <b>90% of all words are not necessary for the purpose of recall.</b></li> <li>• By <b>organizing material to be taught around key concepts, phrases and words</b>, the trainer can <b>assist learners to recall and retain important information.</b></li> <li>• <b>Key words or phrases enable the learner to associate, link and connect the information</b> with other knowledge, images and experience (an important factor in recall).</li> <li>• Key concepts, words, and phrases also enable the learner to organize and prioritize the material around the most important information.</li> <li>• The use of key concepts, words, and phrases <b>is not only more effective, but also saves time</b> for both trainers and learners.</li> <li>• Images and symbols can also be used by the trainer to enhance recall.</li> </ul>	<p><b>Group Exercise (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Briefly review the importance of using key concepts, words, and phrases with the Px.</li> <li>• Have one of the Px write on a flipchart three sentences from one of the handouts.</li> <li>• Take it away after a minute and have the Px write down what they remember from the flipchart.</li> <li>• Have a flipchart prepared with several key phrases. For example, key concepts for writing on flip charts: <ul style="list-style-type: none"> <li>• Print in capitol letters</li> <li>• Alternate colors</li> <li>• Use only key words</li> <li>• No more than five ideas per page</li> </ul> </li> <li>• Show it briefly to the Px, take it away, then have them write down what they remember.</li> <li>• Contrast the ease of recalling key phrases rather than whole sentences.</li> </ul> <p>(See Px Handout 2.5.)</p>

**Specific Objective #8: Describe the two cardinal rules of memory and how to use them.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Cardinal Rules of Memory</b></p> <p>The cardinal rule for remembering something is to use two things:</p> <p><b>1. Imagination</b> <b>2. Association</b></p> <p>What this means is that the most effective way to remember anything is to <b>associate</b> (link) it <b>with a known or fixed item, using your imagination.</b></p> <p>You can do this by using:</p> <ol style="list-style-type: none"> <li>1. <b>The Senses:</b> This includes vision, hearing, sense of smell, taste, and touch. The more senses used during a learning session, the more the learners will remember the information.</li> <li>2. <b>Movement:</b> Movement adds another way for the mind to associate and therefore remember something. Using gestures can also help people remember.</li> <li>3. <b>Association:</b> Anything associated or linked with something will be more easily remembered.</li> <li>4. <b>Humor:</b> Humor is an extremely <b>effective tool for improving memory.</b> The more absurd and ridiculous images are, the more outstanding and therefore memorable they will be. Using <b>humor</b> during learning sessions not only helps learners remember information, but it also <b>reduces tension and creates a positive learning environment.</b></li> </ol>	<p><b>Group Exercise (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Briefly review the cardinal rules of memory with Px.</li> <li>• Divide the Px into four groups and have each group write down examples of how to use each of the techniques listed in the content column when teaching information.</li> <li>• Have each group present their examples.</li> </ul> <p>(See Px Handout 2.6.)</p>

### Specific Objective #8: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p>5. <b>Imagination:</b> The more imagination is used in training, the more learners will recall, retain, and utilize information. It also makes training a more creative and enjoyable process! Use it!</p> <p>6. <b>Numbering:</b> Using numbers adds specificity and efficiency in learning and remembering information.</p> <p>7. <b>Symbolism: Substituting images increases the probability of recall.</b></p> <p>8. <b>Color:</b> The use of color in any learning situation makes the information more memorable. Learners are more likely to remember key words and important information if they are written in different colors (the brighter the better).</p> <p>9. <b>Order and Sequence:</b> By using order and sequence in combination with other learning principles, the trainer can improve learners' ability to recall information by immediate reference to something (ie; little to big, grouping by color, sorting by category).</p> <p>10. <b>Exaggeration: The more outrageous, unusual and exaggerated an image or information is, the more learners will remember to use it.</b> The trainer can use this during learning sessions to impress important information in learners' minds.</p> <p>11. <b>Positive Images: Positive images are generally more effective than negative ones</b> because the brain "wants to return to them." The brain tends to "block" <b>negative images</b> because it does not want to return to something that it perceives as unpleasant.</p>	

### Specific Objective #8: Continued

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p>The trainer can use imagination and association by connecting important information using images to:</p> <ul style="list-style-type: none"><li>• Crashing and sticking things together.</li><li>• Placing things in new situations, on top, underneath, or inside of each other.</li><li>• Substituting things for one another.</li><li>• Weaving and wrapping things together.</li><li>• Having things talk, dance, or share their color, aroma, or function.</li></ul>	

**Specific Objective #9: Use the learning styles inventory to identify the participants' preferred learning style.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Learning Styles Continuum</b></p> <p>There is <b>great variation</b> along a continuum of <b>how people learn</b>. Some learners will learn better if a training resembles their "learning style" more closely. This continuum can be broken down into <b>three main categories</b>:</p> <ul style="list-style-type: none"> <li>• the learner's role,</li> <li>• the learner's needs; and</li> <li>• trainer behaviors.</li> </ul> <p>The following three learner styles each demonstrate the learner's role, needs, and the trainer's behavior:</p> <p><i>Dependent Learner Model</i></p> <p>This model frequently occurs in introductory courses, new situations, new languages, and other courses where the learner has little or no information upon entering the course.</p> <p>The <b>learner needs</b> structure, direction, external reinforcement, encouragement, and esteem from authority (the trainer/teacher).</p> <p><b>Appropriate trainer behaviors</b> include: lecturing, demonstrating, assigning, checking, testing, reinforcing, transmitting content, grading, and designing materials.</p> <p><i>Collaborative Model</i></p> <p>This model occurs when the learner has some knowledge, information, or ideas and would like to share them and try them out.</p> <p>The <b>learner needs</b>: introspection, interaction, practice, observation, participation, peer challenge, peer esteem, and experimentation.</p> <p><b>Appropriate trainer behaviors</b> include: collaborating, questioning, modeling, providing feedback, coordinating, evaluating, and managing.</p>	<p><b>Group Discussion (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Have Px refer to <i>Px Handout 2.1</i>.</li> <li>• Ask them to discuss which of the principles their previous trainers followed the most.</li> <li>• Explain that a checklist has been developed to help them identify the styles by which they like to learn.</li> <li>• Distribute the <i>Px Handout 2.8</i> and ask Px to complete it according to the instructions on the handout.</li> <li>• Stress that there are no right or wrong answers. The differences in their answers will only show that each individual learns differently.</li> <li>• Remind Px that once they have completed the checklist, they should circle the numbers of the ten items which they consider to be most significant.</li> <li>• Tell Px that you are going to give them a letter--A, B, or C--to write down beside each number in the inventory. For example, beside item 1 they should place an A.</li> <li>• Dictate the sequence of letters that accompanies the inventory.</li> <li>• Repeat the sequence so Px can check their work.</li> <li>• Next have Px count the number of A's that appear beside the ten numbers they have circled.</li> <li>• They should put the total beside the A at the bottom of the inventory.</li> </ul> <p>(See <i>Px Handouts 2.1, 2.7 and 2.8.</i>)</p>

### Specific Objective #9: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><i>Independent Learner Model</i></p> <p>This model most often occurs when the learner is knowledgeable and wants to continue to learn on his or her own, or has had successful experience working alone in a new situation, or feels that a trainer cannot offer much expertise.</p> <p>The <b>learner needs</b> internal awareness, experimentation, and non-judgmental support.</p> <p><b>Appropriate trainer behaviors</b> include: allowing, providing requested feedback, providing resources, consulting, listening, negotiating, evaluating, delegating, encouraging, and environment setting.</p>	<ul style="list-style-type: none"> <li>• Repeat this process for the Bs and Cs.</li> <li>• Tabulate all Px's scores for A, B, and C on a flip chart and note which letters seem to be the most and the least frequently represented.</li> <li>• Distribute <i>Px Handout 2.8a</i>. Discuss how the letters A,B, or C relate to the various statements.</li> <li>• Point out that Px with large numbers of A's prefer a dependent learner style, B's a collaborative style and C's an independent style.</li> <li>• Point out that these learning preferences have implications for trainers.</li> <li>• Ask what roles and behaviors the trainer needs to use for learners who prefer Style A, Style B, or Style C.</li> <li>• Stress that trainers usually are not extremely directive or extremely non-directive. Rather, trainers use a variety of styles that can be shown along a continuum.</li> <li>• Display <i>Transparency 2.5: The Learning Styles Continuum</i> to illustrate this point.</li> </ul>

**Specific Objective #9:**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
	<p><b>Group Exercise (30 min.)</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Divide Px into 3 groups for the following tasks:</li> </ul> <p><b>#1:</b> Identify the advantages and disadvantages of trainer-controlled training.</p> <p><b>#2:</b> Identify the advantages and disadvantages of collaborative training.</p> <p><b>#3:</b> Identify the advantages and disadvantages of learner-controlled training.</p> <ul style="list-style-type: none"> <li>• Allow 20 minutes for the group work and ask one Px from each group to report on their conclusions.</li> <li>• Ask Px to reflect on the session and tell how they plan to use what they have learned when they conduct their next training.</li> </ul>

## UNIT 3: FACILITATION SKILLS

### INTRODUCTION:

Facilitation skills are essential to engaging participants in workshops. By using various skills, trainers can solicit input from participants, reinforce positive participation in workshop activities, and communicate effectively with participants and other trainers alike.

### UNIT TRAINING OBJECTIVE:

To prepare participants to use verbal and nonverbal communication skills; praise and encouragement; feedback; and closed and open questions to facilitate the learning process.

### SPECIFIC LEARNING OBJECTIVES:

By the end of this unit, participants will be able to:

1. Explain how trainers use both verbal and nonverbal communication to express their feelings.
2. Demonstrate the use of praise and encouragement.
3. Demonstrate how to provide feedback.
4. Use both closed and open-ended questions appropriately.

### TRAINING/LEARNING METHODOLOGY:

- Learning Exercise
- Discussion
- Lecturette
- Role play

### MAJOR REFERENCES AND TRAINING MATERIALS:

- CEDPA. *Training Trainers for Development*. Washington, D.C.: The Center for Development and Population Activities, 1994.
- Family Health Services Project of Nigeria. *Interpersonal Communication and Counseling for Family Planning*. JHU/PCS & PATH, 1989.
- Sullivan R, et al. *Clinical Training Skills: A Problem-Solving Reference Manual*. Baltimore, MD: JHPIEGO, 1994.

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**RESOURCE REQUIREMENTS:**

- Newsprint
- Marking Pens
- Overhead projector

**EVALUATION METHODS:**

- Participant Reaction Form
- Where Are We?
- Reflections

**TIME REQUIRED:** 3 hours, 45 minutes

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency 3.1
2. Copies of *Participant Handouts*
3. Papers with names of common animals on them

**Specific Objective #1: Explain how trainers use both verbal and nonverbal communication to express their feelings.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Methods of Communication</b></p> <ul style="list-style-type: none"> <li>• touch</li> <li>• body movement</li> <li>• voice</li> <li>• words</li> <li>• facial expression</li> <li>• eye contact</li> </ul> <p><b>Nonverbal Communication</b></p> <p>People can communicate emotions without using words. Instead they use body movement and language, eye contact, facial expressions, and a variety of other mechanisms. In this exercise, we will explore how people convey emotion without using language. Some possible emotions to be acted out in this exercise are listed below.</p> <p><i>Emotions</i></p> <ul style="list-style-type: none"> <li>• Defensiveness</li> <li>• Anger</li> <li>• Pride</li> <li>• Fear</li> <li>• Sadness</li> <li>• Happiness</li> <li>• Pain</li> <li>• Impatience</li> <li>• Disapproval</li> <li>• Confusion</li> </ul>	<p><b>Introduction (5 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Greet Px, show <i>Transparency 3.1</i> and discuss Unit Objectives with Px.</li> </ul> <p><b>Discussion (5 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• If applicable, explain that in <i>Module 3: Counseling</i>, we discussed using verbal and nonverbal communication to help clients make an informed choice.</li> <li>• Explain that trainers also use verbal and nonverbal communication in training.</li> <li>• Ask Px to give examples of different ways in which people communicate with each other. (Possible responses in "Content" column.)</li> </ul> <p><b>Learning Exercise (20 min.):</b></p> <p>The trainer should conduct the following exercise:</p> <ul style="list-style-type: none"> <li>• Whisper or give slips of paper with different emotions to volunteers from the group and ask them to act out the emotion before the group. They may use expressions and body language, but no words or vocal expressions.</li> <li>• Other Px should try to guess the emotion or feeling.</li> </ul> <p>(See <i>Px Handout 3.1.</i>)</p>

## Specific Objective #1: Continued

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Nonverbal Communication</b></p> <p>The following list includes examples of nonverbal communication that facilitates learning:</p> <ul style="list-style-type: none"> <li>• Appearing relaxed</li> <li>• Smiling</li> <li>• Making eye contact with Px</li> <li>• Showing interest in what Px are saying</li> <li>• Appearing thoughtful</li> <li>• Showing approval</li> </ul> <p><b>Verbal Communication</b></p> <p>In verbal communication, the tone of one's voice can display different emotions, even when the words are the same. During this exercise, we will demonstrate the following emotions using just one sentence:</p> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Boredom</li> <li>• Happiness</li> <li>• Frustration</li> <li>• Disgust</li> <li>• Disinterest</li> <li>• Impatience</li> <li>• Disapproval</li> </ul> <p>Verbal communication refers to how something is said. In order to capture and maintain the interest of trainees, the trainer should:</p> <ul style="list-style-type: none"> <li>• <b>Vary the pitch, tone and volume of the voice</b> to emphasize important points. Avoid monotone speech which will cause boredom no matter how important the content.</li> <li>• <b>Vary the pace and delivery.</b> Make important points slowly and cover less important material quickly. Use terms that are familiar and easily understood by Px.</li> </ul>	<p><b>Learning Exercise (cont.)</b></p> <ul style="list-style-type: none"> <li>• After several Px have done this, ask the group the following questions: <ul style="list-style-type: none"> <li>• Was it difficult trying to convey a feeling without words?</li> <li>• Was it difficult to interpret emotions without a verbal explanation?</li> </ul> </li> <li>• Explain that trainers also communicate non-verbally.</li> <li>• Give examples of how this non-verbal communication might affect trainees.</li> <li>• Ask the Px, "What type of non-verbal communication on the part of the trainer do you think facilitates learning?"</li> </ul> <p><b>Learning Exercise (20 min.):</b></p> <p>The trainer should conduct the following exercise:</p> <ul style="list-style-type: none"> <li>• Explain that a person's tone of voice also communicates different emotions.</li> <li>• Give each Px an "emotion."</li> <li>• Give each Px the same sentence to say using the emotion assigned to them. (Suggestion for sentence: "Someone will see you in a few minutes.")</li> <li>• Let the others guess which emotion is being displayed and discuss how the feeling is shown.</li> <li>• Ask Px, "How can the emotions in your voice can facilitate learning?"</li> </ul>

## Specific Objective #1: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Verbal Communication (cont.)</b></p> <ul style="list-style-type: none"> <li>• Begin each session and each topic with a <b>strong introduction</b> to capture interest and draw attention to important points.</li> <li>• <b>Communicate on a personal level</b> with each of the Px by using their names; however, be sensitive to cultural norms. In some settings using first names may make some Px more comfortable while in other settings, use of first names may be inappropriate.</li> <li>• Try to <b>incorporate Px ideas and examples</b> into the training. Remembering a participant's comments, either from a previous session or from outside the training environment, will encourage Px interest and further participation.</li> <li>• <b>Avoid repeating words and phrases</b> such as "Do you know what I mean?" or "you know?" or "Do you understand?" These can be extremely annoying after a short period of time.</li> <li>• Try to make <b>logical and smooth transitions between topics</b>. Where possible, link topics so that the concluding review or summary of one presentation introduces the next topic. In any case, clearly state the beginning of a new topic and use visual aids (chalk or writing board or flip chart) to show it. Abrupt transitions between topics can cause confusion.</li> <li>• Take the time to <b>give clear directions for all classroom and clinical activities</b> so that Px will not be confused and lose interest. Px should not have to wonder what comes next, what they are supposed to do, or how activities will be conducted.</li> </ul>	<p><b>Lecturette (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Give a short lecturette on what trainers should do to capture and maintain the interest of trainees, using both verbal and nonverbal communication skills.</li> </ul>

### Specific Objective #1: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Verbal Communication (Continued)</b></p> <ul style="list-style-type: none"> <li>• Remember that family planning and reproductive health involve consideration of intimate issues. Sexual matters may be difficult to talk about because they involve strongly held views, taboos, and religious beliefs. <b>Using words which are acceptable to Px</b> will encourage them to do the same work with clients and fellow staff members.</li> </ul> <p><b>Using Nonverbal Communication Effectively</b></p> <p>Nonverbal communication is as important as verbal communication. Such things as <b>dress, eye contact, body language, and movement about the room</b>, as well as several other important factors, can have a significant impact on establishing and maintaining a positive training climate. To use nonverbal communication effectively:</p> <ul style="list-style-type: none"> <li>• Remember the <b>importance of a first impression</b>. How you greet Px and the initial "message" you convey can set the tone for the course.</li> <li>• Use <b>eye contact</b> to "read" faces. This is an excellent technique for establishing rapport, detecting understanding or confusion and getting feedback.</li> <li>• Use <b>positive facial expressions</b> to aid in the process of communication.</li> <li>• <b>Walk about the room</b> as you make your points. A skilled trainer coordinates movements and gestures with instructional delivery. Be energetic.</li> </ul>	

## Specific Objective #1: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Using Nonverbal Communication Effectively (Continued)</b></p> <ul style="list-style-type: none"> <li>• <b>Walk towards the Px as they respond to questions or make comments.</b> A slow nodding of the head while maintaining eye contact demonstrates interest and encourages active participant involvement.</li> <li>• <b>Avoid distracting gestures or body language,</b> such as fidgeting, excessive pacing, jiggling keys or coins in pockets, or playing with chalk or marking pens.</li> <li>• <b>Limit the use of desks, lecterns, or podiums</b> that establish an artificial barrier between the trainer and Px.</li> <li>• <b>Display enthusiasm</b> about the topic. It helps convey it's importance. Energy and excitement are contagious and directly affect the enthusiasm of Px.</li> </ul>	

**Specific Objective #2: Demonstrate the use of praise and encouragement.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Praise and Encouragement</b></p> <p>The definition of encouragement is "<b>the giving of courage and confidence.</b>"</p> <p>The definition of praise is "<b>the giving of approval.</b>"</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• "That's a great answer!"</li> <li>• "That's right!"</li> <li>• "That was an excellent response!"</li> <li>• "That was an excellent demonstration!"</li> <li>• "You inserted that IUD exactly right!"</li> <li>• "Good job!"</li> <li>• "Well done!"</li> </ul>	<p><b>Brainstorming and Demonstration</b> <b>(25 min):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask Px to brainstorm the meaning of encouragement.</li> <li>• Work their responses into the definition.</li> <li>• Ask Px to demonstrate providing encouragement to their trainees.</li> <li>• Ask Px to brainstorm the meaning of praise.</li> <li>• Work their responses into the definition.</li> <li>• Ask Px to demonstrate providing praise to their trainees.</li> </ul> <p>(See Px Handout 3.2.)</p>

**Specific Objective #3: Demonstrate how to provide feedback.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Definition of Feedback</b></p> <p>Feedback is a communication method for receiving or giving information about behavior.</p> <p><b>General Rules of Feedback</b></p> <ol style="list-style-type: none"> <li>1. Feedback should be given:           <ul style="list-style-type: none"> <li>• at an appropriate time (immediate not delayed)</li> <li>• directly to the person</li> <li>• in the form of "I observed; I think; I feel"</li> <li>• in reasonable quantities--neither too much nor too little</li> <li>• directed toward behavior over which the receiver has control</li> </ul> </li> <li>2. Feedback concerns the questions of "what?" and "how?" but does not attempt to explain "why?"</li> <li>3. Feedback does not make judgements or give advice.</li> <li>4. Feedback should take into account both the needs of the receiver and the giver of feedback. Feedback can be destructive if it serves only the needs of the giver.</li> <li>5. Feedback should be checked to ensure clear communication. This can be done by asking the receiver to rephrase the feedback to see if that was what the giver had in mind.</li> <li>6. Feedback should be received by:           <ul style="list-style-type: none"> <li>• listening only</li> <li>• making no justifications for behavior</li> <li>• asking only for clarification</li> <li>• acknowledging the feedback</li> </ul> </li> </ol>	<p><b>Lecturette (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Give a lecturette on the definition of feedback, general rules for providing feedback and "ground rules."</li> <li>• Explain to Px that these rules are important and that later in the training they will be providing feedback to each other as they conduct portions of the training.</li> </ul> <p>(See Px Handout 3.3.)</p>

### Specific Objective #3: Continued

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Ground Rules (of the Roleplay)</b></p> <ul style="list-style-type: none"> <li>• No putting down of others' values allowed.</li> <li>• No question is dumb.</li> <li>• It is OK to feel embarrassed.</li> <li>• No asking personal questions.</li> <li>• Everyone has the right to participate or pass.</li> <li>• Speak for yourself. Use "I" statements.</li> </ul>	<p><b>Feedback Roleplay (1 hour):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Select 4 animals common in the area that make a noise that Px are familiar with.</li> <li>• Give each Px a piece of paper with the name of one of the 4 animals on it.</li> <li>• On a signal ask all of the Px to make the sound of an animal and find all of the others making the same sound.</li> <li>• Divide Px into the 4 animal groups.</li> <li>• Ask each group to develop a sociodrama about a work situation that required extensive feedback.</li> <li>• Have Px write a description of a real work situation which required feedback in order to resolve a problem. Specify what the problem was. Using the "General Rules of Feedback" prepare a sociodrama demonstrating the application of those rules.</li> <li>• Allow about 30 minutes for the groups to develop their sociodramas.</li> <li>• Ask each group to present their sociodrama.</li> <li>• Lead a discussion following each roleplay about whether the feedback given followed the "General Rules of Feedback."</li> </ul>

### Specific Objective #4: Use both closed and open-ended questions appropriately.

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>"Closed" and "Open-ended" Questions</b></p> <p><i>Closed questions can be answered by very short responses, often just one word, most often yes or no. Open-ended questions require a longer, more thoughtful answer.</i></p> <p>A closed question calls for a brief, exact reply. The advantages of a closed question are:</p> <ul style="list-style-type: none"> <li>• It can focus discussion on a specific point.</li> <li>• It can help the trainer check quickly whether or not the group understands and agrees with content ideas. If the Px do not agree, or do not know the correct answer, additional teaching of content must be planned.</li> </ul> <p>The disadvantage of a closed question is that it may limit discussion by discouraging expression of attitudes related to the topic.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. How long can the Copper T 380A remain in?</li> <li>2. What hormones are used in combined oral contraceptives?</li> <li>3. Is the sun shining today?</li> </ol> <p>An open-ended question allows for several different, and often lengthy, answers.</p> <p>The advantage of an open-ended question is that it stimulates thought and makes people want to give opinions. It is a good way of getting ideas out in the open for the group to discuss.</p>	<p><b>Discussion (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask Px for definitions and examples of "closed" and "open-ended" questions.</li> <li>• Supplement their answers with information and examples.</li> </ul> <p><b>Questions Activity (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Divide Px into pairs and ask them to spend 5 minutes each asking questions about infection prevention using only closed questions.</li> <li>• Then ask each to ask only open questions about infection prevention.</li> <li>• Each person in the pair should have a chance to ask both closed and open questions.</li> </ul> <p>(See Px Handout 3.4.)</p>

### Specific Objective #4: Continued

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>"Closed" and "Open-ended" Questions (cont.)</b></p> <p>An open-ended question, however, may not work as a discussion starter with people who are not used to expressing their opinions freely in a group.</p> <p>Examples:</p> <ol style="list-style-type: none"><li>1. What do you see happening here?</li><li>2. Why do you think it is happening?</li><li>3. Why do you agree with this?</li><li>4. Why do you feel that way?</li><li>5. What can we do about the lack of chlorine in the district hospital?</li></ol>	

## UNIT 4: TRAINING TECHNIQUES

### INTRODUCTION:

By varying training techniques, trainers can alter the presentation of information to participants in order to better suit the topic materials and the learning styles of participants. This unit provides the trainer with a variety of techniques, as well as a view of their relative advantages and disadvantages.

### UNIT TRAINING OBJECTIVE:

To prepare the participant to conduct training using a variety of training techniques.

### SPECIFIC LEARNING OBJECTIVES:

By the end of this unit, the participants will be able to:

1. Describe commonly-used training techniques and the kinds of learning appropriate for each one.
2. Define at least 5 different training techniques and explain the advantages and disadvantages of each.
3. Explain the process a trainer should follow in applying the different training techniques.

### TRAINING/LEARNING METHODOLOGY:

- Discussion
- Brainstorming
- Group exercises
- Lecturette

### MAJOR REFERENCES AND TRAINING MATERIALS:

- Brancich C, Farrell B. *Advanced Training of Trainers: Nigeria*. International Health Programs/Western Consortium for Public Health (IHP/WCPH), 1990.
- CEDPA. *Training Trainers for Development*. Washington, D.C.: The Center for Development and Population Activities, 1994.
- Kamal I, Thompson H. *A Handbook on Training*. Watertown, MA: Pathfinder International, 1993.

**RESOURCE REQUIREMENTS:**

- Newsprint
- Marking pens
- Overhead projector
- Flipchart

**EVALUATION METHODS:**

- Participant Evaluation Form
- Where Are We?
- Reflections
- Continuous assessment of objectives being learned

**TIME REQUIRED:** 1 hour, 25 minutes

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency 4.1 (Unit Objectives)
2. Copies of *Participant Handouts*
3. Slips of paper with training techniques in a hat or bag

**Specific Objective #1: Describe commonly-used training techniques and the kinds of learning appropriate for each one.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Definitions:</b></p> <p><i>Knowledge:</i> Retaining facts and information.</p> <p><i>Attitudes:</i> Expressing feelings and values in a given situation; showing emotions.</p> <p><i>Skills:</i> Aptitude; the ability to do something (includes both cognitive and manual skills).</p> <p><b>How to Teach Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Only teach those facts which the learner needs.</li> <li>2. Start with the learner's own experience.</li> <li>3. Use all possible additional resources.</li> <li>4. Make learning activities participatory.</li> <li>5. Use visual aids and handouts.</li> <li>6. Review and summarize often.</li> <li>7. Verify that learning has taken place (evaluate).</li> </ol> <p><b>How to Teach Attitudes</b></p> <ol style="list-style-type: none"> <li>1. Provide information.</li> <li>2. Provide examples or models.</li> <li>3. Provide direct experience.</li> <li>4. Provide opportunity for discussion.</li> <li>5. Provide role playing exercises.</li> </ol> <p><b>How to Teach Skills</b></p> <ol style="list-style-type: none"> <li>1. <i>Describe</i> the skill.</li> <li>2. <i>Demonstrate</i> the skill.</li> <li>3. Have the trainee <i>practice</i> the skill.</li> <li>4. Verify that the skill is being done correctly (evaluate).</li> </ol>	<p><b>Group Discussion (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Greet Px, show <i>Transparency 4.1</i> and discuss the Unit Objectives.</li> <li>• Ask Px which training techniques they have used as trainers, learners, or observers.</li> <li>• Write their answers on a whiteboard or newsprint.</li> <li>• Ask Px what the difference is between Knowledge, Attitude, and Skills.</li> <li>• Write definitions on whiteboard or newsprint.</li> <li>• Ask for examples of each.</li> <li>• Explain that behavior involves a combination of knowledge, skills and attitudes.</li> <li>• Training techniques are designed to change people's behaviors by developing knowledge, attitude, and skills.</li> <li>• Guide Px through a discussion on the rationales for use of the various training methods, explaining advantages and disadvantages.</li> <li>• Answer any questions and encourage discussion.</li> </ul> <p>(See <i>Px Handout 4.1</i>)</p> <p><b>Group Discussion (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Suggest that Px think back to the session on adult learning.</li> </ul>

**Specific Objective #1: Continued**

<b>CONTENT</b> Knowledge/Attitudes/Skills	<b>Training/Learning Methods</b> (Time Required)
	<b>Group Discussion (cont.)</b> <ul style="list-style-type: none"><li>• On the whiteboard or newsprint draw 3 columns and label them Knowledge, Attitude, and Skills.</li><li>• Ask Px for suggestions on how to teach each of them.</li><li>• Fill in any gaps with information from the "Content" column.</li></ul>

**Specific Objective #2: Define at least 5 different training techniques and explain the advantages and disadvantages of each.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
	<p><b>Group Exercise (45 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Divide Px into 5 groups and have a representative from each group draw 2 slips of paper with a training technique on each from a hat or bag.</li> <li>• Have each group work on the task below.</li> <li>• For your technique, provide the following:               <ol style="list-style-type: none"> <li>1. A definition of the technique.</li> <li>2. Advantages and disadvantages of the technique.</li> <li>3. When to use the technique.</li> </ol> </li> <li>• Have groups present their work.</li> <li>• Encourage questions and discussion.</li> <li>• Ask what difficulties they had with their assigned techniques.</li> </ul> <p><i>(No Px Handout.)</i></p>

**Specific Objective #3: Explain the process a trainer should follow in applying the different training techniques.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Training Techniques</b></p> <ol style="list-style-type: none"> <li>1. Lecture and illustrated lecture</li> <li>2. Demonstration</li> <li>3. Discussion</li> <li>4. Role play</li> <li>5. Assignment (homework)</li> <li>6. Question and answer</li> <li>7. Field trips</li> <li>8. Practicum</li> <li>9. Group work</li> <li>10. Case study</li> </ol>	<p><b>Lecturette (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Distribute <i>Px Handout 4.2</i>.</li> <li>• Supplement information generated by Px in previous exercise with information from <i>Px Handout 4.2</i>.</li> <li>• Wrap up the session by saying that Px will have a chance to practice most of the various techniques.</li> </ul> <p>(See <i>Px Handout 4.2</i>)</p>

## UNIT 5: USING TRAINING AIDS

### INTRODUCTION:

Training aids, both visual and audiovisual, can serve many purposes in the context of a training course, including increasing learning, adding interest to presentations, and facilitating comprehension. This unit has suggestions to assist the trainer in incorporating training aids into training workshops and courses.

### UNIT TRAINING OBJECTIVE:

To prepare participants to use both visual and audiovisual training aids.

### SPECIFIC LEARNING OBJECTIVES:

By the end of the unit, participants will be able to:

1. Define "training aids," their uses, and the factors in choosing culturally relevant and visually clear training aids.
2. Discuss the advantages, disadvantages, and handling tips of common visual and audiovisual aids.
3. Prepare a creative visual aid using available materials.

### TRAINING/LEARNING METHODOLOGY:

- Lecturette
- Discussion
- Group work

### MAJOR REFERENCES AND TRAINING MATERIALS:

- Crone C, Hunter C. *From the Field: Tested Participatory Activities for Trainers*. World Education, 1980.
- Felter KA, Clark MH, Murphy C, Walters JE. *Teaching and Learning with Visuals*. London/NY: Macmillan Publishers Ltd., 1987.
- ILO. *An Introductory Course in Teaching and Training Methods*. Geneva: ILO Publications, 1986 p. (4)-1 to (4)-2 & (4)-6.
- Philippine Family Planning Program. *Training of Trainers in Family Planning*. Manila: Department of Health, 1993.

**RESOURCE REQUIREMENTS:**

- Newsprint
- Marking pens
- Overhead projector
- Scissors
- Illustration board
- Gift wrapping paper
- Glue
- Other materials for use in making visual aids

**EVALUATION METHODS:**

- Participant Reaction Form
- Where Are We?
- Reflections
- Continuous assessment of the objectives

**TIME REQUIRED:** 1 hour, 35 minutes

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency 5.1
2. Copies of *Participant Handouts*
3. Materials for making visual aids

**Specific Objective #1: Define "training aids," their uses, and the factors in choosing culturally relevant and visually clear training aids.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Definition of Training Aids</b></p> <p>Training aids are tools which are either visual or audiovisual that can significantly:</p> <ul style="list-style-type: none"> <li>• increase and reinforce learning</li> <li>• add interest to the presentation</li> <li>• facilitate listening, remembering, and retention</li> <li>• facilitate understanding, especially in the teaching of abstract concepts</li> </ul> <p><b>Factors to Consider in Choosing Training Aids</b></p> <ol style="list-style-type: none"> <li>1. Circumstances</li> <li>2. Subject</li> <li>3. Cost</li> <li>4. Availability</li> </ol> <p><b>Uses of Visual Aids</b></p> <p>Visual aids are used to:</p> <ol style="list-style-type: none"> <li>1. Bring out facts and points which need to be emphasized.</li> <li>2. Attract attention through unusual devices and colors.</li> <li>3. Present complex processes.</li> <li>4. Introduce new and unfamiliar facts and objects.</li> <li>5. Show relationships among facts and objects.</li> <li>6. Show the growth of a complex idea in outline form.</li> <li>7. Provide a basis for discussions and conceptualizations that help explore needs, feelings, attitudes, and expectations.</li> <li>8. Provide a basis for testing the learner or trainee.</li> </ol>	<p><b>Group Discussion (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Greet Px, show <i>Transparency 5.1</i> and discuss Unit Objectives.</li> <li>• Distribute copies of the <i>Px Handout 5.1: Training Aids and Px Handout 5.2: Drawings Misinterpreted by Rural Adults</i>. Please note that <i>Px Handout 5.1</i> contains supplemental information not found in the "Content" column.</li> <li>• Ask Px to first identify the pictures and then to guess what % of adults (who were illiterate and living in a rural area of another country) identified the objects correctly.</li> <li>• Distribute copies of the answers found on <i>Px Handout 5.2a</i>.</li> <li>• Conduct a lecturette/discussion on the definition of training aids and factors to consider in choosing training aids.</li> <li>• Have participants identify the training aids they are familiar with.</li> </ul> <p><b>Note:</b> <i>Handouts 5.2 and 5.2a may be used as transparencies.</i></p> <p>(See <i>Px Handouts 5.1, 5.2, and 5.2a.</i>)</p>

**Specific Objective #1: Continued**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>How to Select Training Aids</b></p> <p>Before deciding what kind of training aids are most suitable to use, the following factors should be considered:</p> <ol style="list-style-type: none"> <li>1. Session objectives</li> <li>2. Learners</li> <li>3. Presentation environment</li> <li>4. Cost and availability</li> <li>5. Trainer skills</li> </ol>	<p><b>Group Discussion (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Discuss the uses of visual aids with the Px.</li> <li>• Discuss how to select training aids with the Px.</li> <li>• Using examples, discuss when to use the following types of visuals: "the real thing," models and miniatures, posters, signs, diagrams, charts, graphs, maps, drawings, chalkboards, flannel boards, photographs, slides, overheads, or videos.</li> </ul>

**Specific Objective #2: Discuss common advantages, disadvantages and handling tips of visual and audiovisual aids.**

<p align="center"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p align="center"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Advantages, Disadvantages and Handling Tips</b></p>	<p><b>Group Discussion/Brainstorming (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Using brainstorming, elicit the advantages, disadvantages, and handling tips for the following training aids: chalkboard, flipchart or newsprint, whiteboard, models, audiotapes, overheads, and slides. (add others if time permits)</li> <li>• Supplement the Px responses with content from <i>Px Handout 5.3</i> on the various training aids.</li> </ul> <p>(See <i>Px Handout 5.3</i>)</p>

**Specific Objective #3: Prepare a creative visual aid using available materials.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Considerations in Preparing Visual Aids</b></p> <ol style="list-style-type: none"> <li>1. Words and pictures should be:                             <ul style="list-style-type: none"> <li>• easy to see</li> <li>• easy to understand</li> <li>• presented clearly and simply</li> </ul> </li> <li>2. Visuals should be well organized.</li> <li>3. Viewer's attention should be directed to the important information.</li> <li>4. Visuals should be interesting to the people for whom they are intended.</li> <li>5. Too much information on one visual will diminish its impact.</li> </ol>	<p><b>Group Exercise (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Discuss considerations in preparing visual aids with the Px.</li> <li>• Divide the Px into small groups to prepare a visual aid.</li> <li>• Select various topics from the training as the basis for selecting the visual aids.</li> <li>• Allow each group to select materials for developing their visual aid.</li> <li>• Allow 20-30 minutes for this activity.</li> <li>• Instruct Px to use as many of the materials as possible.</li> <li>• Ask each group to present their visual aid, why they have selected it and how they would use it, and have the group provide feedback.</li> </ul> <p>(See <i>Px Handouts 5.4</i> for supplementary information on preparing and selecting visual aids.)</p>

## UNIT 6: PLANNING FOR TRAINING

### INTRODUCTION:

Conducting a successful training course requires much advance planning, including identification of participant needs through a needs assessment and the application of this information to the training plan. By reviewing the techniques of training needs assessment and the use of training objectives, this unit provides trainees with the skills necessary to plan for training courses.

### UNIT TRAINING OBJECTIVE:

To prepare the participant to develop plans for conducting a training course.

### SPECIFIC LEARNING OBJECTIVES:

By the end of this unit, the participants will be able to:

1. Explain how a needs assessment helps in the development of a training session.
2. Conduct a needs assessment in order to identify the training needs of a specific group.
3. Describe how goals and objectives differ and how they are used in the training process.
4. Explain competency-based training.

### TRAINING/LEARNING METHODOLOGY:

- Lecturette
- Discussion
- Brainstorming
- Group Exercise

### MAJOR REFERENCES AND TRAINING MATERIALS:

- Brancich C, Farrell B. *Advanced Training of Trainers: Nigeria*. International Health Programs/Western Consortium for Public Health (IHP/WCPH), 1990.
- CEDPA. *Training Trainers for Development*. Washington, D.C.: The Center for Development and Population Activities, 1994.
- Kamal I, Thompson H. *A Handbook on Training*. Watertown: Pathfinder International, 1993.

**RESOURCE REQUIREMENTS:**

- Newsprint
- Marking pens
- Overhead projector
- Video recorder

**EVALUATION METHODS:**

- Participant Reaction Forms
- Where Are We?
- Reflections
- Continuous assessment of objectives

**TIME REQUIRED:** 2 hours, 45 minutes

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency 6.1
2. Job description for the case study on a flipchart
3. Copies of *Participant Handouts*
4. Using *Participant Handout 7.5* as a guide, assign Px sections of the individual modules in the *Comprehensive Reproductive Health and Family Planning Training Curriculum* to practice training in front of colleagues. Try to give Px assignments which will give them experience using different methodologies. Since the *Px Handout* is a sample and was used before the final version of the curricula, be sure to verify that the module number and objective are correct. Try to make assignments that total about an hour or an hour and a half for each Px.
  - Arrange for several rooms where "micro-training" can take place.
  - Arrange for a video recorder and a person to film each Px during at least part of their presentation.
  - Assign Px to different groups for the micro-training. Groups of five to six with one trainer/observer work well.

## Specific Objective #1: Explain how a needs assessment helps in the development of a training session.

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>The Importance of Conducting a Needs Assessment</b></p> <p><b>Case Study: Assessing Training Needs</b></p> <p>The Trust Condom Factory employs both men and women workers. There are some single women workers, including some with children. Most of the men are married. Their wives stay at home and work in the fields. Most of them would like to limit the number of children they have.</p> <p>A new on-site clinic has been created to provide contraceptives and basic health care to workers. As part of a new Family Planning Project, a number of volunteer outreach workers are to be trained.</p> <p>You have been asked to design a workshop for the new outreach workers, basing the training content on the following job description:</p> <p><b>Job Description</b></p> <p><i>Position:</i> Volunteer Factory Outreach Worker</p> <p><i>Responsibilities:</i></p> <ol style="list-style-type: none"> <li>1. Provide information and education to factory workers on family planning methods, health related aspects of family planning, and basic maternal child health.</li> <li>2. Organize, plan, and develop curriculum for lunch-time education meetings at the factory.</li> <li>3. Provide referral to factory clinic for IUD insertions, sterilization, and reproductive health physical examinations.</li> </ol>	<p><b>Group Discussion (20 min.):</b> The trainer should:</p> <ul style="list-style-type: none"> <li>• Greet Px, show <i>Transparency 6.1</i>, and discuss Unit Objectives.</li> <li>• Ask Px if they have ever been in a situation where the instructor spent a lot of time covering material they already knew? If so, how did they feel? How did it affect class morale?</li> <li>• Point out that in order to reduce class boredom and frustration that can occur when training is not appropriate for a particular group, it is necessary to conduct a training needs assessment before designing the training.</li> <li>• Ask Px how they might go about assessing trainee's needs. <i>Possible answers: comparing a written job description with recent performance and observing workers on the job. Ideally, both should be done since the two sources may yield different information. A knowledge test could be given in addition.</i></li> <li>• Tell Px that they will have a chance to do a training needs assessment using a case study. (See <i>Px Handout 6.1: Case Study</i>.)</li> </ul> <p><b>Group Exercise (30 min.):</b> The trainer should:</p> <ul style="list-style-type: none"> <li>• Describe the content of the case study (found in the content at the left) and job description. Show the flipchart of the job description while reviewing it.</li> </ul>

**Specific Objective #1: Continued**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Case Study (cont.)</b></p> <ol style="list-style-type: none"> <li>4. Distribute condoms, tablets, foam, jellies, and creams to acceptors.</li> <li>5. Administer client education checklist for pill use.</li> <li>6. Maintain client records on distribution of contraceptives and referrals.</li> <li>7. Report to clinic supervisor.</li> </ol> <p><i>Selection Criteria</i></p> <p>Basic literacy, strong interest in family planning, good communication and interpersonal skills.</p> <p><b>Trainee Profile</b></p> <p>In the Trust Condom Factory, you will be training women and/or men volunteers who cannot read well, with 3-5 years of formal school. They have all practiced some form of birth spacing, usually traditional methods or abortion because they have not had access to modern methods.</p> <p>When asked why they volunteered for the project, they said that too many women lose income by taking time off from work to have babies, or to take care of sick babies or have abortions.</p> <p>An on-site clinic that provides contraceptive supplies and basic health care will help cut down on the time they must take off. The women volunteers are all single mothers; the men have wives who are at home taking care of their children and working in the fields.</p>	<p><b>Group Exercise (cont.)</b></p> <ul style="list-style-type: none"> <li>• Ask Px to take notes on both the case study and job description.</li> <li>• Ask a volunteer to summarize the case study orally by paraphrasing it.</li> <li>• Have Px work in pairs on the following task (allow 20 min.):             <ul style="list-style-type: none"> <li>• Review the job description as you have recorded it on the flipchart.</li> <li>• If you were to recruit a volunteer factory outreach worker, what knowledge, attitude, and skills would you expect that person to have in order to perform her/his job effectively? (Assign one or more job description responsibilities to each pair.)</li> </ul> </li> <li>• Then ask each pair to present their list.</li> <li>• Ask other pairs for additional ideas.</li> </ul> <p><b>Group Exercise (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Read the Trainee Profile found in the Content at the left. Ask Px to take notes.</li> <li>• Ask them to work in the same pairs again to decide:             <ol style="list-style-type: none"> <li>1. What knowledge, attitude, and skills identified does this trainee already have for the position?</li> <li>2. For the knowledge, attitude, and skills that you cannot determine, suggest several ways to obtain this information.</li> </ol> </li> </ul>

**Specific Objective #1: Continued**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
	<p><b>Group Exercise (cont.)</b></p> <ul style="list-style-type: none"> <li>• Ask the pairs to share their lists and reach consensus with the group on possible ways to obtain missing information and suggest possible priority topics the training should include.</li> </ul>

**Specific Objective #2: Conduct a needs assessment in order to identify the training needs of a specific group.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p>See <i>Participant Handout 6.2: Training Needs Assessment Form</i></p>	<p><b>Group Exercise (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Help Px reflect upon their needs assessment experience by asking the following questions:               <ol style="list-style-type: none"> <li>1. Was it easy or difficult to determine the training needs of these outreach workers?</li> <li>2. What might have made it easier to identify training needs?</li> <li>3. Are there some needs a worker might have in order to perform better which cannot be met by training? Ask Px to give examples.</li> </ol> </li> <li>• Ask Px if they can list the steps used in this case study to conduct a training needs assessment.</li> <li>• Write the steps on whiteboard or newsprint.</li> <li>• Divide Px into their groups.</li> <li>• Ask them to prepare an Action Plan for conducting a training needs assessment in their own clinic.</li> <li>• Px should be sure to include a time frame and who will conduct the activity.</li> <li>• Ask each group to present their action plan.</li> <li>• Include discussion of <i>Px Handout 6.2: Training Needs Assessment Form</i>.</li> </ul> <p>Discuss how the assessment might be used in their own clinic.</p>

**Specific Objective #3: Describe how goals and objectives differ and how they are used in the training process.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Goal</b></p> <ul style="list-style-type: none"> <li>• A broad statement of purpose--what you would like to be true.</li> <li>• May depend upon many objectives for its achievement.</li> <li>• May not be precisely measurable.</li> </ul> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• A <i>specific</i> statement of the ideal situation that will exist at the completion of a particular task --a future fact.</li> <li>• A statement of exactly what the learner will be able to do at the end of training.</li> <li>• A precise element or unit of work which will contribute toward reaching the goal--one of the steps toward the goal.</li> <li>• May be related to other objectives, but is measured against itself.</li> <li>• Must be precisely measurable--"How will you know one when you see one?" (results can be seen and measured)</li> <li>• Must answer the following questions: What? How much or how many? When? and sometimes... Where? Who? With whom? How often?</li> </ul> <p><b>Writing Objectives for Different Kinds of Learning</b></p> <p><i>Knowledge/Information/Facts</i></p> <p>Objectives for learning knowledge, information, or facts use words like the following:</p> <ul style="list-style-type: none"> <li>• list</li> <li>• name</li> <li>• tell</li> <li>• explain</li> <li>• describe</li> </ul>	<p><b>Group Discussion (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask Px to define goals and objectives and ask how they differ.</li> <li>• Use the definitions found in the Content at the left to supplement their answers.</li> <li>• Stress that in using objectives we use the word "do." We don't refer to what the learner/trainee "knows," "believes," or "thinks."</li> <li>• Ask Px why this distinction is important.</li> </ul> <p><i>Answer: We cannot be sure the objective was attained unless we see evidence of it. Therefore the objective must specify a behavior- something the participant can do after the training.</i></p> <ul style="list-style-type: none"> <li>• Point out that because objectives state a behavior, they are sometimes referred to as "behavioral objectives."</li> </ul> <p><b>Behavioral objectives</b> should be:</p> <ul style="list-style-type: none"> <li>• <b>Specific</b> (clearly stated)</li> <li>• <b>Measurable</b> (results can be seen and measured)</li> <li>• <b>Achievable</b> (not too ambitious)</li> <li>• <b>Relevant</b> (based on needs)</li> <li>• <b>Time limited</b> (achievable in a given length of time)</li> </ul> <p>(See Px Handout 6.3.)</p>

### Specific Objective #3: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><i>Skills</i></p> <p>There are many kinds of skills including: manual skills, communication, cognitive, problem-solving, decision-making, and leadership skills. Objectives for learning new skills use words like the following:</p> <ul style="list-style-type: none"> <li>• apply</li> <li>• use</li> <li>• generate</li> <li>• compare</li> <li>• evaluate</li> <li>• analyze</li> <li>• construct</li> <li>• develop</li> <li>• do</li> <li>• create</li> <li>• differentiate</li> <li>• decide</li> <li>• plan</li> <li>• examine</li> <li>• implement</li> </ul> <p><i>Attitudes</i></p> <p><b>Attitude changes are the hardest to teach and evaluate;</b> learning is measured indirectly by observing behaviors. Objectives for learning new attitudes use phrases like:</p> <ul style="list-style-type: none"> <li>• "Demonstrates ____ by ____ " (e.g. "demonstrates respect for clients by greeting them by their name, listening closely to their questions...")</li> </ul> <p>Attitudes taught and often evaluated include: confidence in applying new knowledge and skills, respect for clients' sensibilities and fears, patience, accuracy, gentleness in performing exams, thoroughness, conscientiousness, curiosity, tolerance for opposing views, belief in the truth, importance or usefulness of something, integrity, diplomacy, tact, dedication, enthusiasm, and satisfaction.</p>	<p><b>Lecturette (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Give a short lecturette on writing objectives for different kinds of learning.</li> <li>• Write the words used for the various kinds of objectives on the whiteboard or newsprint.</li> </ul> <p><b>Group Exercise (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Have Px return to their pairs to work on the following task:             <ol style="list-style-type: none"> <li>1. Using the knowledge, skills, and attitudes identified in the <i>Trust Condom Factory case study needs assessment</i>, identify topics you would include in a two-day training course.</li> <li>2. Rank the topics with the most important first.</li> <li>3. Select one of the topics and write objectives for it.</li> </ol> </li> <li>• Reconvene and ask for a Px to read aloud the first objective.</li> <li>• Write it on newsprint.</li> <li>• Lead the group in checking it against the criteria:             <ul style="list-style-type: none"> <li>• Is it <b>Specific</b>?</li> <li>• Is it <b>Measurable</b>?</li> <li>• Is it <b>Achievable</b>?</li> <li>• Is it <b>Relevant</b>?</li> <li>• Is it <b>Time Limited</b>?</li> </ul> </li> <li>• Ask Px: What was the most difficult part of the exercise? Which parts need more practice? What difference good objectives make in conducting training?</li> </ul>

**Specific Objective #4: Explain Competency-Based Training.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Competency-Based Training</b></p> <p><b>Competency-based training</b> is training that <b>focuses on teaching the knowledge, attitudes, and skills that are related to specific jobs.</b> Competency-based training is <b>learning by doing.</b> It <b>emphasizes how a trainee performs rather than what information s/he has learned.</b></p> <p><b>Defining Criteria to Measure Achievement of Objectives</b></p> <p>In deciding whether an objective has been fully or partially achieved, trainers must realize that:</p> <ul style="list-style-type: none"> <li>• It is not possible for any human being to remember or absorb 100% of what is taught. Yet 100% of some of what is learned has to be remembered because <b>the safety of someone or something is involved.</b></li> </ul> <p>Therefore, even if the objective reads "Describe the Advantages of Family Planning," the question arises, "How many of the more than 20 advantages should a family planning worker be able to describe from memory?" It all depends upon what is the expected level of competence to be achieved by the worker.</p> <p><b>Expected levels of competence depend on:</b></p> <ol style="list-style-type: none"> <li>1. Educational and technical/professional background of the learner.</li> </ol>	<p><b>Group Discussion/Lecturette (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Discuss the definition of competency-based training.</li> <li>• Ask Px the following: <ul style="list-style-type: none"> <li>• If you have written objectives, how do you decide that an objective has been fully or partially achieved, or not at all?</li> </ul> </li> <li>• Give a short lecturette on defining criteria to measure achievement of objectives.</li> <li>• Be sure to include this important point: <p style="margin-left: 20px;"><b>If the expected levels of competence are not defined beforehand, the objective is not measurable.</b></p> </li> <li>• Ask Px if they remember the competency-based checklists in the training material for counseling, infection prevention, or IUD insertion.</li> <li>• Stress that these <b>checklists are important in evaluating the skills of trainees.</b></li> </ul>

### Specific Objective #4: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Expected Levels of Competence (cont.)</b></p> <ol style="list-style-type: none"> <li>2. Legal boundary lines for practicing a vocation or profession.</li> <li>3. The extent of responsibility attached to a given task.</li> <li>4. The safety element of the skill for the provider and the receiver of the service.</li> </ol> <p>For example, a nurse working in a family planning clinic is allowed to give oral pills to women who want to use them. The nurse should know some advantages and some disadvantages of the pill, how COCs work, and how they can be used. <b>She must know most of the side effects and their management.</b> Most importantly she must know <i>all</i> the danger signals even though she might never see them. Therefore, the expected level of competence could be that she must know 50% of the advantages, 50% of the disadvantages, 80% of the side effects, and 100% of the danger signals.</p> <p>However, a physician in the same clinic will have to assume more responsibility than the nurse. The <b>physician is expected to know all of the clinical advantages and disadvantages, all the contraindications or precautions, all the side effects and their management, and all the danger signals.</b></p>	

## UNIT 7: MICRO-TRAINING

### INTRODUCTION:

By practicing the various skills required to conduct a training course or workshop, participants gain practical experience which will enable them to assess their strengths and weaknesses, focus their efforts, and improve as trainers.

### UNIT TRAINING OBJECTIVE:

To provide the participants with an opportunity to practice their acquired training skills.

### SPECIFIC LEARNING OBJECTIVES:

By the end of the session the participants will be able to:

1. Conduct a micro-training session based on this *Comprehensive Training Course*.
2. Demonstrate how to manage nervousness.
3. Practice, observe, and provide feedback on training sessions, and use feedback to improve training skills.
4. Enumerate at least five "Do's" and "Don'ts" for trainers.

### TRAINING/LEARNING METHODOLOGY:

- Demonstration
- Discussion
- Evaluation using the Trainer Evaluation Form
- Brainstorming
- Lecturette

### MAJOR REFERENCES AND TRAINING MATERIALS:

- Brancich C, Farrell B. *Advanced Training of Trainers: Nigeria*. International Health Programs/Western Consortium for Public Health (IHP/WCPH), 1990.
- CEDPA. *Training Trainers for Development*. Washington, D.C.: The Center for Development and Population Activities, 1994.
- Donaldson L, Scannel EE. Human Resource Development. *The New Trainer's Guide*. 2<sup>nd</sup> ed. Reading, MA: Addison-Wesley, 1979.
- Newstrom J, Scannell E. *Games Trainers Play*. New York: McGraw-Hill Book Company, 1980.

**RESOURCE REQUIREMENTS:**

- Newsprint
- Marking pens
- Overhead projector
- Video equipment, including camera and VCR
- Visual aids, as needed, for micro-training sessions

**EVALUATION METHODS:**

- Participant Reaction Form
- Where Are We?
- Reflections
- Trainer Evaluation by Participants

**TIME REQUIRED:** 2 days, but may vary depending on size of group, previous training experience of participants, etc.

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency 7.1
2. Copies of *Participant Handouts*.
3. Eight copies of *Px Handout 7.4* for each participant.
4. Prepare assignments for micro-training for each participant.

You may use *Participant Handout 7.5: Topics for Micro-training*. However, these topics are based on the *Pathfinder Comprehensive Training Curriculum*. Many changes have been made since this curriculum was originally produced, and the objectives and modules may have different numbers. When preparing the assignments, make sure each participant is assigned a variety of methodologies. Total time for each participant should be approximately two to two and one half hours. This will vary with the number of participants in the course.

**Specific Objective #1: Conduct a micro-training session based on this *Comprehensive Training Course*.**

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>The Purpose of the Micro-Training Exercise</b></p> <ol style="list-style-type: none"> <li>1. To gain experience in using the curricula as it was designed.</li> <li>2. To experience the advantages and limitations of the design.</li> <li>3. To have experience from which the trainer can facilitate the use of the curricula.</li> <li>4. To strengthen the skills of the trainer in utilizing participatory training methods.</li> <li>5. To strengthen presentation skills through the use of feedback (verbal and written) and video replay.</li> </ol> <p><b>Helpful Hints</b></p> <ol style="list-style-type: none"> <li>1. Give your listeners signals to help them follow your ideas.</li> <li>2. Don't start off with an apology.</li> <li>3. Keep your conclusion short.</li> <li>4. Watch the body language of your audience.</li> <li>5. Maintain eye contact.</li> <li>6. Vary the speed with which you talk.</li> <li>7. Make sure that everyone in the room can hear.</li> <li>8. Use natural gestures.</li> <li>9. Avoid putting your hands near your face.</li> <li>10. Use pauses effectively.</li> <li>11. Talk from notes rather than a script.</li> <li>12. Eliminate bad habits like jingling coins, scratching your nose, clearing your throat, etc.</li> <li>13. Never memorize your presentation.</li> <li>14. Practice</li> </ol>	<p><b>Group Discussion (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Greet Px, show <i>Transparency 7.1</i> and discuss Unit Objectives. Ask Px if they are ready for today's experience.</li> <li>• Remind Px that we learn by experience but also by feedback as we practice, so it might be useful to go over what they need to be looking for as <b>observers</b> in order to give their colleagues useful feedback.</li> <li>• Using brainstorming, elicit from Px what they think are the important things to look for when they observe micro-training sessions, and how to provide their feedback effectively and with caring.</li> <li>• Hand out the <i>Px Handout 7.2: Trainer Evaluation Form</i>.</li> <li>• Review the forms with Px to be sure they understand its use.</li> <li>• Lead a discussion comparing this handout with the list they generated.</li> <li>• Ask Px what they think the purpose of micro training is.</li> <li>• Supplement their answers from the content at the left.</li> </ul> <p><b>Lecturette (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Give a short lecturette on Helpful Hints found in the "Content" and supplemented in <i>Px Handout 7.1</i>.</li> </ul>

**Specific Objective #2: Demonstrate how to cope with nervousness and stagefright.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Managing Nervousness and Stagefright</b></p> <p><b>Note:</b> <i>If you are nervous, don't announce it. Once you do, your audience feels obligated to worry about you.</i></p> <p>Contrary to popular belief, some nervousness is good for you and your presentation. However, there is a point at which the audience no longer regards the nervousness as endearing, but sees it as a darkening cloud and, in fact, it makes the audience nervous. To manage nervousness and stagefright:</p> <ol style="list-style-type: none"> <li>1. Get enough sleep the night before.</li> <li>2. Accept the fact that you are nervous. Use it as a positive influence.</li> <li>3. Take a brisk walk just before you present. Keep your body awake and alert.</li> <li>4. Don't sit with your legs crossed. It does not present a positive image and one of your legs may go to sleep.</li> <li>5. Let your arms dangle at your sides to facilitate the draining of tension.</li> <li>6. While your arms are dangling, twirl your fingers loosely to improve circulation.</li> <li>7. Keep your shoulders down. The more you hunch them up, the more tense you will become.</li> <li>8. Move your jaw back and forth to reduce the tension in the muscles of the side of your face. Open your mouth widely when you speak.</li> <li>9. Practice slow, deep breathing for about two minutes just before you are to speak. This ventilates the body and helps ease the stress.</li> </ol>	<p><b>Lecturette and Group Exercise (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Give a short lecturette on managing nervousness and stagefright.</li> <li>• Have Px stand up and practice the physical relaxation techniques.</li> </ul> <p>(See Px Handout 7.3.)</p>

**Specific Objective #2: Continued**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Coping with Nervousness (cont.)</b></p> <p>10. Use silent, encouraging phrases for yourself, like "Let's go!" or "This is going to be a great presentation."</p>	

**Specific Objective #3: Practice, observe, and provide feedback on training sessions, and use feedback to improve training skills.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Feedback to Improve Training Skills</b></p>	<p><b>Group Exercise (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Distribute 8 copies of the sheet from <i>Px Handout 7.4A: The Number Game</i> to each Px.</li> <li>• Give them verbal instructions found on <i>Px Handout 7.4</i>.</li> <li>• Ask the discussion questions found in <i>Px Handout 7.4</i>.</li> </ul> <p><b>Micro-Training Group Exercise (1-2 days, depending on size and experience of group):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Handout the micro-training assignments (as per <i>Px Handout 7.5</i>).</li> <li>• Ask if Px have any questions.</li> <li>• Discuss the schedule and grouping of Px.</li> <li>• Divide Px into four groups.</li> <li>• Allow half a day for Px to prepare and then begin the micro-training and critiquing.</li> <li>• When Px present training sessions, other Px and the trainer should observe the Px and provide feedback based on the lecturette content and <i>Px Handout 7.2</i>.</li> <li>• Review <i>Px Handout 7.6: What Makes a Good Listener</i> with the Px before starting micro-training exercises.</li> </ul>

**Specific Objective #4: Enumerate at least five "Do's" and "Don'ts" for trainers.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Do's</b></p> <ul style="list-style-type: none"> <li>• Do maintain good eye contact.</li> <li>• Do prepare in advance.</li> <li>• Do use visual aids.</li> <li>• Do speak clearly.</li> <li>• Do speak loud enough.</li> <li>• Do encourage questions.</li> <li>• Do recap at the end of each session.</li> <li>• Do bridge one topic to the next.</li> <li>• Do encourage participation.</li> <li>• Do write clearly and boldly.</li> <li>• Do summarize.</li> <li>• Do use logical sequencing of topics.</li> <li>• Do use good time management.</li> <li>• Do K.I.S. (Keep it Simple)</li> <li>• Do give feedback.</li> <li>• Do position visuals so everyone can see them.</li> <li>• Do avoid distracting mannerisms and distractions in the room.</li> <li>• Do be aware of the participants' body language.</li> <li>• Do keep the group focused on the task.</li> <li>• Do provide clear instructions.</li> <li>• Do check to see if your instructions are understood.</li> <li>• Do be patient.</li> </ul> <p><b>Don'ts</b></p> <ul style="list-style-type: none"> <li>• Don't talk to the flipchart.</li> <li>• Don't block the visual aids.</li> <li>• Don't stand in one spot; move around the room.</li> <li>• Don't ignore the participants' comments and feedback (verbal and nonverbal).</li> <li>• Don't read from the curriculum.</li> <li>• Don't shout at the participants.</li> </ul>	<p><b>Lecturette (10 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Give a brief lecturette on the topic of "Do's" and "Don'ts" for trainers.</li> </ul> <p>(See Px Handout 7.7.)</p>

## UNIT 8: PREPARING FOR A TRAINING COURSE

### INTRODUCTION:

Trainers must play an active role in the preparation of a training course in order to ensure its success. By assessing the site, planning for materials, providing for the participants, managing the budget, and overseeing the development of a curriculum and materials for the course, trainers can optimize the resulting training's effects.

### UNIT TRAINING OBJECTIVE:

To prepare the participant to be able to accomplish all of the necessary steps and tasks to prepare for a training course.

### SPECIFIC LEARNING OBJECTIVES:

By the end of the unit, the participant will be able to:

1. Demonstrate how to develop plans for a training course.

### TRAINING/LEARNING METHODOLOGY:

- Group Work
- Discussion

### MAJOR REFERENCES AND TRAINING MATERIALS:

- Brancich C, Farrell B. *Advanced Training of Trainers: Nigeria*. International Health Programs/Western Consortium for Public Health (IHP/WCPH), 1990.
- Kamal I, Thompson H. *A Handbook on Training*. Watertown, MA: Pathfinder International, 1993.
- Sullivan R, et al. *Clinical Training Skills for Reproductive Health Professionals*. Baltimore, MD: JHPIEGO, 1995.
- Wolff J, Suttentfield L, Binzen S. *The Family Planning Manager's Handbook*. Boston, MA: Kumarian Press, 1991.

### RESOURCE REQUIREMENTS:

- Newsprint
- Marking pens
- Overhead projector

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**EVALUATION METHODS:**

- Participant Reaction Forms
- Where are We?
- Reflections
- Continuous assessment of objective

**TIME REQUIRED:** 1 hour

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency 8.1
2. Copies of *Participant Handouts*

**Specific Objective #1: Demonstrate how to develop plans for a training course.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Place</b></p> <ul style="list-style-type: none"> <li>• Select the location. Consider location, availability, cost, comfort, and practicality.</li> <li>• Is the room large enough for all those attending?</li> <li>• Is there space or additional room for small group work?</li> <li>• Is there food service available at the site or within walking distance.</li> <li>• If food service is available, who will serve and clean up?</li> <li>• Are there enough electrical outlets for training equipment?</li> <li>• Is there sufficient light and ventilation?</li> <li>• Is there adequate heat or air conditioning?</li> <li>• If sleeping accommodations are required, are they adequate?</li> <li>• Is telephone service available?</li> <li>• Where are the bathrooms?</li> <li>• How will the room be set up? Chairs only, or chairs and tables? Chairs facing front or in a circle?</li> <li>• Who will set up and dismantle the room? Who will do the cleaning?</li> <li>• Is a deposit required?</li> <li>• What is the cancellation policy?</li> <li>• Is the cost within the budget and do you have authorization to select the location?</li> <li>• Have you confirmed the number of rooms needed and the arrival and departure dates?</li> </ul> <p><b>Materials and Supplies</b></p> <ul style="list-style-type: none"> <li>• Have you previewed all audio-visual material for suitability?</li> <li>• Order and prepare certificates.</li> <li>• Prepare trainee handouts.</li> </ul>	<p><b>Group Exercise (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask Px how they think good planning helps to assure a positive training climate before instruction begins.</li> <li>• Divide participants into groups.</li> <li>• Divide the following categories among the groups and ask each group to prepare a checklist of preparations that need to be made before a training under each category. <ul style="list-style-type: none"> <li>• Place</li> <li>• Materials and supplies</li> <li>• Equipment</li> <li>• Other trainers</li> <li>• Participants</li> <li>• Budget</li> <li>• Practicum site</li> </ul> </li> <li>• Ask a volunteer to present the results from their group.</li> <li>• Ask Px to suggest additions to the list.</li> <li>• Review <i>Px Handout 8.1</i> to ensure Px have listed all necessary preparations.</li> <li>• Discuss items as needed.</li> </ul> <p>(See <i>Px Handout 8.1.</i>)</p>

## Specific Objective #1: Continued

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><b>Materials and Supplies (cont.)</b></p> <ul style="list-style-type: none"> <li>• Gather name tags, markers, pens, pencils, flip charts, masking tape.</li> <li>• Prepare pre- and post-tests and training evaluation forms.</li> <li>• If transport is required to move training materials and equipment, who will do it? On what dates?</li> <li>• If participants are not from the area, prepare an information packet with information on the area and training site.</li> </ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Arrange for the training equipment needed (overhead, VCR, slide projector, screen, etc.)</li> <li>• If you are showing slides, have you preveiwed them to make sure they are arranged in order, right side up?</li> <li>• Have you arranged for someone who knows how to run the equipment to be there?</li> <li>• If electricity is required, is it readily available? Is a backup source of power ready and easily accessible? Are batteries required and available? Spare bulb for projector or overhead? Extension cords?</li> <li>• Will participants be able to see the audio-visuals? Is the projection screen well placed? Is the video monitor big enough?</li> <li>• Test all electrical equipment.</li> <li>• Are all anatomical models and instruments and supplies needed for demonstrations available?</li> </ul> <p><b>Other Trainers</b></p> <ul style="list-style-type: none"> <li>• Arrange and coordinate the participation of all training staff and consultants. Are all the necessary papers signed and permission granted?</li> </ul>	

**Specific Objective #1: Continued**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Other Trainers (cont.)</b></p> <ul style="list-style-type: none"> <li>• Remind others of their participation in the session. Supply any training material necessary.</li> <li>• Clarify what they will do and how it fits into the overall training.</li> <li>• Arrange for any special guests including those for the opening and closing ceremonies.</li> <li>• Send official invitations to speakers, resource persons and special guests, including dates, site, subject of course, their roles and responsibilities, compensation and name and telephone number of the person who will be responsible for making their travel and lodging arrangements.</li> <li>• Ask if trainers or resource persons have any special requirements for the presentations or training session they will deliver.</li> <li>• Provide information on the participants to trainers such as education, experience, and current job responsibilities.</li> <li>• Arrange for daily administrative and secretarial help for trainers.</li> </ul> <p><b>Participants</b></p> <ul style="list-style-type: none"> <li>• Determine selection criteria—commitment, experience, prerequisites, professional longevity.</li> <li>• Write and send invitations including arrival and departure dates and times.</li> <li>• Assist with travel arrangements as needed. Are travel advances required? Do participants need pick-up from airport or bus station?</li> <li>• Provide participants with program objectives.</li> <li>• Make sure orientation packet with information on the area and training site is ready for participants.</li> </ul>	

**Specific Objective #1: Continued**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Participants (cont.)</b></p> <ul style="list-style-type: none"> <li>• Provide participants with the name and telephone number of the person who can answer questions they may have about lodging, the training or travel.</li> <li>• Provide participants with the number where family can reach them in case of emergency.</li> <li>• Make sure medical services are available and easily accessible.</li> </ul> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• Make sure the budget has been carefully planned, approved, and allocated.</li> </ul> <p><b>Practicum Site</b></p> <ul style="list-style-type: none"> <li>• Assess the site for the practicum. Are necessary supplies and equipment available, including contraceptives and supplies for infection prevention.</li> <li>• Have the staff at the practicum site been oriented for participants practical experiences and trainers role?</li> <li>• Have transport arrangements been made for participants and trainers to and from the practicum site?</li> <li>• Has official permission been granted for site visits?</li> </ul> <p><b>Optional Arrangements</b></p> <ul style="list-style-type: none"> <li>• Arrange for press coverage and write a press release.</li> <li>• Arrange for a group photograph.</li> </ul>	

## UNIT 9: EVALUATION OF TRAINING

### INTRODUCTION:

As in any other activity, evaluation of training is an indispensable tool. Evaluation can provide information vital to improving trainers' performance, training workshop logistics, and, most importantly, the impact training has on participants.

### UNIT TRAINING OBJECTIVE:

To prepare the participant to evaluate a training.

### SPECIFIC LEARNING OBJECTIVES:

By the end of the unit, participants will be able to:

1. Explain the purposes of evaluation in training.
2. Describe methods for evaluating participant learning, the session design, and presentation of the training.
3. Develop an overall evaluation tool for the training.

### TRAINING/LEARNING METHODOLOGY:

- Discussion
- Group Work
- Lecturette

### MAJOR REFERENCES AND TRAINING MATERIALS:

- Brancich C, Farrell B. *Advanced Training of Trainers: Nigeria*. International Health Programs/Western Consortium for Public Health (IHP/WCPH), 1990.
- CEDPA. *Training Trainers for Development*. Washington, D.C.: The Center for Development and Population Activities, 1994.
- MotherCare Project. *Training Manual for Trainers of Traditional Birth Attendants*. Guatemala: John Snow Inc., 1993.
- Philippine Family Planning Program. *Training of Trainers in Family Planning*. Manila: Department of Health, 1993.

### RESOURCE REQUIREMENTS:

- Newsprint
- Marking pens
- Overhead projector

**EVALUATION METHODS:**

- Participant Reaction Form
- Where are We?
- Reflections

**TIME REQUIRED:** 3 hours, 5 minutes

**MATERIALS FOR TRAINERS TO PREPARE IN ADVANCE:**

1. Transparency 9.1
2. Copies of *Participant Handouts*

## Specific Objective #1: Explain the purposes of evaluation in training.

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><b>Purpose of Evaluation in Training</b></p> <p><i>Why Evaluate Training?</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• Revise or refine training design for future use.</li> <li>• Judge success or failure of the training.</li> <li>• Persuade funding agencies to continue or replicate the training, etc.</li> </ul> <p><i>Who Should Evaluate?</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• Trainers</li> <li>• Participants</li> <li>• An unbiased outsider</li> <li>• Funding agency, etc.</li> </ul> <p><i>Useful Definitions</i></p> <p><b>Inputs</b> include trainers, participants, training materials, funding, and location.</p> <p><b>Process</b> includes training methods, facilitation skills, participation, etc.</p> <p><b>Outputs</b> include trained participants, objectives met, workshop products like visual aids, etc.</p> <p><b>Impact</b> is the final result, including: changed behaviors, improved quality of services by those trained, etc.</p>	<p><b>Group Discussion (20 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Greet Px, show <i>Transparency 9.1</i>, and discuss Unit Objectives.</li> <li>• Ask Px "What does training evaluation mean to you"?</li> <li>• Ask Px to recall previous experiences with evaluation: <ul style="list-style-type: none"> <li>• Has anyone used or designed training evaluations in the past?</li> <li>• Has your experience with evaluation been positive or negative?</li> <li>• How did you feel when your own training sessions were evaluated by the other Px?</li> <li>• How did you feel when you took the pre- and post-tests during the <i>Comprehensive Course</i>?</li> </ul> </li> <li>• Tell Px that in order to summarize all their previous learning about evaluation, you would like them to consider five points about the subject: <ul style="list-style-type: none"> <li>• <b>WHY</b> we should evaluate</li> <li>• <b>WHO</b> should evaluate</li> <li>• <b>WHAT</b> should be evaluated</li> <li>• <b>WHEN</b> to evaluate</li> <li>• <b>HOW</b> to evaluate</li> </ul> </li> </ul> <p>(See Px Handout 9.1.)</p>

## Specific Objective #1: Continued

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
<p><i>What Parts of the Training System Should Be Evaluated?</i></p> <p><i>Answer:</i> All parts.</p> <p>Different evaluators will be interested in evaluating different parts of the training. For example, trainers may be more interested in the process and outputs, while the funding agency may just want to know what the cost (input) and impact of training will be.</p> <p><i>When Do We Evaluate Training?</i></p> <p><i>Answer:</i> To refine the process and correct small problems before they become big ones; so participants can benefit from findings during the same training event.</p> <p><b>The Hardest Parts of Training to Evaluate</b></p> <p><i>Answer:</i> Impact because it requires on-site visits and special care to identify other influences on the impact of training. For instance, no matter how well a health worker is trained, s/he cannot perform effectively without adequate support, supervision, etc.</p>	<p><b>Group Discussion (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Write WHY on newsprint and ask the Px, "Why evaluate training?"</li> <li>• Write down the responses.</li> <li>• Point out that evaluation is done to put a value on something in order to make a decision.</li> <li>• If no decision is to be made, evaluation is really a waste of everyone's time.</li> <li>• On the second sheet of newsprint write WHO and elicit and write a list of who should evaluate training.</li> <li>• Write WHAT on a third sheet of newsprint.</li> <li>• Explain that in order to decide what to evaluate, it is useful to look at training as a system.</li> <li>• Write TRAINING SYSTEM and draw a diagram connecting the following words with arrows: INPUT - PROCESS - OUTPUT - IMPACT</li> <li>• Using the "Content" of this objective, explain what each of these are.</li> </ul> <p><b>Group Discussion (15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Ask Px to consider each part of a training system and decide which parts should be evaluated.</li> </ul>

**Specific Objective #1: Continued**

<p align="center"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p align="center"><b>Training/Learning Methods</b> (Time Required)</p>
	<p><b>Group Discussion (cont.)</b></p> <ul style="list-style-type: none"> <li>• Write <b>WHEN</b> on the fourth sheet of newsprint and elicit that evaluation should occur at all stages; before, during, and immediately after training, and after some period of time has elapsed.</li> <li>• List the times.</li> <li>• Explain that another name for the pre-training evaluation is the training needs assessment, which we have learned about in previous sessions.</li> <li>• Ask <b>WHY</b> we evaluate <b>DURING</b> training instead of just at the end.</li> <li>• Explain that the easiest parts of the training to evaluate are the inputs and the "knowledge" part of outputs (by written tests).</li> <li>• Ask <b>WHAT</b> are the hardest parts of training to evaluate.</li> </ul>

**Specific Objective #2: Describe methods for evaluating participant learning, the session design and presentation of the training.**

<p style="text-align: center;">CONTENT Knowledge/Attitudes/Skills</p>	<p style="text-align: center;">Training/Learning Methods (Time Required)</p>
<p><i>How Do We Evaluate Training?</i></p> <p><i>Answers:</i></p> <ul style="list-style-type: none"> <li>• Daily participant evaluation forms (feedback sheets)</li> <li>• Pros and cons lists</li> <li>• Suggestion boxes</li> <li>• "Where are We"</li> <li>• Daily reflections</li> <li>• Written pre- and post-tests</li> <li>• Surveys</li> <li>• Interviews</li> <li>• Questionnaires</li> <li>• On-site observations using checklists</li> <li>• Supervisor's performance appraisal forms</li> <li>• Focus groups</li> <li>• Informal conversations</li> </ul>	<p><b>Group Discussion (30 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Write HOW on the fifth sheet and elicit and write a list of evaluation methods for training.</li> </ul> <p><b>Note:</b> <i>The matrix Evaluation Tools, found in Px Handout 9.3, may be distributed to illustrate methods of evaluation and their advantages and disadvantages.</i></p> <ul style="list-style-type: none"> <li>• Draw attention to informal conversations and suggest that they are important because they are continuous and can identify problems, needs, and issues early; because someone too shy or polite to give formal feedback might mention something important in a private conversation.</li> <li>• Discuss with participants, and if time permits, demonstrate some of the more innovative ways of evaluating such as: The Family Planning Bee, Bingo, The Lottery, The Question Wheel, The Daisy, Fishing, Spin the Bottle, the Question Ball, and The Clown (all found in Px Handouts 9.4 - 9.12).</li> </ul> <p>(See Px Handout 9.2.)</p>

**Specific Objective #3: Develop an overall evaluation tool for the training.**

<p style="text-align: center;"><b>CONTENT</b> Knowledge/Attitudes/Skills</p>	<p style="text-align: center;"><b>Training/Learning Methods</b> (Time Required)</p>
<p><b>Evaluation Tool for Training</b></p>	<p><b>Group Exercise (1 hour and 15 min.):</b></p> <p>The trainer should:</p> <ul style="list-style-type: none"> <li>• Divide Px into small groups to work on the following task:               <ol style="list-style-type: none"> <li>1. Design an overall evaluation form for this <i>Training of Trainers</i> course. (20 Minutes)</li> <li>2. Share your design with the other groups for feedback and additional ideas. (20 minutes)</li> <li>3. Agree on one final design. (20 minutes)</li> </ol> </li> <li>• You will use this as your final evaluation for this workshop.</li> <li>• Ask the following questions about the experience of designing an evaluation form:               <ul style="list-style-type: none"> <li>• What did you find difficult about the task?</li> <li>• What would have made it easier?</li> </ul> </li> <li>• Initiate a discussion about the form itself by asking, for each question:               <ul style="list-style-type: none"> <li>• Why are you asking this question?</li> <li>• What new information do you hope to get from this question?</li> <li>• How will you use this information?</li> </ul> </li> </ul> <p>(See <i>Px Handout 9.3</i> for use in developing appropriate questions for topics of evaluation.)</p>

### Specific Objective #3: Continued

CONTENT Knowledge/Attitudes/Skills	Training/Learning Methods (Time Required)
	<p><b>Group Exercise (cont.)</b></p> <ul style="list-style-type: none"><li>• Help Px draw conclusions about the session by asking:<ul style="list-style-type: none"><li>• What have you learned about evaluations today?</li><li>• Now that you know so much about evaluation, would you be as reluctant to take a pre-test as you were during the comprehensive course?</li><li>• What else about training evaluations would you like to discuss?</li></ul></li></ul>

## Participant Handout 1.1: Course Expectations

Take notes on your partner's expectations using this worksheet.

1. What do you hope to accomplish during this course?
2. Do you anticipate any difficulties during the course?
3. What will you be missing at home?
4. What will you be missing at work?
5. How do you think this training will help you at work?

## Participant Handout 1.2: Training Needs Assessment

### GENERAL DIRECTIONS:

Please answer and complete all items. This questionnaire will help us plan a training of trainers course that is relevant to your needs. This is not a test.

### 1. Biographical Information

Name: \_\_\_\_\_ Age: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Date Position Assumed: \_\_\_\_\_

Work Experience: Begin with your most recent employment and include all positions for past 10 years.

Date	Position/Duties	Organization

Education: Begin with most recent and include short-term technical or professional training.

Institution/Location	Major Subject(s)	Dates

## Participant Handout 1.2: Training Needs Assessment (cont.)

### 2. Family Planning Experience

2.1. Do you provide, or have you provided, comprehensive family planning services?

Yes      No

If no, why not? \_\_\_\_\_

\_\_\_\_\_

If yes, where and what types of services? \_\_\_\_\_

\_\_\_\_\_

2.2 Do you train, or have you trained others in family planning?

Yes      No

If no, why not? \_\_\_\_\_

\_\_\_\_\_

If yes, what cadres have you trained? In what subject matter(s)? How recently?

\_\_\_\_\_

\_\_\_\_\_

If yes, did the training include any field clinical experience? Describe please:

\_\_\_\_\_

\_\_\_\_\_

2.3 In general, is your experience/attitude towards family planning:

Positive      Negative

Describe please: \_\_\_\_\_

\_\_\_\_\_

## Participant Handout 1.2: Training Needs Assessment (cont.)

### 3. Training Experience

#### 3.1 Have you attended a training of trainers course?

Yes      No

Where? \_\_\_\_\_

When? \_\_\_\_\_

#### 3.2 Please rate your present level of knowledge or competence by circling the appropriate number using the following rating scale:

- |   |             |
|---|-------------|
| 1 | None at all |
| 2 | Inadequate  |
| 3 | Adequate    |
| 4 | Good        |
| 5 | Excellent   |

- |        |  |           |
|--------|--|-----------|
| 3.2.1  | Knowledge of adult learning  | 1 2 3 4 5 |
| 3.2.2  | Knowledge of your learning style   | 1 2 3 4 5 |
| 3.2.3  | The experiential learning cycle  | 1 2 3 4 5 |
| 3.2.4  | Knowledge of the problem solving process   | 1 2 3 4 5 |
| 3.2.5  | Knowledge of formulating training goals & behavioral objectives (specific learning objectives) | 1 2 3 4 5 |
| 3.2.6  | Understanding of the role of TOT (trainer of trainers)   | 1 2 3 4 5 |
| 3.2.7  | Knowledge of group process/dynamics  | 1 2 3 4 5 |
| 3.2.8  | Understand how to use both verbal and non-verbal communication to express feelings             | 1 2 3 4 5 |
| 3.2.9  | Understand how to provide praise and encouragement in training                                 | 1 2 3 4 5 |
| 3.2.10 | Understand how to provide feedback   | 1 2 3 4 5 |
| 3.2.11 | Knowledge of how and when to use open and closed questions                                     | 1 2 3 4 5 |
| 3.2.12 | Training methods:  |           |
|        | • discussion   | 1 2 3 4 5 |
|        | • homework assignments   | 1 2 3 4 5 |
|        | • demonstration/return demonstration   | 1 2 3 4 5 |
|        | • field trips  | 1 2 3 4 5 |
|        | • case studies   | 1 2 3 4 5 |
|        | • practicum (practical field experience)   | 1 2 3 4 5 |
|        | • large group discussion   | 1 2 3 4 5 |
|        | • role play  | 1 2 3 4 5 |
|        | • lecture  | 1 2 3 4 5 |
|        | • group work   | 1 2 3 4 5 |

## Participant Handout 1.2: Training Needs Assessment (cont.)

### 3.2.13 Training process:

- needs assessment 1 2 3 4 5
- goal(s) and behavioral objectives 1 2 3 4 5
- training plan/design 1 2 3 4 5
- training implementation 1 2 3 4 5
- evaluation 1 2 3 4 5

### 3.3.14 Training curriculum development:

- behavioral objectives 1 2 3 4 5
- content/topic sequencing 1 2 3 4 5
- daily design 1 2 3 4 5
- training methods and materials selection 1 2 3 4 5
- training evaluation 1 2 3 4 5
- skill in conducting a training needs assessment 1 2 3 4 5
- knowledge in use of training objectives 1 2 3 4 5
- skill in developing visual aids 1 2 3 4 5
- skill in evaluating training 1 2 3 4 5

## Participant Handout 1.3: Suggestions for Effective Participation

### DO

- Ask a question when you have one.
- Feel free to share an illustration.
- Request an example if a point is not clear.
- Search for ways in which you can apply a general principle or idea to your work.
- Think of ways you can pass on ideas to your subordinates and co-workers.
- Be skeptical - don't automatically accept everything you hear.

### DON'T

- Try to develop an extreme problem just to prove the trainer doesn't have all the answers. (The trainer doesn't.)
- Close your mind by saying, "This is all fine in theory, but..."
- Assume that all topics covered will be equally relevant to your needs.
- Take extensive notes; the handouts will satisfy most of your needs.

## Participant Handout 1.4: "Where Are We?" and "Reflections"

### Where Are We?

**Activity:** Daily review of key concepts  
**Materials:** Flipchart, stand, and markers  
**Time:** 10-15 minutes each day

#### *Purpose:*

1. To give people the opportunity to review what they learned the previous day.
2. To provide a transition from one day to the next.
3. To indicate to the trainers how much Px have retained.
4. To clarify any misconceptions or misunderstandings.

#### *Procedure:*

Each morning (with exception of the first day) before the session begins, a designated trainer should come to the front of the group to discuss the key concepts of the day before.

1. Ask Px to state the main or key points from the day before.
2. Write down their comments on the flipchart.
3. If someone gives you a one-word answer, ask that person to expand on the point. If s/he has difficulty verbalizing the concept, ask another Px to help.
4. Do not spend too long on this; remember you are looking only for the most important themes, not a summary of the previous day's session.
5. Save the flipcharts to review at the last session. This helps Px see what they consider the main points learned throughout the workshop. The information may also help the trainers in their evaluation of the workshop and its activities.

#### *Alternative procedure:*

1. Have the trainer read the previous day's key concepts from a flipchart. (This ensures that the correct concepts are presented, rather than assuming that every Px is capable of identifying and clearly stating them.)
2. Either review the flipcharts at the last session or present each Px with a Key Concept handout for them to use as a permanent reminder of their most important workshop learnings.

**Source:** Family Health Services Project of Nigeria. *Interpersonal Communication and Counseling for Family Planning*. JHU/PCS & PATH, 1989.

## **Participant Handout 1.4: "Where Are We?" and "Reflections" (cont.)**

### **Reflections**

After a full day of activities, we need to take time to look over what we have done and examine what it means to us individually. This is a method to explore how what we have learned can be applied in a broader setting.

The "Reflections" activity will be our opportunity to make these analyses. It is also an opportunity for the trainers and Px to share feedback on the training activities and to identify areas that need reinforcement or further discussion. Therefore, at the end of each day, we will use various methods of conducting this activity to reflect on the day's work.

For the first session of "Reflections," each trainer and Px should answer the following questions and share responses with the group:

- What did I like about today?
- What did I not like about today?
- What did I learn and experience today that I will be able to use?

## Participant Handout 2.1: Principles and Characteristics of Adult Learning

The three basic principles of adult learning are:

1. **Active learner participation** in the learning process **significantly increases** the learner's **ability to retain** and use **knowledge**.
2. One of the **keys to successful learning** is a "**supportive**" environment, in which the learner receives positive (praise/encouragement), rather than negative, reinforcement (scolding/criticism).
3. **Independent learning experiences** increase the learner's **confidence** and **sense of responsibility**.

### Characteristics of Adult Learners

1. Adults have a **need to know why** they should learn something.
2. Adults have a deep **need to be self-directing**.
3. Adults have a **greater** volume and different quality of **experience** than youth.
4. Adults become **ready to learn when they experience** in their life a **need to know** or a need to be able to perform more effectively and satisfyingly.
5. Adults enter into a learning experience with a **task-centered orientation** to learning.
6. Adults are **motivated** to learn by both **extrinsic** and **intrinsic motivators**.

## Participant Handout 2.1a: Supplemental Information on Adult Learning

Adult learning may best be described by defining two terms. The first is *pedagogy*. This term is generally used to describe **the art and science of teaching children**. It comes from the Greek words meaning "child" and "leader of." The second term is *andragogy* which refers to **the art and science of helping adults learn**. Adults are individuals who have fully developed or motivated in size, strength, and intellectual capacity. The term *andragogy* was coined by a noted educator Dr. Malcolm Knowles. Before Dr. Knowles devised his theory of adult learning, most educators assumed that adults learned just as children did and that the teachers role was to teach and the learners role was just to learn. The teacher was to take full responsibility for the teaching/learning process. S/he made all of the decisions about what should be learned; how it should be learned was purely a result of the teacher's knowledge and expertise. In the 1960's, Dr. Knowles and others theorized that children and adults learned differently and he made the following assumptions that characterized adults as learners:

### Adults as learners

#### 1. Adults have a need to know why they should learn something.

Adults are motivated to learn when they are convinced that learning the new knowledge, attitude, or skill is important. Learning is a more meaningful experience for adults if they can understand why they "need to know."

#### 2. Adults have a deep need to be self-directing.

"The psychological definition of an 'adult' is one who has achieved a self-concept of being in charge of his or her own life, of being responsible for making his or her own decisions, and living with the consequences." Adults have a strong need to take responsibility for their own lives, including deciding what they want to learn. Dr. Knowles speculates that when adult learners are treated as children, they withdraw from the learning situation. However, self-directed learning doesn't necessarily mean learning without help. Adults often need help in making the transition from seeing themselves as dependent learners to becoming self-directed learners.

#### 3. Adults have a greater volume and different quality of experience than youth.

The longer we live, the more experiences we have. This affects learning in several ways. Adults bring to the learning experience a wealth of experience which can be used to enrich their learning and that of other participants.

Adults have a broader base of experience to which to attach new ideas and skills and give them richer meaning. Tying learning activities to past experiences can make them more meaningful and will help participants remember them better.

## **Participant Handout 2.1a: Supplemental Information on Adult Learning (cont.)**

Adult learners come together in a group having had a wide range of experiences. They will have a wide range of differences in background, interests, abilities, and learning styles. Because of these differences, adult learning must be more individual and more varied.

There is a potential negative effect of greater experiences—"it tends to cause people to develop habits of thought and liaises to make presuppositions to be less open to new ideas." This potentially negative effect must be taken into account in planning learning experiences. Techniques must be developed to try to counter this tendency.

### **4. Adults become ready to learn when they experience in their life situation a need to know or to be able to do in order to perform more effectively and satisfyingly.**

Adults learn best when they choose voluntarily to make a commitment to learn. In order for them to choose voluntarily, the trainer needs to help them understand why the information is included or why they need to develop a particular skill.

### **5. Adults enter into a learning experience with a task-centered orientation to learning.**

Children learn through a process of acquiring subject matter needed to pass tests, so the content of courses for children needs to be organized into subject-matter courses such as "History of the Philippines" divided into specific periods of time. In adult education the content needs to be organized around life tasks, problems or situations. The content should focus much more on "how-to" and "problem-solving." In this way participants will see the program as much more relevant to their lives and will learn the content with the intention of using it.

### **6. Adults are motivated to learn by both extrinsic and intrinsic motivations.**

Almost all adults are motivated to learn something. Allen Lough, who conducted research on how adults learned in real life, could not find a single subject who had not engaged in at least one major learning project (a minimum of seven hours of intentional learning) in the preceding year, and the average learning projects were over seven.

Adult learners respond to extrinsic (external) motivators such as wage increases, promotion, or praise from their boss, but they also respond to intrinsic (internal) motivators such as the need for self esteem, broadened responsibilities, power, and achievement.

The only difficulty is that participants may not be motivated to learn what we wish to teach them which is why it is important to develop in them a need or wish to know.

**Source:** Donaldson L, Scannell E. *Human Resource Development*. Reading, MA: Addison-Wesley Publishing Company, 1986.

## Participant Handout 2.2: Applying Adult Learning Theory

A variety of activities, based on the characteristics of adult learning, can be used in the teaching process. Some are listed below:

*Adults have a need to know why they should learn something.*

- **Provide** real or simulated **experiences** through which the learners experience the benefits of knowing and the costs of not knowing.
- Start training by creating a **climate of mutual trust** and by **discussing expectations** with the learner.

*Adults have a deep need to be self-directing.*

- **Allow for** as much **choice** as possible in making decisions during the learning experience.
- Create a **mechanism for mutual planning**. Help adults diagnose their needs. Set objectives and design learning activities suited to their needs.

*Adults have a greater volume and different quality of experience than youth.*

- Encourage participants to **share their experiences**.
- Try to **link** new learning activities to the participants' experiences.

*Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively.*

- Any training course will be more effective if the content is related to meeting their need for knowledge or a particular skill. Often participants are sent by their organization/company and do not "**choose to attend**." When participants are "sent" for training, there are **two mechanisms for reducing their resistance**:
  1. State publicly that you realize there may be some participants who are not in the course because they want to be and that you are sorry because this gets in the way of learning, and
  2. Explain that since they have no choice but to be in the course, to try to find some value in learning what the course has to offer.
- Participants should be told why a particular topic or session is included and why they are expected to learn a particular skill or adopt a certain attitude.

*Adults enter into a learning experience with a task-centered orientation to learning.*

- Case studies and role play techniques help participants feel they are working with "real" problems and accomplishing "real" tasks.
- Developing and carrying out "re-entry" plans help participants learn how to apply the lessons learned.

*Adults are motivated to learn by both extrinsic and intrinsic motivators.*

- As trainers, we can set the stage and do much to orchestrate an environment conducive to learning, however, it is also an internal process.
- Positive reinforcement enhances learning.
- Link training with promotions, added responsibility, power, and esteem.

## Participant Handout 2.2: Applying Adult Learning Theory (cont.)

### How Adults Learn

1. Adults have many previous experiences that are pertinent to any educational activity. Ignoring them causes resistance to learning.
2. Adults have a great many preoccupations other than what you may be trying to teach them. If you waste their time, they will resent it.
3. Adults are faced with **real** decisions to make and **real** problems to solve. If training does not help them with either, it may be wasted.
4. Adults react to authority by habit according to their experiences. You cannot force someone to learn.
5. Adults are proud and self-directing. Learning is most efficient when it is the learner's idea, and meeting his specific needs.
6. Adults have real things to lose. Learning must enhance their position, their esteem, or their self-actualization. Otherwise there is too much risk.

**Source:** Donaldson L, Scannell E. *Human Resource Development*. Reading, MA: Addison-Wesley Publishing Company, 1986.

## Participant Handout 2.3: Learning Principles

In recent years, educators and trainers in business and industry have been developing new ways of helping people to learn. To such traditional methods as the lecture, panel discussions, symposia, group discussion, case problems, and demonstration have now been added role playing, programmed instruction, film case studies, audio cassettes, and business games. These new learning tools are all based on the principle that people learn from their own experience in training programs. This experience can include various ways of being told, ways of being shown, ways of participating in a discussion, and ways of learning, all of which are really ways of providing meaningful experiences for the learner. There is no one best learning method—each has its own merits and uses. Any effective training program utilizes the following principles of learning:

1. **Learning can be said to take place when there is a permanent change in behavior**, including changes in knowledge, understanding, skills, interests, values, sensitivities, attitudes, and perceptions.
2. **To bring about a specific kind of change, certain methods are more effective than others.** For example, an experience in which the learner develops his or her own conclusions is likely to be more effective than a lecture or reading assignment.
3. **Changes are unlikely to take place unless the learner is motivated to learn.**
4. **Learning is an internal process that involves taking your own experience and adapting it to what your needs are at the time.** Learning is most likely to occur when it is based on the learner's experience and meets the learner's knowledge and attitude. Learning methods are more effective when the learner's attitude is positive. Individuals learn different things in different ways and at their own speed, and relate their learning to their own values, beliefs, and experiences.
5. **Learning is a thinking process.** Learning is more effective when people have to think and when they are responsible for working out their own conclusions.
6. **Learning is largely an associative process of relating one thing to another.** We relate new learning to something previously learned. We relate learning to our own previous experiences.
7. **Learning is enhanced by applying the skills and knowledge**, by testing experiences, feelings and opinions and by comparing the opinions of others.
8. **Learning by understanding is retained better than learning by memorizing.**
9. **Repetition helps retain knowledge.**

### **Participant Handout 2.3: Learning Principles (cont.)**

10. **Previous learning tends to be transferred to specific situations only when the learner perceives it to be relevant.** The more specifically general principles can be practically applied in a learning situation, the more likely the learner is to apply them on his or her own. An opportunity to practice new learning free from fear of failure increases the likelihood that the learner will try to use the new learning.
11. **Learning is often resisted if it means replacing comfortable, established attitudes and ways of doing things with new attitudes and ways of doing things.** Resistance can be lessened by respecting learners rights as individuals to decide for themselves and by giving learners an opportunity to reinforce new learning by applying it.

## Participant Handout 2.4: Retaining and Recalling Knowledge

### Retention and Recall

- **Retention** is the mind's ability to take in and store information.
- **Recall** is the mind's ability to select that information when needed.
- People may retain information, then temporarily lose the ability to recall it.
- Five factors should always be used to the maximum advantage when training to help learners retain and recall key information.

The five major factors in the mind's ability to recall information are:

1. *First and Last* (order presented)
2. *Recentness*
3. *Association* (linking/connectivity)
4. *Outstandingness*
5. *Review*

1. *First and last* (order of events): People will almost always recall the **beginning of events** more accurately than the middle or end and they will recall information/events at the end more frequently than those that occur in the middle.

This means that **the most important information should always be presented first, then summarized at the end** of any learning session.

2. *Recentness*: People tend to **recall events which happened recently**. What happened yesterday is easier to remember than the day before, and so on. This key factor is **linked to the importance of review** in learning.
3. *Association*: People will be able to **recall any information better when it is connected, linked, or associated with something**, rather than presented as a separate or isolated piece of information or event.

This is why it is so **critical to relate theory to practice** and explains why someone can be "brilliant" in the classroom and have problems in the clinical setting because they are unable to associate the information they have learned during training to actual practice.

4. *Outstandingness*: People will be able to **recall anything** which is **outrageous, unusual, out of context, or outstanding**, simply because they will notice and pay attention to anything that is different.

This can be used very effectively during training to help learners retain and recall important information.

5. *Review*: **Information which is reviewed "sticks in the brain"** and is **more likely to be recalled** than information that is taught only once.

## Participant Handout 2.5: Recall and Retention

### Concentration and Attention Span

People may completely understand all the information presented during a learning session, yet not be able to recall much of the information later. The reason for this is that **studies have shown that the ability to recall during a session gets progressively worse as time goes on unless the mind is given brief rests.**

**The key to maintaining information recall at a high level is to organize learning sessions in blocks of 20 to 50 minutes.**

A period longer than 50 minutes will result in a significant decline in the amount of information recalled.

### Breaks

- **Are critical for maintaining concentration** and maximizing learners' ability to recall the information being presented.
- **Maintain the recall curve at a high level** by taking advantage of the fact that the mind tends to recall information presented at the beginning and end of a session.
- **Reduce muscular and mental tension** which tends to build up during periods of concentration.

**In a two hour learning session, if no breaks are scheduled the learners' ability to recall the information will be significantly reduced.**

Rather than "wasting valuable time," **breaks are an important key to learners' ability to recall and retain information.**

### Key Words and Concepts

- Normal sentence structure is not the best way to remember information.
- **90% of all words are not necessary for the purpose of recall.**
- By **organizing material** to be taught around **key concepts, phrases and words**, the trainer can **assist** learners to **recall** and retain important information.
- **Key words** or phrases **enable the learner to associate, link and connect the information** with other knowledge, images and experience (an important factor in recall).
- Key concepts, words, and phrases also enable the learner to organize and prioritize the material around the most important information.
- The use of key concepts, words, and phrases **is not only more effective, but also saves time** for both trainers and learners.
- Images and symbols can also be used by the trainer to enhance recall.

## Participant Handout 2.6: Cardinal Rules of Memory

The cardinal rule for remembering something is to use two things:

1. **Imagination**
2. **Association**

What this means is that the most effective way to remember anything is to **associate** (link) it **with a known or fixed item, using your imagination.**

You can do this by using:

1. **The Senses:** This includes vision, hearing, sense of smell, taste, and touch. The more senses used during a learning session, the more the learners will remember the information.
2. **Movement:** Movement adds another way for the mind to associate and therefore remember something. Using gestures can also help people to remember.
3. **Association:** Anything associated or linked with something will be more easily remembered.
4. **Humor:** Humor is an extremely **effective tool for improving memory.** The more absurd and ridiculous images are, the more outstanding and therefore memorable they will be. Using **humor** during learning sessions not only helps learners remember information, but it also **reduces tension and creates a positive learning environment.**
5. **Imagination:** The more imagination is used in training, the more learners will recall, retain, and utilize information. It also makes training a more creative and enjoyable process! Use it!
6. **Numbering:** Using numbers adds specificity and efficiency in learning and remembering information.
7. **Symbolism: Substituting images increases the probability of recall.**
8. **Color:** The use of color in any learning situation makes the information more memorable. Learners are more likely to remember key words and important information if they are written in different colors (the brighter the better).
9. **Order and Sequence:** By using order and sequence in combination with other learning principles, the trainer can improve learners' ability to recall information by immediate reference to something (ie; little to big, grouping by color, sorting by category).
10. **Exaggeration: The more outrageous, unusual and exaggerated an image or information is, the more learners will remember to use it.** The trainer can use this during learning sessions to impress important information in learners' minds.
11. **Positive Images: Positive images are generally more effective than negative ones** because the brain "wants to return to them." The **brain tends to "block" negative images** because it does not want to return to something that it perceives as unpleasant.

## **Participant Handout 2.6: Cardinal Rules of Memory (cont.)**

The trainer can use imagination and association by connecting important information using images to:

- Crashing and sticking things together.
- Placing things in new situations, on top, underneath, or inside of each other.
- Substituting things for one another.
- Weaving and wrapping things together.
- Having things talk, dance, or share their color, aroma, or function.

## Participant Handout 2.7: Learning Styles Continuum

There is **great variation** along a continuum of **how people learn**. Some learners will learn better if a training resembles their "learning style" more closely. This continuum can be broken down into **three main categories**:

- the learner's role
- the learner's needs
- trainer behaviors

The following three learner styles each demonstrate the learner's role, needs, and the trainer's behavior:

### *Dependent Learner Model*

This model frequently occurs in introductory courses, new situations, new languages, and other courses where the learner has little or no information upon entering the course.

The **learner needs** structure, direction, external reinforcement, encouragement, and esteem from authority (the trainer/teacher).

**Appropriate trainer behaviors** include: lecturing, demonstrating, assigning, checking, testing, reinforcing, transmitting content, grading, and designing materials.

### *Collaborative Model*

This model occurs when the learner has some knowledge, information, or ideas and would like to share them and try them out.

The **learner needs**: introspection, interaction, practice, observation, participation, peer challenge, peer esteem, and experimentation.

**Appropriate trainer behaviors** include: collaborating, questioning, modeling, providing feedback, coordinating, evaluating, and managing.

### *Independent Learner Model*

This model most often occurs when the learner is knowledgeable and wants to continue to learn on his or her own, or has had successful experience working alone in a new situation, or feels that a trainer cannot offer much expertise.

The **learner needs** internal awareness, experimentation, and non-judgmental support.

**Appropriate trainer behaviors** include: allowing, providing requested feedback, providing resources, consulting, listening, negotiating, evaluating, delegating, encouraging, and environment setting.

## Participant Handout 2.8: Learning Styles Inventory

### Instructions:

In order to determine your learning preferences, think of the training events you would like the most. Read each statement and decide if you agree. If so, place a checkmark (✓) next to the number. If the statement does not describe your preferred training event, leave it blank. After you have completed all the statements, go back and **circle the 10 most significant statements**.

- 1. The trainer would present the subject material to the participants.
- 2. The trainer would participate in the learning exercises with the workshop participants.
- 3. The trainer would design all the activities for the workshop.
- 4. The participants would often critique each other's work with little or no direction from the trainer.
- 5. The participants and the trainer would share responsibility for the subject material.
- 6. Participants would be self-directed and study topics that interest them with little trainer guidance.
- 7. The trainer's principal role would be to encourage participants to continue working together, exploring alternatives, and moving toward their own goals.
- 8. The trainer would discuss the detailed plan and organization of the workshop.
- 9. The participants would be encouraged to develop ways to accomplish their own goals, even if it meant changing the workshop plan.
- 10. The trainer would choose materials for the course.
- 11. The trainer would be accepting of participants' ideas, even if s/he did not agree with them.
- 12. Participants would share responsibility with the trainer for adapting the workshop to their needs.
- 13. The trainer does not know as much about the subject matter as the participants.
- 14. The trainer would allow the participants to make most of the judgements about the workshop's success.
- 15. The trainer allows the participants' comments and needs to influence much of the design.
- 16. Participants would be expected to evaluate their own progress throughout the course.
- 17. The trainer would allow the participants to determine how much time should be spent on each topic.
- 18. A significant portion of the workshop would be devoted to learning from the trainer's well-executed lectures and exercises.
- 19. Participants would be expected to challenge the trainer's ideas.
- 20. Participants would be told precisely what to expect from the workshop.
- 21. The trainer would not need to remain in the room during small group discussions.

- 22. Participant's discussions would always be tightly controlled to stay within limits.
- 23. The trainer would rarely make substantive inputs, although s/he would be knowledgeable about the subject.
- 24. The trainer would assume full responsibility for the learning activities.
- 25. Participants would be asked to help design the workshop.
- 26. Participants would rely on the knowledge of the trainer for many of the answers they are seeking.
- 27. The trainer would evaluate the success of the course.
- 28. The participants would define the subjects and issues that should be covered in the workshop; they would be responsible for looking for answers. The trainer would only assist in this process.
- 29. Each participant, with input from the supervisor and the training staff, would determine the benefits of the course, and once a decision is made, the participant would abide by it.
- 30. Participants should decide whether or not the course is beneficial and would be free to leave if it was not helpful.

**TOTALS:**

A's \_\_\_\_\_

B's \_\_\_\_\_

C's \_\_\_\_\_

## Participant Handout 2.8a: Learning Styles Inventory Interpretation Sheet

**Directions:** Put the following letters beside each number in the inventory you have just completed.

- |       |       |       |
|-------|-------|-------|
| 1. A  | 11. B | 21. C |
| 2. B  | 12. B | 22. A |
| 3. A  | 13. C | 23. C |
| 4. C  | 14. C | 24. A |
| 5. B  | 15. B | 25. B |
| 6. C  | 16. C | 26. A |
| 7. B  | 17. C | 27. A |
| 8. A  | 18. A | 28. B |
| 9. C  | 19. B | 29. B |
| 10. A | 20. A | 30. C |

Now look at the 10 numbers you have circled:

How many A's are beside numbers you circled? \_\_\_\_\_

How many B's are beside numbers you circled? \_\_\_\_\_

How many C's are beside numbers you circled? \_\_\_\_\_

## Participant Handout 3.1: Verbal and Nonverbal Communication

### Methods of Communication

- touch
- body movement
- voice
- words
- facial expression
- eye contact

### Nonverbal Communication

People can communicate emotions without using words, using instead body movement and language, eye contact, facial expressions, and a variety of other mechanisms. In this exercise, we will explore how people convey emotion without using language. Some possible emotions to be acted out in this exercise are listed below.

The following list includes examples of nonverbal communication that facilitates learning:

- Appearing relaxed
- Smiling
- Making eye contact with Px
- Showing interest in what Px are saying
- Appearing thoughtful
- Showing approval

### Verbal Communication

In verbal communication, the tone of one's voice can display different emotions, even when the words are the same.

Verbal communication refers to how something is said. In order to capture and maintain the interest of trainees, the trainer should:

- Vary the **pitch, tone and volume of the voice** to emphasize important points. Avoid monotone speech which will cause boredom no matter how important the content.
- **Vary the pace and delivery.** Make important points slowly and cover less important material quickly. Use terms that are familiar and easily understood by Px.
- Begin each session and each topic with a **strong introduction** to capture interest and draw attention to important points.
- **Communicate on a personal level** with each of the Px by using their names; however, be sensitive to cultural norms. In some settings using first names may make some Px more comfortable while in other settings, use of first names may be inappropriate.
- Try to **incorporate Px ideas and examples** into the training. Remembering a participant's comments, either from a previous session or from outside the training environment, will encourage Px interest and further participation.

## Participant Handout 3.1: Verbal and Nonverbal Communication (cont.)

### Verbal Communication (cont.)

- **Avoid repeating words and phrases** such as "Do you know what I mean?" or "you know?" or "Do you understand?" These can be extremely annoying after a short period of time.
- Try to make **logical and smooth transitions between topics**. Where possible, link topics so that the concluding review or summary of one presentation introduces the next topic. In any case, clearly state the beginning of a new topic and use visual aids (chalk or writing board or flip chart) to show it. Abrupt transitions between topics can cause confusion.
- Take the time to **give clear directions for all classroom and clinical activities** so that Px will not be confused and lose interest. Px should not have to wonder what comes next, what they are supposed to do, or how activities will be conducted.
- Remember that family planning and reproductive health involves consideration of intimate issues. Sexual matters may be difficult to talk about because they involve strongly held views, taboos, and religious beliefs. **Using words which are acceptable to Px** will encourage them to do the same work with clients and fellow staff members.

### Using Nonverbal Communication Effectively

Nonverbal communication is as important as verbal communication. Such things as **dress, eye contact, body language, and movement about the room**, as well as several other important factors, can have a significant impact on establishing and maintaining a positive training climate. To use nonverbal communication effectively:

- Remember the **importance of a first impression**. How you greet Px and the initial "message" you convey can set the tone for the course.
- Use **eye contact** to "read" faces. This is an excellent technique for establishing rapport, detecting understanding or confusion and getting feedback.
- Use **positive facial expressions** to aid in the process of communication.
- **Walk about the room** as you make your points. A skilled trainer coordinates movements and gestures with instructional delivery. Be energetic.
- **Walk towards the Px as they respond** to questions or make comments. A slow nodding of the head while maintaining eye contact demonstrates interest and encourages active participant involvement.
- **Avoid distracting gestures or body language**, such as fidgeting, excessive pacing, jiggling keys or coins in pockets, or playing with chalk or marking pens.
- **Limit the use of desks, lecterns, or podiums** that establish an artificial barrier between the trainer and Px.
- **Display enthusiasm** about the topic and its importance. Energy and excitement are contagious and directly affect the enthusiasm of Px.

## Participant Handout 3.2: Praise and Encouragement

### Praise and Encouragement

The definition of encouragement is **"the giving of courage and confidence."**

The definition of praise is **"the giving of approval."**

Examples:

- "That's a great answer!"
- "That's right!"
- "That was an excellent response!"
- "That was an excellent demonstration!"
- "You inserted that IUD exactly right!"
- "Good job!"
- "Well done!"

## Participant Handout 3.3: Feedback

### Definition of Feedback

Feedback is a communication method for receiving or giving information about behavior.

### General Rules of Feedback

1. Feedback should be given:
  - at an appropriate time (immediate not delayed)
  - directly to the person
  - in the form of "I observed; I think; I feel"
  - in reasonable quantities--neither too much nor too little
  - directed toward behavior over which the receiver has control
2. Feedback concerns the questions of "what?" and "how?" but does not attempt to explain "why?"
3. Feedback does not make judgements nor give advice.
4. Feedback should take into account both the needs of the receiver and the giver of feedback. Feedback can be destructive if it serves only the needs of the giver.
5. Feedback should be checked to ensure clear communication. This can be done by asking the receiver to rephrase the feedback to see if that was what the giver had in mind.
6. Feedback should be received by:
  - listening only
  - making no justifications for behavior
  - asking only for clarification
  - acknowledging the feedback

### Ground Rules

- No putting down of others' values allowed.
- No question is dumb.
- It is OK to feel embarrassed.
- No asking personal questions.
- Everyone has the right to participate or pass.
- Speak for yourself. Use "I" statements.

## Participant Handout 3.4: Closed and Open-ended Questions

### Closed and Open-ended Questions

*Closed questions can be answered by very short responses, often just one word. Open questions require a longer, more thoughtful answer.*

A closed question calls for a brief, exact reply. The advantages are that it can focus discussion on a specific point, can help the trainer check whether or not the group understands the content and agrees with content ideas. If the Px do not agree, or do not know the correct answer, additional teaching of content must be planned. The disadvantage of a closed question is that it may limit discussion by discouraging expression of attitudes related to the topic.

Examples:

1. How long can the Copper T 380A remain in?
2. What hormones are used in combined oral contraceptives?
3. Is the sun shining today?

An open question allows for several different, and often lengthy, answers. The advantage of an open question is that it stimulates thought and makes people want to give opinions.

It is a good way of getting ideas out in the open for the group to discuss. An open question, however, may not work as a discussion starter with people who are not used to expressing their opinions freely in a group.

Examples:

1. What do you see happening here?
2. Why do you think it is happening?
3. Why do you agree with this?
4. Why do you feel that way?
5. What can we do about the lack of chlorine in the district hospital?

## Participant Handout 4.1: Knowledge, Skills, and Attitudes

### Definitions:

*Knowledge:* Retaining facts and information.

*Attitudes:* Expressing feelings and values in a given situation; showing emotions.

*Skills:* Aptitude: the ability to do something (including both cognitive and manual skills).

### How to Teach Knowledge

1. Only teach those facts which the learner needs.
2. Start with the learner's own experience.
3. Use all possible additional resources.
4. Make learning activities participatory.
5. Use visual aids and handouts.
6. Review and summarize often.
7. Verify that learning has taken place (evaluate).

### How to Teach Attitudes

1. Provide information.
2. Provide examples or models.
3. Provide direct experience.
4. Provide opportunity for discussion.
5. Provide role playing exercises.

### How to Teach Skills

1. *Describe* the skill.
2. *Demonstrate* the skill.
3. Have the trainee *practice* the skill.
4. Verify that the skill is being done correctly (evaluate).

## Participant Handout 4.2: Training Techniques

### The Lecture

#### Definition

A formal verbal procedure (or "talk") which consists of presentation and clarification of facts and principles. It is generally a one-way form of communication. It is the most commonly used and abused method.

#### Advantages (depending upon the skill of the lecturer)

- provides an opportunity for the teacher to give information not available in text books, especially when library facilities are poor
- allows lots of facts to be presented in a short period of time
- facts can be given to a large number of students at one time
- gives an opportunity to explain relationship of theory to real life experiences

#### Weaknesses and limitations

- the student remains passive, uninvolved
- does not teach the student how to solve problems
- difficult to evaluate day-to-day learning progress of individual students
- does not allow for individual pace of learning: above average, average, and below average trainees all have to cope at the same pace
- students cannot remain alert for long periods of time when not involved, hence poor receptivity
- students remember very little if they just listen to the lecture
- "What I only hear, I forget."

#### Uses

The lecture can be used effectively by a skillful trainer for these purposes:

- giving information, explaining principles, clarifying abstract concepts, etc.
- introduction of a new topic or new activity
- orientation of students to a new unit of instruction or a field trip
- recapitulation of the previous lesson (revision/review)
- summarization of the day's lesson at the end of a teaching session
- illustration and clarification of difficult points
- providing incidental information (something the teacher read, heard, or experienced which is of interest to the students)
- discussing a test paper, i.e., performance of the group
- exposing the students to a famous guest speaker
- other uses will depend on the situation and discretion of the teacher

## Participant Handout 4.2: Training Techniques (cont.)

Can the lecture method be used in training? Yes and no.

From the above list of uses, it can be seen that the formal lecture can be used for providing information. It cannot be used effectively to initiate or develop skills. However, if the lecture is supported by audio-visual aids, its effectiveness increases many fold. A lecture in which audio-visual aids are used is known as the illustrated lecture.

### The Illustrated Lecture

**Definition:** A lecture in which the teacher uses audio-visual aids in addition to verbal explanations.

#### Advantages

- all advantages of the lecture method
- illustrated lectures are more effective than pure lectures because more senses are involved, not just hearing
- an illustrated lecture makes facts more interesting and easier to remember
- concepts can be made clearer by the use of picture and models, etc.

#### Weaknesses

- longer preparation time

#### Uses

- all uses of the formal lecture to give information
- to ensure clear concepts of objects, shapes, sizes and colors, etc.
- to initiate skills by showing films of how a certain procedure is carried out
- to fill the gap when actual demonstration of a procedure is not possible, e.g. showing a film on tubal ligation to a family planning field worker
- other uses will depend on the situation, the trainees, and the judgement of the trainer

#### Guidelines for Preparation and Use of a Lecture/Illustrated Lecture.

##### Preparation

Preparation for lecture begins with preparing a formal "plan." This is in the form of a lesson plan or lesson notes. To prepare a lesson plan some information is needed and certain decisions have to be made.

These are basic guidelines:

- Be clear about the objectives to be achieved during the session.
- Be clear about the expected levels of competence to be achieved.

## Participant Handout 4.2: Training Techniques (cont.)

### Preparation (cont.)

- Be sure of the topical headings and subheadings.
- Decide on the amount of details needed to be taught. (This will depend on the expected levels of competence to be achieved.)
- Decide on the supportive materials you will use in the lecture (e.g., audio-visual aids, specimens, real life experiences, a story, a poem, or a joke).
- Identify techniques for learner's participation in the light of their background, knowledge, and skills.
- Outline the methods for evaluating the teaching/learning outcome.
- Any other relevant point or factor which will influence planning and or implementation of the lesson plan.

Once all the above information is collected and decisions have been taken, they are arranged in a meaningful and useful format called the lesson plan.

### Guidelines for Delivering a Lecture/Illustrated Lecture

There are no set rules. Every teacher and trainer develops her/his own style. It helps to have observed both good and weak trainers.

Some points to remember (*apply as many main principles of teaching and learning as is suitable for the objective to be achieved.*):

- Introduce the topic and the objective(s) of the session.
- Always use written notes when delivering a lecture.
- Make your delivery interesting and useful.
- Try to make your presentation forceful and lively. You can add interest with your enthusiasm, facial expressions, and a touch of humor.
- Use easy language and a natural conversational tone.
- Speak *to* the group and not *at* them.
- Maintain eye contact and speak slowly enough to allow reaction time.
- Break the monotony with a pause, a question, a joke, which is relevant to the situation.
- Involve the students and make them apply their knowledge.
- When audio-visual aids are used, collect or prepare and test all audio-visual materials and equipment before hand.
- When using audio-visual aids for the first time, rehearse beforehand so that they are used effectively and at the correct time.
- Summarize.
- Ask the students if the objective(s) was achieved (verbal evaluation).

## Participant Handout 4.2: Training Techniques (cont.)

**Note:** *A trainer who is sincere about self development and improved performance can ask a more experienced trainer to observe her/his and provide critical comments. Or if facilities are available, the trainer can arrange to get her/his session recorded on a video cassette, and view it in private to evaluate her/his own delivery.*

### Demonstration

#### Definition

A visual and verbal presentation in which the trainer explains and exhibits the steps involved in a task or procedure.

#### Advantages

- activates many senses, hence better recall and retention
- correlates theory with practice
- clarifies principles and concepts
- develops observation powers
- enables logical step-by-step presentation of facts and actions
- facilitates the acquisition of practical intellectual and communication skills
- demonstrates the organized and correct way of doing a task
- when questions are asked, the answers can be shown in a practical way

#### Weaknesses

- depends upon the mastery of the trainer in performing a procedure or a task (not a weakness of the method but of the user)
- not very effective with large groups
- is time consuming
- if not followed by prompt practice it is a waste of time

#### Uses/suitability

- for any situation where skills have to be developed

#### Guidelines for preparation and use

1. Write down the steps of the demonstration in their correct sequence and a list of materials needed. (This will become the **checklist**.)
  2. Prepare materials and check if they are in working condition (e.g., syringe for giving an injection to a client).
3. When objects are used, arrange them in the order in which they are going to be used, (i.e., the object to be used last is at the bottom).

## Participant Handout 4.2: Training Techniques (cont.)

4. Ensure that all trainees can see and hear. (If an overhead projector is being used, the words should be clearly legible.)
5. Explain beforehand what is to be demonstrated. If making something (e.g., a doll, preparing oral rehydration solution, or a curriculum), show the actual finished product or a picture of it. The trainees can then clearly visualize the end result.
6. For skills being demonstrated, give a running commentary: explain each step while demonstrating it and **use the checklist**.
7. Recapitulate. Summarize. Discuss. Where people are used for demonstrating a skill, the discussion can be held later.
8. Ensure practice by one or more trainees. This is known as "return demonstration."
9. Arrange for prompt supervised practice of the skill being taught.

After the demonstration is complete, the trainee should practice the procedure by following written steps, one by one. The trainer should observe the procedure and guide if necessary. This is called supervised practice. It is important for developing competence and proficiency.

**Note:** *Some demonstrations might require the trainer demonstrating one step and the trainee practicing that step before moving to the next one (e.g., learning to knit or to sew). **Regular and correct practice is the only way to achieve perfection.***

## Discussion

### Definition

An activity in which participants interact in sharing views and solving problems, using their reasoning powers.

### Types

There are 2 types of discussions:

1. **Formal** (plenary group discussion): The trainer leads and controls the discussion in a structured way according to certain rules of order.
2. **Guided:** Members talk about and informally discuss a topic or ways to solve a particular problem.

### Advantages

If managed properly, discussion:

- allows the sharing/exchange of ideas and experiences
- develops reasoning powers
- develops objective thinking
- promotes respect and acceptance for other people's ideas and opinions

## Participant Handout 4.2: Training Techniques (cont.)

### Advantages (cont.)

- allows maximum participation by trainees
- gives trainees confidence when their ideas are accepted by others
- allows the trainer to assess the attitudes and knowledge trainees have on a subject
- develops attitudes and personality traits
- fosters consideration and cooperation
- develops reflective thinking: a person learns to review her/his line of thought in the light of new knowledge gained during the discussion

### Weaknesses

- a skilled group leader is needed to achieve fruitful results
- can be noisy and unruly if not managed well by the trainer
- time consuming: the time spent on a discussion might not be worth the results achieved
- uncomfortable for the trainees if their ideas are attacked and criticized
- one or two trainees can dominate the session and hinder participation by others
- if the group leader is weak and does not keep the discussion relevant it can be waste of time for all concerned
- if the group leader is dominant, then sharing of views does not take place

### Use

The discussion method can be used for:

- clarifying and removing doubts by "on the spot learning"
- making collective decisions and arriving at conclusions
- airing views and sharing information
- sharing responsibility for decisions
- planning certain activities
- observing behavior of individual students
- teaching group dynamics
- learning about trainees' views on certain topics/issues
- learning about trainees' depth of knowledge on certain topics/issues
- developing skills for assuming different roles in a group. (e.g., leader, member, recorder, observer, etc.)

### Guidelines for preparation and use

Thorough planning is essential. The trainer should:

- Ask, "Will the outcome/results justify the time spent?"
- Ask, "How will the results of the discussion be used?"
- Be sure of the objective to be achieved. Do the trainees know why they are discussing the topic?

## Participant Handout 4.2: Training Techniques (cont.)

### Guidelines (cont.)

- Introduce the topic so that it generates interest among the trainees
- Decide beforehand whether trainees will discuss the topic in small groups and then present their findings to a larger group; if so, ensure that:
  - they have writing material to take notes
  - the time needed for the small group discussion is accounted for
  - the time needed for the small group discussion is available
  - the time needed for the presentation of results is accounted for
- Where appropriate, assign roles and responsibilities to self and participants, or let the group decide who will assume which role, or ask for volunteers.
- Give orientation for assigned roles.

### Various Roles of Participants in a Discussion

#### Group Leader

- May be the trainer or one of the trainees
- May be nominated or elected

S/he:

- regulates the discussion
- ensures the discussion revolves around the topic being discussed
- encourages participation and makes sure all trainees are involved
- limits talkative trainees and encourages shy ones
- clarifies concepts if necessary
- remains impartial and patient
- does not express her/his views, unless asked
- summarizes

#### Recorder

- Can be nominated or elected, or the group leader may invite a volunteer, or the trainer may appoint by name to give experience in report writing, etc.

He/she records:

- proceedings as they occur
- all the points discussed and decisions made, if any
- the responsibilities assigned to participants, if any
- suggestions made by a person
- follow-up action need on the decisions/recommendations, etc.

**Note:** *Recorder may take part in the discussion with the permission of the group leader and record what s/he said. Otherwise personal views of the recorder are not reflected in the report.*

## Participant Handout 4.2: Training Techniques (cont.)

### Group Members

- assumes the responsibility for the success/failure of the discussion
- shares ideas by giving suggestions, provides information and receives suggestions
- creates a friendly, conducive atmosphere
- realizes ideas and not personalities should be judged in a discussion
- should not be defensive or insulting in her/his tone of voice
- is clear about the responsibility assigned to him/her

### Observer

- s/he has to be someone who knows what to do.
- is not necessary for all groups
- acts as a mirror for the group leader and group members
- observes who says what, why, and how
- observes:
  - personality clashes
  - clannish behavior
  - other characteristics of the group
- studies the outcome of the discussion and the achievement of the group
- presents her/his report as agreed upon either to the group or only to the group leader who will make use of it as necessary
- usually does not contribute to the discussion, unless invited by the leader to do so

### Discussion AFTER discussion

It is always useful to ask the participants: "What did we achieve?" Some learning experiences are not directly related to the objective but they are useful for the future.

**The discussion method costs time and effort. It should not be chosen just because it is considered fashionable or modern.**

## Participant Handout 4.2: Training Techniques (cont.)

### Role Play

#### Definition

Unrehearsed action of a particular situation or problem, with the aim of developing initial skills in managing situations or seeking possible workable solutions. It is also called "socio-drama."

#### Advantages

- helps students develop the skill of "on-the-spot" thinking
- lets trainees explore and practice various approaches to solving a problem
- helps develop communication skills
- makes learning enjoyable: a fun learning activity
- brings out different attitudes and abilities of the participants

#### Weaknesses

- is time consuming
- can be used for situations only
- is dependent on individual student's efforts
- is not suitable for all topics

#### Uses/suitability

- for developing initial professional skills (e.g., practice in counseling for career development)
- for demonstrating different approaches in handling a situation
- for demonstrating solutions for different types of problems, including interpersonal problems of the staff
- to provide initial practice for certain skills before working in a real life situation (e.g., a teacher interviewing a student who is seldom on time for her class)
- to provide what may be the only opportunity for supervised practice for a skill a learner will get because it is not always possible to provide real life situations for learning family planning. (It is not possible for each trainee to practice counseling skills on real family planning clients. They can, however, practice on each other through role play.)

## Participant Handout 4.2: Training Techniques (cont.)

### Guidelines for preparation and use

- Clearly defined objectives
- Brief written description of the situation/problem and various approaches or possible solutions
- Written characteristics of the individual actor (i.e., role description of the persons being portrayed)
- A list of questions to be discussed after the role play

### Role play usually takes place in the following format:

1. Selection of the characters--the problem creator and the problem solver (i.e., there are two or three participants willing to take part--acting ability is not important).
2. Briefing the characters separately, with no hints of how to deal with the problem. The problem creator can be briefed in detail about his role so that the problem solver is faced with a challenge.
3. Acting out the situation. There should be no interruptions if all is going well, but the role play can be interrupted if things get too "off-track."
4. It should not be too long (15 to 20 minutes is usually sufficient time for role plays).

Discussion should be led by the trainer after the role play session. Other trainees should point out strengths and weaknesses. Characters should discuss how they felt while they were role playing.

## Assignment (homework)

### Definition

A method of direct study where a trainee is given a task to do independently and away from the class room.

### Advantages

- promotes independent study habits
- encourages self directed learning
- a student can set her/his own pace, regardless of the level of other trainees
- helps the student realize her/his potential
- aids the teacher to evaluate trainees' ability for self direction

### Weaknesses

- thorough planning is required by the trainer
- time consuming to make and correct assignments
- too many assignments destroy the student's initiative
- unless corrected, returned, and discussed, it is a waste of time

## **Participant Handout 4.2: Training Techniques (cont.)**

### **Uses/suitability**

- problem solving
- working on simple and small projects, individually and in groups
- extra or additional reading
- reinforcing what was learned
- preparing for the next unit of instruction
- reference work which involves looking up information and learning to use library facilities
- application of knowledge when working on projects
- collecting data to be used later
- creative work such as writing essays and making small charts
- practicing skills learned in the training session
- many other uses depending upon the learning objective

### **Guidelines for preparation and use**

- assignments should be planned beforehand
- the trainee should know the exact purpose of the assignment
- clear and definite instructions should be given for doing the assignment
- it should be interesting, meaningful, stimulating, and relevant to the course objective, and it should contain a variety of tasks
- it should not be too easy or too difficult, and enough time must be given
- it should be promptly checked, corrected and returned to the trainees

## **The Question and Answer Method**

### **Definition**

A method in which questions are asked, or invited and answered.

### **Advantages**

- allows the trainer the opportunity for on-the-spot assessment of trainees' knowledge and its applications
- awakens interest and stimulates thinking
- provides an opportunity for organization and interpretation of thoughts for response
- provides an opportunity for self-expression
- removes doubts from the minds of the learners if answers are correct

## Participant Handout 4.2: Training Techniques (cont.)

### Weaknesses

To be effective it depends on the teacher. S/he must have:

- quick and clear thinking
- skills in judging relative values of answers and questions of the trainees.
- mastery over the language
- the ability to quickly reword the question if not clear to the trainees.
- quick decision-making skills about when to go into further details and probe deeper

### Uses/Suitability

The question and answer method can be used:

- to refresh the trainees memory before a training session
- to spot-check on learning
- to review previous learning (revision and review)
- to quickly evaluate trainees' ability to connect, recall, and analyze facts

### Types of questions

There are two types of questions:

- **Memory questions:** those that test memory or depend on "recall" only
- **Thought questions:** those that make the trainee think, use, and apply the knowledge with reasoning and logic

The questions which the trainer asks should:

- emphasize reasoning and application of knowledge—not just learning of facts
- be purposeful and sound
- be clearly worded, grammatically correct and within the range of the trainees' knowledge
- contain one idea at a time
- not suggest the answer

### Technique

The trainer should:

- have a natural manner
- address the whole class, but ask only one trainee the question
- allow sufficient time for response
- as a rule not repeat the question, but if repeated it should be reworded so that it is clearer
- give credit for the right answer
- encourage the trainees to answer and ask questions in return
- guide the trainees without giving clues
- give the trainees the right to disagree through sound reasoning
- ensure that the students' answers are correct and meaningful

## Participant Handout 4.2: Training Techniques (cont.)

### Technique (cont.)

When answering the trainees' questions, the trainer should:

- be sensitive to the purpose of the question
- be truthful, avoiding vague answers
- admit if s/he is not sure of the answer (The trainer should then look up the answer and let the trainees know in the next session or earlier if necessary.)

**Note:** *Most questions should be planned beforehand and written in brief in the lesson plan. With practice a trainer develops skills about "what to ask," "when to ask," and "how to ask".*

## Field Trips

### Definition

Physical transportation of the learner to a place of interest and value for direct observation.

### Advantages

- puts the student in an active situation
- develops qualities of observation
- ensures exposure to real-life situations
- allows comparison between theory and practice
- enables students to develop confidence
- increases diversity and variety in the learning experience
- lessens need for verbal explanations

### Weaknesses

- expensive—high personnel, transportation, and material costs
- only small groups can participate; large groups make it a waste of time, money, and effort
- difficult to evaluate the outcome in terms of actual learning
- requires careful planning

### Purpose

- to provide first hand, real-life experience to the trainees
- to demonstrate the application of theory to practice

## Participant Handout 4.2: Training Techniques (cont.)

### Uses/suitability

- to witness a person or a technology or a service in action (e.g., community-based service delivery of family planning)
- to provide the trainees with an experience which cannot be brought to them, (e.g., a clinic, a plant, a historical building etc.)

### Guidelines for preparation and use

In order to make field trips productive and cost-effective, the following points should be taken into consideration:

- careful selection of the person or the site to be visited
- logistical details such as transportation and costs should be worked out well in advance. If the trainees have to make certain payments, the amounts and mode of payment should be made known to them well in advance
- if possible, the trainer should visit the site beforehand
- the management of the trainees while they are in the field should be planned carefully
- trainees should be given a briefing prior to leaving for the field trip
- specific things which they should observe should be explained to the trainees
- be clear about what you expect the trainees to do, and what their responsibilities will be before, during and after the field trip
- if a written report is expected, the format should be provided to the trainees in advance

**Field trips are not outings. They are costly and time consuming. Decide carefully and have clear objectives before planning and conducting any field trips.**

## Practicum (Practical Field Experience)

### Definition

Practicing the skills learned in the classroom and/or the demonstration room under supervision.

### Advantages

- trainees work in actual situations (active learning situation), dealing with real people, using real tools, instruments, or materials
- actual skills are performed, which help to develop the required levels of competence, under the supervision of the trainer
- provides an opportunity for the trainee to discover her/his own interests and aptitudes
- it provides an opportunity for the trainees to handle objects and situations
- it identifies the need for future supervision
- it certifies people for independent performance

## Participant Handout 4.2: Training Techniques (cont.)

### Weaknesses

- properly planned field experiences require a lot of resources
- if the group is too large, not enough practice can be obtained for them to perfect their skills
- if trainees are practicing their skills without any supervision, the real purpose of field experience is not achieved

### Uses/suitability

Supervised field experience is necessary for learning almost any skill which the worker is going to perform independently, whether a verbal skill or a manual skill (e.g., counseling a family planning client or inserting an IUD).

### Guidelines for preparation and use

The successful field experience depends upon the following preparation:

1. Thorough step-by-step planning
2. Defining expected levels of competence
3. Teaching theoretical principles
4. Demonstration and return demonstration of skills in a classroom setting (e.g., nurses practicing on dummies the techniques of giving injections)
5. Practice in a real-life situation, with proper guidance
6. Evaluation of the levels of competence achieved

Skill development moves in a sequence: from observation, to practical participation, to performance under supervision. **The final step is independent performance.**

- The teacher should prepare a list of all the procedures to be learned by the trainee and give a copy to all the trainees.
- The teacher should prepare a checklist for each skill to be learned by the trainee.
- The trainee in turn should prepare a procedure manual. This will be used during practical experience, as well as for evaluation and reference later on.

## Group Work

### Definition

A group is assigned a specific task to be accomplished within a given time and resources. This is also called "group assignment."

## **Participant Handout 4.2: Training Techniques (cont.)**

### **Advantages**

- develops a sense of responsibility in group members
- cultivates understanding of human behavior
- trainees learn to utilize strengths and abilities of each member
- teaches the group members to make decisions collectively
- when tasks are divided among small groups, it saves time
- has all the advantages of the discussion method

### **Weaknesses**

- needs thorough planning
- unless the trainer is skilled in the proper use of group work it does not serve any useful purpose
- can be time consuming, particularly if field work is involved

### **Uses/suitability**

- when a larger task can be divided into smaller tasks and assigned to different groups
- when different view points are needed on one issue
- when groups are to be taught to assume the responsibility to plan and implement an activity
- when scientific method of enquiry is to be taught (research, needs assessment, situation analysis, etc.)

### **Guidelines for preparation and use**

The basic principles are:

- Clearly defined objectives
- Detailed planning
- Careful grouping of trainees
- Orientation for each group as to what is expected of them
- Evaluation of the outcome to determine whether the objective was achieved

While using this method, the trainer must be aware of some of the characteristics of the trainees. Groups behave differently. The reasons are both interesting and complicated. Group dynamics have been studied by social scientists. While most trainers cannot become specialists in this science, s/he has to help the trainees to learn to function effectively.

## Participant Handout 4.2: Training Techniques (cont.)

Each participant is an individual. Each has her/his own personality. Frequently trainees act differently when they come to a training course than they do on their jobs. Their behavior during the course reflects their personalities. A trainee could be:

- **The "Dominating" Trainee:** This is the trainee who tries to dominate the group's discussions, is generally the first to voice an opinion, and usually speaks in a commanding voice that makes others listen.
- **The "Shy/Silent" Trainee:** This trainee rarely expresses opinions or ideas, and may not become involved in discussions.
- **The "Argumentative" Trainee:** This trainee disagrees with others' ideas and opinions. This trainee often enjoys arguing, whether s/he disagrees or not.
- **The "Cooperative" Trainee:** This trainee is always pleasant and agreeable, does not like to cause problems, and is frequently able to diffuse problems or arguments.
- **The "Idea" Trainee:** This trainee expresses ideas and often helps provide the guidance the group needs to accomplish its task. The "idea" trainee may suggest a way to group to proceed, may suggest that someone write down their ideas, that someone else present the group's work to the plenary.

Most trainers have encountered all these types of trainees in their training courses. In fact, it is these very personalities that make training interesting, challenging, and always different from one course to the next.

Most trainers would like to have a group of 20 "cooperative" and "idea" type trainees. But each of the roles listed above plays a part in the success or failure of a small group's task or assignment.

The key is for the trainer to understand these roles, to constantly observe trainees as they work in small group work so it is productive. This often means that the opportunity to say something, or to manage to stop a "dominating" trainee from constantly talking without offending anyone.

### Guidelines on managing group dynamics

- **Observe! Observe! Observe!** When trainees are involved in small group discussions, the trainer should be constantly observing the dynamics between group members.
- Do not intervene in a group's discussion unless they have misunderstood the assignment or when certain individuals are preventing the group from being productive.

## Participant Handout 4.2: Training Techniques (cont.)

- If the trainer decides to intervene in a group, this must be done carefully without pointing to the "problem" trainee(s). For example, if the trainer observes that one trainee is dominating a group's discussion and wants others to express their ideas, the trainer might approach the group by saying, "Let's hear what John thinks," or "We haven't heard much from Lisa so far. Lisa, what is your opinion?" The trainer then remains with the group until other trainees have started expressing their ideas. Usually, the dominant trainee will get the message but will not be "put on the spot" or embarrassed.
- Sometimes trainees themselves will "manage" a trainee they feel is not behaving in an acceptable manner. The trainer can observe how trainees' "roles" may change during a course. While frequently the trainee's handling of their colleague's behavior will benefit the group, the trainer should also be aware that it might have the opposite result of isolating the trainee. In such cases the trainer must attempt to bring the trainee back into the group.

### Change group members.

This has two major benefits:

- The "dynamics" will automatically change when members of a group change; therefore, the problems which the trainees had working together in one group may be absent when they work with different people.
- Changing group members allows more exchange of ideas and sharing of experiences, which can be an effective way for some trainees to learn. The trainer can decide to change group members at any time. Some trainers form new groups at the beginning of each day. Others change when groups are becoming unproductive or seem to be bored with each other.

**Observing the dynamics of small groups is one of the most interesting aspects of training.**

## The Case Study

### Definition

An actual situation or believable event is used by the trainees in order to recognize, analyze, and solve problems.

### Advantages

- can be very enjoyable for the trainer and the trainee if used properly
- can be interesting because it presents real or life-like cases and problems for solutions
- trainees learn to recognize problems
- allows for maximum trainee participation
- trainers can use the method to evaluate the ability of the learner to apply knowledge, reasoning, and resourcefulness

## Participant Handout 4.2: Training Techniques (cont.)

### Weaknesses

- time consuming
- requires skill to use this method
- can be costly if not properly used

### Use/suitability

- for recognition of problems
- for analysis of problems
- for thinking through various solutions

### Guidelines for preparation and use

The plan for using the case studies generally has three parts:

- a clear objective
- the actual story or events. These can be verbally related by the trainer or one of the trainees while others take notes. These can also be taken from journals or newspapers. For family planning cases, the client cards can be used to put a case together.
- a written list of 4 or 5 questions for discussion and problem solving

### When using this method:

- Give relevant information regarding the setting of the story, (e.g., characters in the story, socio-economic factors, the events that took place).
- Identify the problem(s) to be solved.
- Identify three or four questions that the trainee will discuss about the case.
- Ask the trainees to come up with one main solution and one alternative.

Responses of the trainees are reviewed and discussed by the trainer and guidance is provided as necessary.

**Source:** Kamal, I., Thompson H. *A Handbook on Training*. Watertown, MA: Pathfinder International, 1993.

## Participant Handout 5.1: Training Aids

### Definition of Training Aids

Training aids are tools which are either visual or audiovisual that can significantly:

- increase and reinforce learning
- add interest to the presentation
- facilitate listening, remembering, and retention
- facilitate understanding, especially in the teaching of abstract concepts

The use of audio visual aids must be carefully designed to support a lesson and to suit a particular audience and situation. This requires time, thought, and imagination in:

- selecting salient points to be visualized
- translating ideas into suitable visual forms
- choosing an appropriate medium
- designing lay-out and selecting color
- preparing the aid for future use

### Factors to Consider in Choosing Training Aids

#### 1. *Circumstances*

- Where will the presentation be made? This will affect the size of the display.
- Will it be given once or many times? Most one-time presentations do not justify the time and cost of preparing elaborate visuals, but once in a while any expense is justified.
- Where is the venue? This will determine other resources like manpower, physical arrangement, electric power, etc.
- Is the aid familiar to the speaker? Speaker/trainer will make a more effective presentation using visuals with which s/he feels comfortable.

#### 2. *Subject*

- Is any particular effect, such as surprise realism, required in the presentation? Visuals should match the information being communicated to maintain interest.

#### 3. *Cost*

- Most audiovisual devices cost a lot, therefore, consider your resources in planning visual aids for presentation.

#### 4. *Availability*

- Pay special attention to the use of local materials and low-cost, do-it yourself materials to ensure availability of training aids.

## Participant Handout 5.1: Training Aids (cont.)

### Uses of Visual Aids

Visual aids are used to:

1. Bring out facts and points which need to be emphasized.
2. Attract attention through unusual devices and colors.
3. Present complex processes.
4. Introduce new and unfamiliar facts and objects.
5. Show relationships among facts and objects.
6. Show the growth of a complex idea in outline form.
7. Provide a basis for discussions and conceptualizations that help explore needs, feelings, attitudes, and expectations.
8. Provide a basis for testing the learner or trainee.

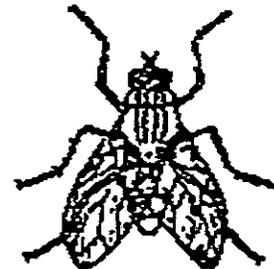
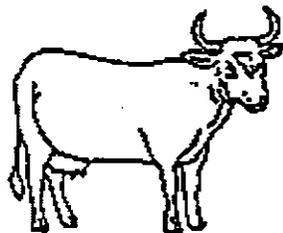
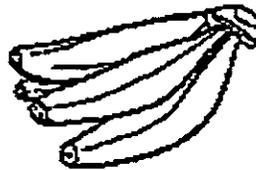
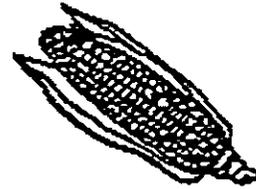
### How To Select Training Aids?

Selection of suitable training aids is part of training preparation. Similar to the training method, there is never one best training aid for all situations. Proper selection of training aids requires thought and decision making. Before deciding what kind of training aids are most suitable to use, the following factors should be considered.

1. *Session Objectives:* The desired behavioral change will indicate both training methods and training aids. Perhaps a professionally-prepared flipchart will enhance a step-by-step method demonstration. An overhead projector and well-prepared transparencies might be suitable for lectures.
2. *Learners:* Identifying the learners will help the trainer to know about their perspectives. Sophisticated training aids may not be appropriate for farmers, whereas simple cartoons or colorful pictures are good for both adults and children.
3. *Presentation environment:* Where will the presentation be given? How big is the group? What are the facilities (electricity, lights, chairs, etc.)? The answers to these questions will determine the most suitable training aids for a specific situation.
4. *Cost and availability:* Many electrical devices are expensive, but several kinds of training aids are low cost to produce and reproduce. Some training aids are common to most training sites, but trainers have to make sure what is available in each situation.
5. *Trainer skills:* Producing and using training aids requires both knowledge and skills. Trainers should select the training aids in accordance with their own knowledge and skills.

## Participant Handout 5.2: Drawings Misinterpreted by Rural Adults

These drawings were tested with rural adults. Guess what percentage identified them correctly and what mistaken interpretations were made.



## Participant Handout 5.2a: Drawings Misinterpreted by Rural Adults (Answer Key)

Percentages refer to correct responses of illiterate rural adults in field tests with groups ranging from 162 to 793 people.



98%



98%



31%

Misconceptions: tortoise, crocod  
pineapple, bird, fish, mosquito,



75%



32%

Misconceptions: fingers, palm,  
bird, flowers, tree, man



69%

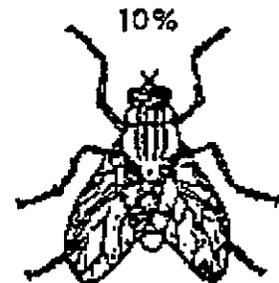


11%

Misconceptions: watch, moon,  
umbrella, bowl, star

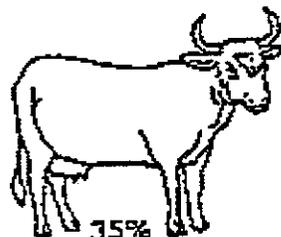


48%



10%

Misconceptions: butterfly, bee, locust, spider  
mosquito, grasshopper, cockroach, crab



35%

## Participant Handout 5.3: Types of Training Aids

### Chalkboard

#### Advantages

- Generally available and inexpensive - nothing to carry.
- Requires no advance preparation of visual. (It is advisable, however, to carry your own chalk and eraser)
- Especially helpful for such matters as demonstration of the construction and use of mathematical and chemical equations, where much erasing occurs.

#### Disadvantages

- Requires speaker to turn away from audience.
- Encourages trainer to talk to board and forget the audience.
- Can be seen only at a limited distance.
- Dusty and messy to hands and clothing.
- Dramatic, unusual effects not possible.

#### Handling Tips

- Write for the audience, not for yourself. Use print or block capitals for extra clarity.
- Keep the work neat and tidy; cut down to essentials; don't overcrowd.
- Clean the board when the work is no longer relevant.
- Use colored chalk for emphasis.

### Flipchart or Newsprint Pad

#### Advantages

- Can be used as chalkboard, or as previously prepared sheets.
- Especially suitable for one-time briefings which do not justify much time and money in preparation of more elaborate visuals.
- Good for telling consecutive story with a number of points which need to be emphasized in outline fashion.
- Quick. Avoids mess and the time required to erase.
- If sheets are just flipped over and not torn off, material is available for recapitulation and review.
- Easily portable models are available commercially.

#### Disadvantages

- Requires speaker to turn away from audience.
- Encourages trainer to talk to board and forget the audience.
- Can be seen only at a limited distance.
- Pages are limited space.
- Presents a transportation problem, though not a great one, to speakers who are traveling to place of talk.

## Participant Handout 5.3: Types of Training Aids (cont.)

- Dramatic, unusual effects greatly limited.
- Prepared drawings must be stored flat to avoid paper curling.

### Handling Tips

- Conceal the top of the chart with one or more blank sheets until you are ready for it.
- Roll sheets smoothly over the top so as to avoid a crinkle which will become increasingly annoying as more and more sheets are turned over. Stand to one side when displaying and turning the chart.
- When the chart is merely a summary of the main points the lecturer is to make, it is a good idea to reveal them one at a time. The "strip-tease" chart permits this. Each heading is covered by a strip of white paper which is attached by paper clips or drawing pins and removed at the appropriate moments. The process creates a certain amount of suspense and added attention. It can also be applied to diagrams and drawings whenever it seems desirable to concentrate attention on one stage at a time. When finished with the talk, roll up the pages "topside out" so that, when you next give a talk, the bottoms of the sheets will not curl out toward the audience and possibly conceal the bottom line of your chart or words.
- If it is necessary to refer to special points, mark them in some way, such as folded corners, paper clips, etc.
- Keep extra felt pens on hand as they tend to dry out.
- Drawings can be prepared "invisibly" in light yellow pencil.

## Plastic Writing Board or Whiteboard

### Advantages

- Permits wide use of color.
- Less messy than chalk; writing smooth, clean and silent.
- Bright, clean and pleasant to look at.
- Electrostatic quality permits adhesion of thin papers and plastics for displays.
- Light surface can also be used as projection screen.
- Cut-outs of colored plastic will also adhere.

### Disadvantages

- Requires speaker to turn away from audience.
- Encourages trainer to talk to board and forget the audience.
- Can be seen only at a limited distance.
- Cut-outs of colored plastic will also adhere.
- Presents a transportation problem, though not a great one, to speakers who are traveling to place of talk.

## Participant Handout 5.3: Types of Training Aids (cont.)

### Overhead Projector

This machine comes in models of various weights and projects large-size transparent images onto a screen under normal daylight conditions. Transparencies may be conveniently produced by drawing or writing directly onto transparent acetate sheets (up to 25 cm square) with grease pencils or felt-tip pens of a type suitable for working on glass or plastic surfaces. They may also be prepared using a photocopy process, in which case the drawing is prepared on an ordinary sheet of white paper. A piece of sensitized plastic is placed on top of the paper and the two are run through the Thermofax Duplicator. This produces a black on white visual. If a colored image is desired, colored adhesive film may be added, or a colored pen may be rubbed lightly over the image area. Large type is easier to read. When photocopying diagrams or excerpts from books in this manner, remember that typescript will generally be too small for the audience to read, even when projected.

Cardboard frames are available as permanent mounts for the plastic sheets. They also serve as a base on which to attach overlays and tabs to be used in flip-off and flip-on displays.

#### Advantages

- Speaker can always face his audience.
- Speaker can work and write sitting down. S/he may also use more elaborate notes without it being as noticeable.
- Permits use of a number of methods of visual presentation: prepared visuals (from elaborate, professionally-made, multi-color, multi-effect to simple home-made visuals), and use of a roll of plastic as a "blackboard" in writing your own visuals in front of the class.
- Easier to write on horizontal surfaces.
- Permits elaborate effects: slides, flip-offs, and drop downs.
- Permits use of color.
- Can be used without complete darkening of the room, which enables Px to take notes.

#### Disadvantages

- Some types of writing pens smudge easily or evaporate on plastic.
- Requires heavy equipment: a projector and screen and a source of electric power. (Always a problem when portability is a factor and often a problem even moving from room to room in the speaker's home building. Note that portable projectors and screens are often available—but always carry a very long extension cord and an extra lamp.)
- Light from the projection base can be hard on the speaker's eyes.
- Device projects as keystone-shaped image unless top of screen can be tilted toward audience.

## Participant Handout 5.3: Types of Training Aids (cont.)

### Disadvantages (cont.)

- Sometimes difficult to place screen and projector with respect to windows, source of power, and other equipment already in the room so as to permit the audience to see and the speaker to talk.
- Cannot modify formal visuals in response to new situations and in answering questions.
- Cannot quickly modify portions of handwritten visuals in answering questions.

### Handling Tips

- Have visuals (transparencies) in exact sequence.
- Rehearse the use of special effect visuals such as slides, flip-offs, and flip-ons. For flip-offs, make sure that a tab is raised for you to take in your fingers.
- Fasten or mark guides on the projector so that visual frames can quickly be placed in exactly the proper position over the ground glass.
- Top of projection screen must be tilted toward audience to eliminate keystone image.
- Switch off the projector when not in use.
- Test felt pens to make sure the ink does not evaporate.
- Use as large a typeface as possible.
- Limit text on any one sheet.

## Participant Handout 5.4: Preparing and Choosing Visual Aids

### Considerations in Preparing Visual Aids

1. Words and pictures should be:
  - easy to see
  - easy to understand
  - presented clearly and simply
2. Visuals should be well organized.
3. Viewer's attention should be directed to the important information.
4. Visuals should be interesting to the people for whom they are intended.
5. Too much information on one visual will diminish its impact.

### Tips in Selecting Visual Aids

You should use:

1. The *real things* when:
  - a. Realism is needed or when you want to involve as many of the five senses as possible.
  - b. They are practical from the standpoint of size, transportation and maintenance.
  - c. The object is unusual or interesting enough to attract or maintain attention for your message.
2. *Models and miniatures* when:
  - a. Something very big or very small must be shown as realistically as possible.
  - b. Inside or cutaway views may help tell your story.
3. Visuals such as *posters and signs* when:
  - a. You are presenting ideas that cannot be visualized.
  - b. You need to emphasize slogans or words to be remembered.
  - c. Your message involves a few major points.
4. *Diagrams, charts, graphs, or maps* when:
  - a. You must tell about an object or situation and realism is not needed.
  - b. You need to show organization flow, and projection of data, including how many, percentages and changes over time, and trends.
5. *Drawings* when:
  - a. Abstraction or less detail helps emphasize key aspects. Eliminate all but the essential.
  - b. Photos of real things are not available.
  - c. You need to symbolize or present a mood or feeling that cannot be achieved by other means.

## **Participant Handout 5.4: Preparing and Choosing Visual Aids (cont.)**

6. *Chalkboards, flannel boards, and magnetic boards* when:
  - a. You want to show "how to," or build on, as to present your story gradually, but have it remain in view as you continue.
  - b. You can use them as more than a means of presenting words.
  
7. *Photographics and pictures* when:
  - a. You cannot show an object itself, so a picture may be your next best form of visual.
  - b. You need to accommodate a large audience.
  - c. You want to show something larger than life-size for clearer detail.
  - d. You compare past and present or good and bad conditions.
  - e. Changes over time, or step-by-step processes.
  - f. Can show things difficult to show by other means.
  
8. *Slides, overhead, or opaque projection* when:
  - a. You need the advantages of photographs or pictures plus color and enlargement by projection on a screen.
  - b. You need to accommodate a large audience.
  - c. You need to minimize storage, durability, and upkeep problems.
  - d. You expect to make multiple use, or duplicates.
  - e. You want to standardize the presentation.
  - f. Room lighting conditions permit.
  - f. You can utilize special features of the various projection machines.
  
9. *Movies/videos* when:
  - a. The content and sound tell you a story well (action and mood).
  - b. You want to determine emphasis and exact content in advance and want to standardize the presentation.
  - c. You need the advantages of photographs and projected visuals.
  - d. You take the trouble to introduce the film properly so as to prepare the audience to learn more and intend to follow the film with a discussion or a question and answer period.

## Participant Handout 6.1: Case Study

### Case Study: Assessing Training Needs

The Trust Condom Factory employs both men and women workers. There are some single women workers, including some with children. Most of the men are married. Their wives stay at home and work in the fields. Most of them would like to limit the number of children they have.

A new on-site clinic has been created to provide contraceptives and basic health care to workers. As part of a new Family Planning Project, a number of volunteer outreach workers are to be trained.

You have been asked to design a workshop for the new outreach workers, basing the training content on the following job description:

### Job Description

*Position:* Volunteer Factory Outreach Worker

*Responsibilities:*

1. Provide information and education to factory workers on family planning methods, health related aspects of family planning, and basic maternal child health.
2. Organize, plan, and develop curriculum for lunch-time education meetings at the factory.
3. Provide referral to factory clinic for IUD insertions, sterilization, and reproductive health physical examinations.
4. Distribute condoms, tablets, foam, jellies, and creams to acceptors.
5. Administer client education checklist for pill use.
6. Maintain client records on distribution of contraceptives and referrals.
7. Report to clinic supervisor.

*Selection Criteria:*

Basic literacy, strong interest in family planning, good communication and interpersonal skills.

## **Participant Handout 6.1: Case Study (cont.)**

### **Trainee Profile**

In the Trust Condom Factory, you will be training women and/or men volunteers who cannot read well, with 3-5 years of formal school. They have all practiced some form of birth spacing, usually traditional methods or abortion because they have not had access to modern methods.

When asked why they volunteered for the project, they said that too many women lose income by taking time off from work to have babies, or to take care of sick babies or have abortions.

An on-site clinic that provides contraceptive supplies and basic health care will help cut down on the time they must take off. The women volunteers are all single mothers; the men have wives who are at home taking care of their children and working in the fields.

## Participant Handout 6.2: Training Needs Assessment Form

### GENERAL DIRECTIONS:

Please answer and complete all items. This questionnaire will help us plan a training of trainers course that is relevant to your needs. This is not a test.

#### 1. Biographical Information

Name: \_\_\_\_\_ Age: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Date Position Assumed: \_\_\_\_\_

Work Experience: Begin with your most recent employment and include all positions for past 10 years.

Date	Position/Duties	Organization

Education: Begin with most recent and include short-term technical or professional training.

Institution/Location	Major Subject(s)	Dates

## Participant Handout 6.2: Training Needs Assessment Form (cont.)

### 2. Family Planning Experience

2.1. Do you provide, or have you provided, comprehensive family planning services?

Yes      No

If no, why not? \_\_\_\_\_

\_\_\_\_\_

If yes, where and what types of services? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.2 Do you train, or have you trained others in family planning?

Yes      No

If no, why not? \_\_\_\_\_

\_\_\_\_\_

If yes, what cadres have you trained? In what subject matter(s)? How recently?

\_\_\_\_\_

\_\_\_\_\_

If yes, did the training include any field clinical experience? Describe please:

\_\_\_\_\_

\_\_\_\_\_

2.3 In general, is your experience/attitude towards family planning:

Positive      Negative

Describe please: \_\_\_\_\_

\_\_\_\_\_

## Participant Handout 6.2: Training Needs Assessment Form (cont.)

### 3. Training Experience

3.1 Have you attended a training of trainers course?

Yes      No

Where? \_\_\_\_\_

When? \_\_\_\_\_

3.2 Please rate your present level of knowledge or competence by encircling the appropriate number using the following rating scale:

- |   |             |
|---|-------------|
| 1 | None at all |
| 2 | Inadequate  |
| 3 | Adequate    |
| 4 | Good        |
| 5 | Excellent   |

- |        |  |           |
|--------|--|-----------|
| 3.2.1  | Knowledge of adult learning  | 1 2 3 4 5 |
| 3.2.2  | Knowledge of your learning style   | 1 2 3 4 5 |
| 3.2.3  | The experiential learning cycle  | 1 2 3 4 5 |
| 3.2.4  | Knowledge of the problem solving process   | 1 2 3 4 5 |
| 3.2.5  | Knowledge of formulating training goals & behavioral objectives (specific learning objectives) | 1 2 3 4 5 |
| 3.2.6  | Understanding of the role of TOT (Trainer of Trainers)   | 1 2 3 4 5 |
| 3.2.7  | Knowledge of group process/dynamics  | 1 2 3 4 5 |
| 3.2.8  | Understand how to use both verbal and non-verbal communication to express feelings             | 1 2 3 4 5 |
| 3.2.9  | Understand how to provide praise and encouragement in training                                 | 1 2 3 4 5 |
| 3.2.10 | Understand how to provide feedback   | 1 2 3 4 5 |
| 3.2.11 | Knowledge of how and when to use open and closed questions                                     | 1 2 3 4 5 |
| 3.2.12 | Training methods:  |           |
|        | • discussion   | 1 2 3 4 5 |
|        | • homework assignments   | 1 2 3 4 5 |
|        | • demonstration/return demonstration   | 1 2 3 4 5 |
|        | • field trips  | 1 2 3 4 5 |
|        | • case studies   | 1 2 3 4 5 |
|        | • practicum (practical field experience)   | 1 2 3 4 5 |
|        | • large group discussion   | 1 2 3 4 5 |
|        | • role play  | 1 2 3 4 5 |
|        | • lecture  | 1 2 3 4 5 |
|        | • group work   | 1 2 3 4 5 |

## Participant Handout 6.2: Training Needs Assessment Form (cont.)

### 3.2.13 Training process:

- needs assessment 1 2 3 4 5
- goal(s) and behavioral objectives 1 2 3 4 5
- training plan/design 1 2 3 4 5
- training implementation 1 2 3 4 5
- evaluation 1 2 3 4 5

### 3.3.14 Training curriculum development:

- behavioral objectives 1 2 3 4 5
- content/topic sequencing 1 2 3 4 5
- daily design 1 2 3 4 5
- training methods and materials selection 1 2 3 4 5
- training evaluation 1 2 3 4 5
- skill in conducting a training needs assessment 1 2 3 4 5
- knowledge in use of training objectives 1 2 3 4 5
- skill in developing visual aids 1 2 3 4 5
- skill in evaluating training 1 2 3 4 5

## Participant Handout 6.3: Goals and Objectives

### Goal

- A broad statement of purpose—what you would like to be true.
- May depend upon many objectives for its achievement.
- May not be precisely measurable.

### Objective

- A *specific* statement of the ideal situation that will exist at the completion of a particular task – a future fact.
- A statement of exactly what the learner will be able to do at the end of training.
- A precise element or unit of work which will contribute toward reaching the goal—one of the steps toward the goal.
- May be related to other objectives, but is measured against itself.
- Must be precisely measurable (results can be seen and measured)
- Must answer the following questions:  
What? How much or how many? When? and sometimes... Where? Who? With whom? How often?

### Writing Objectives for Different Kinds of Learning

#### *Knowledge/Information/Facts*

Objectives for learning knowledge, information, or facts use words like the following:

- list
- name
- tell
- explain
- describe

#### *Skills*

There are many kinds of skills including: manual skills, communication, cognitive, problem-solving, decision-making, and leadership skills. Objectives for learning new skills use words like the following:

- apply
- use
- generate
- compare
- evaluate
- analyze
- construct
- develop
- do
- create
- differentiate
- decide
- plan
- examine
- implement

## Participant Handout 6.3: Goals and Objectives (cont.)

### *Attitudes*

**Attitude changes** are the **hardest to teach and evaluate**; learning is measured indirectly by observing behaviors. Objectives for learning new attitudes use phrases like:

- "Demonstrates \_\_\_\_ by \_\_\_\_" (e.g. "demonstrates respect for clients by greeting them by their name, listening closely to their questions...")

Attitudes taught and often evaluated include: confidence in applying new knowledge and skills, respect for clients' sensibilities and fears, patience, accuracy, gentleness in performing exams, thoroughness, conscientiousness, curiosity; tolerance for opposing views, belief in the truth, importance or usefulness of something, integrity, diplomacy, tact, dedication, enthusiasm and satisfaction.

## Participant Handout 6.4: Competency-Based Training

**Competency-Based Training** is training that focuses on teaching the **knowledge, attitudes, and skills** that are related to **specific jobs**. Competency-based training is **learning by doing**. It emphasizes how a **trainee performs** rather than what information s/he has learned.

### Defining Criteria to Measure Achievement of Objectives

In deciding whether an objective has been fully or partially achieved trainers must realize that:

- It is not possible for any human being to remember or absorb 100% of what is taught. Yet 100% of some of what is learned has to be remembered because the **safety of someone or something is involved**.
- It is not necessary for a learner to remember all that is taught to him/her **unless someone's or something's safety is involved**.

Therefore, even if the objective reads "Describe the Advantages of Family Planning," the question arises, "How many of the more than 20 advantages should a family planning worker be able to describe from memory?" It all depends upon what is the expected level of competence to be achieved by the worker.

### Expected levels of competence depend on:

1. Educational and technical/professional background of the learner.
2. Legal boundary lines for practicing a vocation or profession.
3. The extent of responsibility attached to a given task.
4. The safety element of the practice for the provider and the receiver of the service.

For example, a nurse working in a family planning clinic is allowed to give oral pills to women who want to use them. The nurse should know some advantages and some disadvantages of the pill, how COCs work, and how they can be used. **She must know most of the side effects and their management**. Most importantly she must know **all** the danger signals even though she might never see them. Therefore, the expected level of competence could be that she must know 50% of the advantages, 50% of the disadvantages, 80% of the side effects and 100% of the danger signals.

However, a physician in the same clinic will have to assume more responsibility than the nurse. The **physician is expected to know all of the clinical advantages and disadvantages, all the contraindications or precautions, all the side effects and their management and all the danger signals**.

## Participant Handout 7.1: Helpful Hints

As mentioned earlier, many books have been written about effective presentation techniques and there is no need to duplicate their messages here. However, here is a collection of "helpful hints" that have been developed through years of conducting workshops and training programs with a wide variety of organizations. They are offered to provide new trainers with some tools to help make presentations more effective.

- 1. Give your listeners signals to help them follow your ideas.** In writing, you use signals like paragraphs, headings, italics, indentation, and so on. You do the same thing when you talk. When you have a list of items, emphasize each by counting off the items; for example, "There are five reasons why a supervisor ought to...the first...the second" and so on. Use transitional phrases between ideas as a cue to the listeners for what is to come. Some examples of transitions:
  - "Let's look at the cues of the problem..." as an introduction to a new topic.
  - "That raises an important question: 'Why doesn't management...'" as a lead-in.
- 2. Don't start off on the wrong foot.** It is unprofessional to start with an apology, except as good manners require, for example, for lateness. If this is necessary, be convincingly brief. The presenter who starts by saying, "I really don't know why I was asked to speak here today" is courting disaster. People in the audience will be prompted to ask the same question. Don't start with an irrelevant joke or story. Too many presenters turn out to be too entertaining and the audience is left wondering, "What was the message?"
- 3. Keep your conclusion short.** Your conclusion should consist of one or two carefully thought out sentences. Some commonly-used techniques for wrapping up a presentation:
  - Summarizing the main points briefly.
  - Suggesting something the listeners can do to put the ideas that have been presented into action.
  - Avoid an abrupt ending. Don't just walk away without a clear indication that you have finished.
- 4. Be alert to your audience.** Watch the body language of the group. "Closed" signals (arms crossed, turning away, fidgeting) usually indicate that there has been an annoying change in the room environment, or that you have failed to pick up on these negative cues, check them out with the group and then act accordingly.
- 5. Maintain eye contact with the trainees in the program.** For those of you who can't just "look them in the eyes," pick out three or four friendly faces who seem to indicate that they are following you, and focus on them. You do not need to look at each individual in the group (although that is preferred) as long as you look at each section of trainees.

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## Participant Handout 7.1: Helpful Hints (cont.)

6. **Vary the speed at which you talk.** Almost everyone has suffered through a presentation by a monotone speaker. Although we are told to vary the tone of our voices, it is a difficult thing to do. An easier rule to follow is to vary your speed. When you are making an important point, speak slowly and deliberately. You will find that your voice tone will naturally lower. When you are relating a story as an example of a point you have made, you may speak more rapidly, and your voice tone rises naturally.
7. **Make sure that everyone in the room can hear.** The basic rule here is to make your voice loud enough so that you can be heard by the person in the last row. Be particularly mindful of the ability of the trainees to hear each other. Often a trainee who is in the front of the room will say something to you, but the comment will not be heard by the people in the back of the room. Either ask the participant to repeat in a louder voice, or if that is not feasible, you should repeat the question or comment so that all the trainees can hear it.
8. **Use natural gestures.** Avoid making up gestures to be used in your talk. Do what comes naturally; for example, move toward the group when you want to get them to ask or answer questions. Your gestures should be made from the shoulder, high enough to be seen by the group. Start the gesture before the point is made. (Do not use gestures that are graphic equivalents of the words that you use. For example, if you say, "I want you to remember three things," don't point to yourself when you say "I," to the audience when you say "You" or hold up three fingers when you say "Three." This is what comedians do when they poke fun at inept public speakers.)
9. **Avoid putting your hands near your face.** In addition to the obvious physical aspects of blocking your voice projection, putting your hands near your mouth may have psychological implications. Often, people who lack confidence in what they are saying display this body language. The speaker's insecurity can spill over into the audience to the point where they begin to lose confidence in the speaker.
10. **Use pauses effectively.** People generally need time to think. When you make a particularly important point in your presentation, you should pause. Let your message sink in. When you ask a question, real or rhetorical, pause. Let the group think about their answers for a few seconds. To the inexperienced presenter, ten seconds of silence can feel like ten minutes, but there are times when those ten seconds are essential.
11. **Talk from notes rather than from a script.** When a speaker reads his or her notes to the group, many people in the audience are turned off. ("Why don't you just give me a copy of the talk, I can read it myself.") Speaking from notes tends to appear more spontaneous and natural than reading a script. The audience generally feels more comfortable when the presenter is "talking with" rather than "talking at" them.

## Participant Handout 7.1: Helpful Hints (cont.)

11. Be sure your notes are easy to follow. Write in large print or use oversized type. Don't crowd your notes on the page. Leave plenty of space so that you can easily include slides or reprinted charts, they can serve as your notes. Once you know the content well, you can use slides to help keep your presentation organized.
12. **Eliminate bad habits.** Psychologists have found that we fall into bad habits because we are not aware we are doing them. Thus, the first step in eliminating bad habits is to become aware of what you are doing. An audiotape/videotape or feedback from trusted colleagues can help you identify your distracting mannerisms.

**Note:** *A technique that can help you overcome a bad habit is to force yourself into a five-minute inundation. For example, if you are a coin jingler, get a couple of friends together and give them a five-minute presentation, all the while jingling coins in you pocket. After about a minute, you are going to feel silly and will want to stop, but don't. Continue for the full five minutes. What will happen is that the next time you start jingling coins in front of a group, you will immediately become aware of what you are doing, and you will be able to stop.*

One warning note: When physical mannerisms are eliminated, especially those which are symptoms of anxiety, they tend to be replaced by other physical mannerisms. If you have eliminated scratching your nose as an unwanted habit, get someone in the audience at your next presentation to give you feedback about what might be replacing it. It might be an even more unwelcome physical mannerism.

13. **Never memorize your presentation.** Use your note cards for reference. You will find that although you don't repeat the same words and phrases each time you give the presentation, the ideas are the same and your choice of words will be free and natural.
14. **Practice.** Rehearse under conditions similar to those under which you will actually train. Consider factors like the size of the room, the lighting, the amplification system, the seating arrangement for the audience, the use of the podium, and whether you will be standing or sitting. Rehearse with your visual aids so that you will be able to handle them easily and naturally. If possible, get some people to listen to your practice session and get feedback from them. If this is impossible, you should use an audiotape recorder so that you can at least listen to your voice. Time your rehearsal and make adjustments if necessary.

**Source:** Donaldson L, Scannel EE. Human Resource Development. *The New Trainer's Guide*. 2<sup>nd</sup> ed. Reading, MA: Addison-Wesley, 1979.

## Participant Handout 7.2: Trainer Evaluation Form

**Instructions:** For each statement, mark whether you disagree or agree based on the following rating system.

1. Strongly Disagree
2. Somewhat Disagree
3. Somewhat Agree
4. Strongly Agree

Give instances from the training session to illustrate your response. If you disagree with any of the statements below, please state why.

		Disagree		Agree	
1.	The presentation I heard was clear and well-structured.	1	2	3	4
	<b>Why?</b>				
2.	I saw that the instructor appears knowledgeable.	1	2	3	4
	<b>Why?</b>				
3.	I observed the instructor being enthusiastic.	1	2	3	4
	<b>Why?</b>				
4.	I heard the instructor speak clearly.	1	2	3	4
	<b>Why?</b>				
5.	I heard the instructor use simple words.	1	2	3	4
	<b>Why?</b>				

## Participant Handout 7.2: Trainer Evaluation Form (cont.)

6. I felt the instructions were clear and understandable. 1 2 3 4

**Why?**

7. The training methods that I saw the instructor use made learning easy. 1 2 3 4

**Why?**

8. The information I heard was accurate. 1 2 3 4

**Why?**

9. I observed participants being called on by name. 1 2 3 4

**Why?**

10. I felt encouraged to ask questions. 1 2 3 4

**Why?**

11. I felt satisfied with the instructor's questions and answers. 1 2 3 4

**Why?**

12. I felt that my participation was being encouraged. 1 2 3 4

**Why?**

## Participant Handout 7.3: Managing Nervousness

### Managing Nervousness and Stagefright

**Note:** *If you are nervous, don't announce it. Once you do, your audience feels obligated to worry about you.*

Contrary to popular belief, some nervousness is good for you and your presentation. However, there is a point at which the audience no longer regards the nervousness as endearing, but sees it as a darkening cloud and, in fact, it makes the audience nervous.

Coping with nervousness and stagefright:

1. Accept the fact that you are nervous. Use it as a positive influence.
2. Take a brisk walk just before you present. Keep your body awake and alert.
3. Don't sit with your legs crossed. It does not present a positive image and one of your legs may go to sleep.
4. Let your arms dangle at your sides to facilitate the draining of tension.
5. While your arms are dangling, twirl your fingers loosely to improve circulation.
6. Keep your shoulders down. The more you hunch them up, the more tense you will become.
7. Move your jaw back and forth to reduce the tension in the muscles of the side of your face. Open your mouth widely when you speak.
8. Practice slow, deep breathing for about two minutes just before you are to speak. This ventilates the body and helps ease the stress.
9. Using silent, encouraging phrases for yourself, like "Let's go!" or "This is going to be a great presentation."

## Participant Handout 7.4: The Number Game

### Objective

To allow participants to discover (or reinforce) some principles of adult learning through "hands-on" activity.

### Procedure

Distribute 8 copies of the number game to each participant (attached sheet of numbers). Ask them to place a blank sheet of paper over the numbers so they cannot see the placement of the numbers. Tell them this is a simple hand-eye coordination exercise in which they are to work as fast as they possibly can within a given time period. Then tell the participants to remove the blank sheet of paper and with a pen or pencil, draw a line from #1 to #2, #3, etc., until you yell "stop." OK? Go!

After 60 seconds yell "stop". Then tell the participants to please circle the highest number reached and to write down the number "1" in the upper right hand corner.

Repeat this procedure for 6 or 7 more times, each time allowing for 60 seconds. Make certain that each sheet is numbered in sequence (#1, #2, #3, etc.).

### Discussion Questions

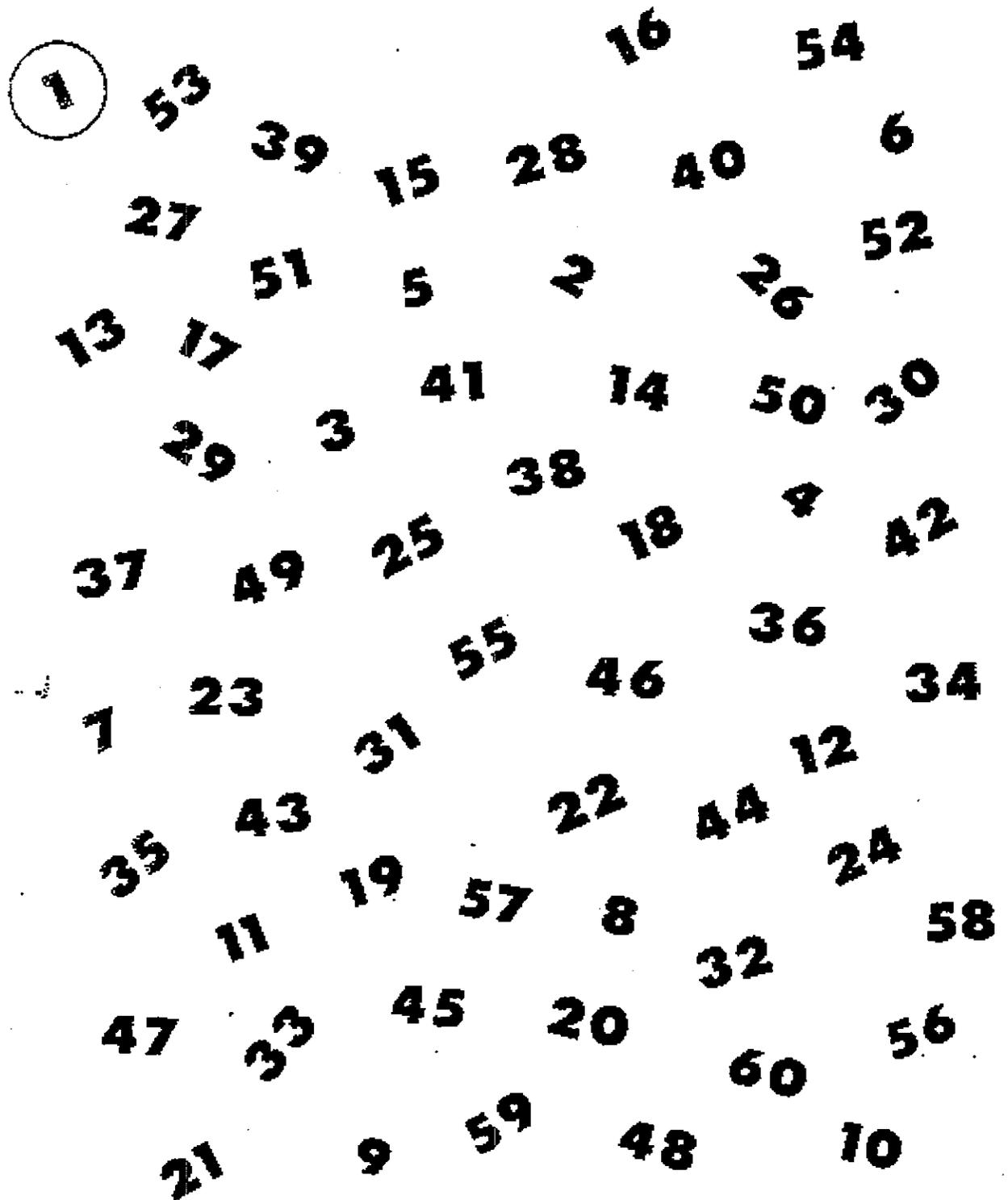
1. Ask the Px "How did you feel when you were going through the exercise?" Responses might be: nervous, frustrated, upset, mad, etc.
2. "Practice makes perfect." If this is really true, the Px should have shown a consistent increase in the number attained with each attempt. Ask the Px if that was true for them. If not, why?

### Materials Required

A quantity of Number Game Sheets (8 per person).

**Source:** Newstrom J, Scannell E. *Games Trainers Play*. New York, NY: McGraw-Hill Book Company, 1980.

### Participant Handout 7.4a: The Number Game



## Participant Handout 7.5: Topics for Micro-Training

MODULE	OBJECTIVE	LEARNING	TIME	METHODOLOGY
1	3	knowledge	15 mins	illustrated lecture questions & answers
1	4	knowledge	20 mins	lecture/discussion brainstorming
2	11	skills	30 mins	lecture/demo use of an assessment tool
2	8	knowledge	45 mins	lecture/game
3	1	attitude	20 mins	Learning exercise
3	3	knowledge	45 mins	brainstorming small group work discussion
3	8	skills attitude	2 1/2 hrs	demo/simulated practice role play discussion
4	7	knowledge skills	2 hrs	using a history checklist case
4	10	knowledge skill/attitude	1 hr 45 mins	role play
4	11	knowledge	20 mins	lecture
6	Unit 1 Obj. 4	knowledge	30 mins	Group Exercise
6	Unit 2 Obj. 1	knowledge	1 hr	Lecture/Discussion
6	Unit 3 Obj. 1	attitude	30 mins	Learning Exercise
7	8	knowledge attitude/skill	15 mins	demo/role play group discussion
7	9	knowledge	20 mins	discussion
7	11	attitude/skill	60 mins	roleplay
7	1	knowledge skills	1 hr	demonstration (model only)
7	2	knowledge skills	30 mins	demonstration
7	3	knowledge skills	1 hr	demonstration return demo
7	5	knowledge skills	1 hr	question & answer case study (one case only)

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8	6	knowledge	15 mins	lecture/discussion
8	9	knowledge attitude/skill	25 mins	case study one case inadequate milk supply
10 Part A	6	knowledge	20 mins	group discussion
10 Part B	5	knowledge	15 mins	
11 Part 1	2	knowledge	20 mins	illustrated lecture
11 Part 1	5	knowledge skills	30 mins	group exercise
11 Part 2	1	knowledge attitude/skill	30 mins	Role play
11 Part 2	2	knowledge attitude/skill	1 hr	demonstration
11 Part 3	Introduction	knowledge attitude	20 mins	lecture discussion
11 Part 3	1	knowledge skills	30 mins	demonstration return demo
11 Part 3	2	skills	30 mins	demonstration return demo
11 Part 5	introduction	attitude	30 mins	Role play/discussion (not the intro. exercise)
11 Part 5	2	knowledge attitude/skill	45 mins	lecture/discuss demonstration
12 Part A	4	knowledge	30 mins	individual exercise presentation
12 Part A	5	attitude	30 mins	individual exercise lecture discuss
12 Part B	1	knowledge attitude	10 mins	game
13	4	knowledge	10 mins	brainstorming
13	5	knowledge	45 mins	group exercise

*This sample was used before the final revision of the Pathfinder Comprehensive Training Curriculum. Some of the objectives may have changed. Check carefully before using.*

## **Participant Handout 7.6: What Makes a Good Listener**

### **A good listener:**

1. Maintains eye contact with the person speaking.
2. Doesn't judge whether a speaker's ideas are worthwhile solely by her/his appearance and delivery.
3. Tries to understand the thoughts and feelings of the speaker.
4. Listens for both the specific facts and the "big picture."
5. Listens for both the factual content and the emotion behind the literal word.
6. Asks questions for clarification and understanding.
7. Withholds judgement regarding what the speaker is saying until s/he is finished.
8. Makes a conscious effort to evaluate the logic and consistency of what is being said.

## Participant Handout 7.7: Do's and Don'ts for Trainers

### Do's

- Do maintain good eye contact
- Do prepare in advance
- Do use visual aids
- Do speak clearly
- Do speak loud enough
- Do encourage questions
- Do recap at the end of each session
- Do bridge one topic to the next
- Do encourage participation
- Do write clearly and boldly
- Do summarize
- Do use logical sequencing of topics
- Do use good time management
- Do K.I.S. (Keep it Simple)
- Do give feedback
- Do position visuals so everyone can see them
- Do avoid distracting mannerisms and distractions in the room
- Do be aware of the participants' body language
- Do keep the group focused on the task
- Do provide clear instructions
- Do check to see if your instructions are understood
- Do be patient

### Don'ts

- Don't talk to the flipchart
- Don't block the visual aids
- Don't stand in one spot--move around the room
- Don't ignore the participants' comments and feedback (verbal and nonverbal)
- Don't read from curriculum
- Don't shout at participants

## Participant Handout 8.1: Checklist for Preparing for a Training Course

### Place

- Select the location. Consider location, availability, cost, comfort, and practicality.
- Is the room large enough for all those attending?
- Is there space or additional room for small group work?
- Is there food service available at the site or within walking distance?
- If food service is available, who will serve and clean up?
- Are there enough electrical outlets for training equipment?
- Is there sufficient light and ventilation?
- Is there adequate heat or airconditioning?
- If sleeping accommodations are required, are they adequate?
- Is telephone service available?
- Where are the bathrooms?
- How will the room be set up? Chairs only, or chairs and tables? Chairs facing front or in a circle?
- Who will set up and dismantle the room? Who will do the cleaning?
- Is a deposit required?
- What is the cancellation policy?
- Is the cost within the budget and do you have authorization to select the location?
- Have you confirmed the number of rooms needed and the arrival and departure dates?

### Materials and Supplies

- Have you previewed all audio-visual material for suitability?
- Order and prepare certificates.
- Prepare trainee handouts.
- Gather name tags, markers, pens, pencils, flip charts, masking tape.
- Prepare pre-and post-tests and training evaluation forms.
- If transport is required to move training materials and equipment, who will do it? On what dates?
- If participants are not from the area, prepare an information packet with information on the area and training site.

### Equipment

- Arrange for the training equipment needed (overhead, VCR, slide projector, screen, etc.).
- If you are showing slides, have you previewed them to make sure they are arranged in order, right side up?
- Have you arranged for someone who knows how to run the equipment to be there?

## Participant Handout 8.1: Checklist for Preparing for a Training Course (cont.)

- If electricity is required, is it readily available? Is a backup source of power ready and easily accessible? Are batteries required and available? Spare bulb for projector or overhead? Extension cords?
- Will participants be able to see the audio-visuals? Is the projection screen well placed? Is the video monitor big enough?
- Test all electrical equipment.
- Are all anatomical models and instruments and supplies needed for demonstrations available?

### Other Trainers

- Arrange and coordinate the participation of all training staff and consultants. Are all the necessary papers signed and permission granted?
- Remind others of their participation in the session. Supply any training material necessary.
- Clarify what they will do and how it fits into the overall training.
- Arrange for any special guests including those for the opening and closing ceremonies.
- Send official invitations to speakers, resource persons and special guests, including dates, site, subject of course, their roles and responsibilities, compensation and name and telephone number of the person who will be responsible for making their travel and lodging arrangements.
- Ask if trainers or resource persons have any special requirements for the presentations or training session that they will deliver.
- Provide information on the participants to trainers such as education, experience, and current job responsibilities.
- Arrange for daily administrative/secretarial help for trainers.

### Participants

- Determine selection criteria—commitment, experience, prerequisites, professional longevity.
- Write and send invitations including arrival and departure dates and times.
- Assist with travel arrangements as needed. Are travel advances required? Do Px need pick-up from airport or bus station?
- Provide participants with program objectives.
- Make sure orientation packet with information on the area and training site is ready for participants.
- Provide Px with the name and telephone number of the person who can answer questions they may have about lodging, the training or travel.
- Provide Px with a number where family can reach them in case of emergency.
- Make sure medical services are available and easily accessible.

## **Participant Handout 8.1: Checklist for Preparing for a Training Course (cont.)**

### **Budget**

- Make sure the budget has been carefully planned, approved, and allocated.

### **Practicum Site**

- Assess the site for the practicum. Are necessary supplies and equipment available, including contraceptives and supplies for infection prevention?
- Has the staff at the practicum site been oriented for participants' practical experiences and trainers role?
- Have transport arrangements been made for participants and trainers to and from the practicum site?
- Has official permission been granted for site visits?

### **Optional Arrangements**

- Arrange for press coverage and write a press release.
- Arrange for a group photograph.

## Participant Handout 9.1: Purpose of Evaluation

### *Why Evaluate Training?*

Possible answers:

- Revise or refine training design for future use.
- Judge success or failure of the training.
- Persuade funding agencies to continue or replicate the training, etc.

### *Who Should Evaluate?*

Possible answers:

- Trainers
- Participants
- An unbiased outsider
- Funding agency, etc.

### *Useful Definitions*

**Inputs** include trainers, participants, training materials, funding, and location.

**Process** includes training methods, facilitation skills, participation, etc.

**Outputs** include trained participants, objectives met, workshop products like visual aids, etc.

**Impact** is the final result, including: changed behaviors, improved quality of services by those trained, etc.

### *What Parts of a Training System Should be Evaluated?*

*Answer:* All parts. Different evaluators will be interested in evaluating different parts of the training. For example, trainers may be more interested in the process and outputs, while the funding agency may just want to know what the cost (input) and impact of training will be.

### *When do We Evaluate Training?*

*Answer:* To refine the process and correct small problems before they become big ones; so participants can benefit from findings during the same training event.

### **The Hardest Parts of Training to Evaluate**

*Answer:* Impact because it requires on-site visits and special care to identify other influences on the impact of training. For instance, no matter how well a health worker is trained; s/he cannot perform effectively without adequate support, supervision, etc.

## **Participant Handout 9.2: Methods of Evaluation**

### **Evaluation Methods for Training**

- Daily participant evaluation forms (feedback sheets)
- Pros and cons lists
- Suggestion boxes
- "Where are We"
- Daily reflections
- Written pre-and post-tests
- Surveys
- Interviews
- Questionnaires
- On-site observations using checklists
- Supervisor's performance appraisal forms
- Focus groups
- Informal conversations

### Participant Handout 9.3: Evaluation Tools

Method of Evaluation	Advantages	Disadvantages
<b>Questionnaires</b>	<ul style="list-style-type: none"> <li>• anonymous</li> <li>• a chance to reflect prior to answering</li> <li>• hidden dynamics may be revealed</li> </ul>	<ul style="list-style-type: none"> <li>• respondent must be literate</li> <li>• cannot explore answer with Px</li> <li>• possibility of misinterpretation by participants</li> </ul>
<b>Tests</b> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Fill-in the blank</li> <li>• Multiple choice</li> <li>• Case study</li> <li>• Skills assessment</li> </ul>	<ul style="list-style-type: none"> <li>• can evaluate K,A,S learning related to learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• same as above K,A,S</li> <li>• some people do not do well in a written test situation</li> <li>• require skill in reliable and valid test construction</li> </ul>
<b>Interviewing</b> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> </ul>	<ul style="list-style-type: none"> <li>• interviewer can press for deeper answers</li> <li>• can test meaning of an answer</li> </ul>	<ul style="list-style-type: none"> <li>• no anonymity</li> <li>• requires skill, without training in obtaining unbiased data</li> <li>• interviewee or interviewer affected by each other's personality</li> <li>• participant may be reluctant to express views in a group or to an individual</li> <li>• time consuming</li> </ul>
<b>Observation Performance (Past/Current)</b>  Performance checklist	<ul style="list-style-type: none"> <li>• based on experience or observations of individual's performance</li> <li>• observer's perception can add dimension when guided by an observation tool</li> </ul>	<ul style="list-style-type: none"> <li>• subject to observers seeing only one side of problem</li> <li>• no opportunity to get trainee's statement of own need</li> </ul>

## Participant Handout 9.4: Family Planning Bee

### Instructions:

1. Explain to the Px that you will serve as a moderator and ask the questions.
2. Divide the group into two teams, A and B.
3. Line up the team members.
4. Explain the rules:
  - The first person on team A will have the opportunity to answer one question about FP.
  - If s/he answers correctly, the team will get a point.
  - If s/he is not successful, the question will go to the first person on the opposing team. If s/he answers correctly, that team gets a bonus point.
  - Whether answering correctly or not, the team member goes to the back of the line after responding.
  - Team B will be asked the second question first.
  - Then the rules repeat until all questions have been asked.

### Questions:

1. **Name five FP methods, which do not interfere with sexual intercourse:** *IUD, injectables, tubal ligation, vasectomy, oral contraceptives*
2. **What are three advantages of using the condom?** *Protection against STDs, no need to visit a clinic or doctor, good back-up method, can help some men maintain an erection longer*
3. **Which methods have the advantage of allowing a woman to become pregnant immediately after stopping the method?** *IUD, condom*
4. **Name four methods, which are the most effective.** *Female VSC, vasectomy, Norplant implants, DMPA, IUD, and COCs*
5. **Decreased but regular monthly menstrual bleeding is an advantage of which method?** *COCs*
6. **Name five methods that have the advantage of being appropriate and safe for breastfeeding women once their babies are six weeks old.** *LAM, female VSC, vasectomy, IUD, DMPA, condoms, norplant implants*
7. **Name a method that can help protect against STDs.** *Condoms*
8. **Give three health benefits of FP.** *Reduces risk of pregnancy in women over 35, reduces the risk of teenage pregnancies, helps improve maternal health, helps improve child health, helps improve the nutritional status of the family, helps reduce the incidence of communicable disease, helps reduce the risk of abortion, helps improve mental health*
9. **Give three groups of women considered high risk if they become pregnant.** *Women below 20 years, women over 35 years, women who deliver a child less than 15 months after a previous delivery, women who have had more than four births, women who have other illnesses, women who have a poor obstetrical or gynecological history*

## Participant Handout 9.4: Family Planning Bee (cont.)

10. **Give two reasons for performing a physical examination on a potential FP client.** *To evaluate the health of the client; to make sure there are no contraindications to the use of a method; to identify other problems that will affect the health and well-being of the client; to determine if the client is pregnant; to identify high risk women; to detect breast or cervical cancer*
11. **What is the purpose of performing a Pap smear?** *To detect cancer or other abnormal cells*
12. **What are two hormonal components of COCs?** *Estrogen and progesterone*
13. **What is the primary mechanism of action of the COC?** *Inhibiting ovulation*
14. **Give four advantages of COCs.** *Highly effective, safe, reduce dysmenorrhea, regulate the menstrual cycle, reduce high menstrual flow (helps anemic women), decrease pre-menstrual symptoms, women are able to become pregnant after stopping COCs, reduced risk of PID, decreased risk of ectopic pregnancy, decreased risk of ovarian and endometrial cancer, decreased incidence of ovarian cysts, decreased rate of benign breast disease, decreased acne, woman can control her own fertility, doesn't interrupt the sexual act*
15. **What are two things you would tell a pill user experiencing nausea?** *Take the pill in the evening, take the pill with food, the nausea is probably temporary, the nausea is not dangerous*
16. **List three primary precautions (absolute contraindications) to COC use.** *History of thromboembolic disorder, history of stroke, history of coronary artery disease, known or suspected carcinoma of the breast, cancer of the reproductive system, liver tumor, impaired liver function, pregnancy, undiagnosed vaginal bleeding*
17. **List five "early COC danger signs."** *ACHES—abnormal pain; chest pain, including cough and shortness of breath; headache—including dizziness, weakness or numbness; eye problems—vision loss, blurring, speech problems; severe leg problems like blood clots; depression; jaundice; breast lump*
18. **What should you tell a client to do if she misses taking of a combined low dose oral contraceptive two days in a row?** *Take two pills as soon as she remembers and two pills the next day*
19. **What should you tell a client who misses taking three tablets of a combined low dose oral contraceptive?** *Stop taking the pill and wait for withdrawal bleeding, use a back up method*
20. **When should the client take the pill while breastfeeding?** *Not until breast feeding is well established or six months after the birth of the infant*
21. **How does the Copper T IUD prevent pregnancy?** *It directly prevents fertilization of the ovum by the sperm because of chemical changes; it immobilizes the sperm, interferes with the migration of sperm from the vagina to the fallopian tubes; it decreased the number of viable sperm by increasing the WBC that consumes them; copper may cause biochemical alterations in the endometrial lining by inhibiting the normal functioning of enzymes, thus preventing implantation of the ovum; and may liquefy the secretions of endometrial cells, reducing the stickiness of the endometrial surface, making implantation more difficult.*

## Participant Handout 9.4: Family Planning Bee (cont.)

22. **Give three primary precautions (absolute contraindications) to IUD insertion.** *Pregnancy, PID, or any signs that suggest PID, known or suspected malignancy of the reproductive system, uterine depth of less than 6.5cm, congenital abnormalities of the uterus which prevent proper placement, acute cervicitis, blood coagulation disorder, history of ectopic pregnancy, history of surgery of the tubes or ovaries, unexplained genital or uterine bleeding*
23. **Give five warning/danger signs for IUD users.** *Late menstruation, signs of pregnancy, abnormal spotting or bleeding, infection or abnormal discharge, not feeling well (fever or chills), string missing, shorter or longer*
24. **What are three possible complications of IUD use?** *Syncope or dizziness at time of insertion, perforation, spotting between periods, unacceptable increase in menstrual flow, cramping, and pain after the first three months following insertion, expulsion of the IUD, PID, ectopic pregnancy, pregnancy*
25. **Which two types of women is VSC indicated for?** *Women who have the number of children they desire, women who can't practice any other type of method and child bearing is life threatening, women with a very poor obstetrical history, women with repeated abortions or stillbirths, women with mental disorders who are unable to care for themselves*
26. **Give two possible complications of tubal ligation.** *Bleeding, infection, uterine perforation, bladder or intestinal injuries, complications caused by anaesthetic*
27. **Give two possible complications of vasectomy.** *Infection, pain at the operation site, skin discoloration or hematoma, swelling of the scrotal tissue, bleeding*
28. **Which couples are not suitable to practice NFP?** *Those couples where one partner will not cooperate (an alcoholic husband is an example), couples who cannot follow the directions*
29. **What does cervical mucus look like during a woman's fertile period?** *Mucus is watery, clear, elastic, stretchy, slippery, lubricative, abundant, and looks like raw egg white*
30. **Describe how to identify when ovulation has occurred using basal body temperature.** *Temperature drops during ovulation and is elevated after ovulation*
31. **What are two possible causes of abnormal vaginal discharge?** *Ovulatory mucus; infection; chemical vaginitis from soap, washing powder, etc.; foreign body; cervical lesions; PID; post-menopausal vaginitis; endometrial carcinoma*
32. **Describe the characteristics of vaginal discharge commonly found in moniliasis/candidiasis.** *White, thick, curd-like/cheesy, smells of yeast*
33. **Describe the characteristics of vaginal discharge commonly found in trichomoniasis.** *Foul-smelling, frothy or bubbly, greenish-yellow, fishy odor*
34. **Give three signs or symptoms of PID.** *Low abdominal pain, pain on cervical motion during bi-manual exam, purulent cervical discharge, fever, palpable adnexal mass, unusual bleeding or discharge, nausea, pain in association with menses*

### Participant Handout 9.4: Family Planning Bee (cont.)

35. **Give three ways HIV can be transmitted.** *Sexual contact, transfusion of contaminated blood, sharing or using contaminated needles or instruments (including those for ear-piercing, acupuncture, tattooing, or nail-clipping), during pregnancy and childbirth it can be transmitted from mother to the infant, during breastfeeding it can be transmitted from mother to infant*
36. **What type of reproductive disorder can be caused by STDs?** *Infertility or sterility*
37. **What are five types of people at risk of contracting HIV?** *People with multiple sexual partners, illicit drug users, homosexual and bisexual men, hemophiliacs, people who have had a blood transfusion, prostitutes, anyone who has sexual contact with anyone in the above categories*
38. **What is the purpose of decontaminating instruments and equipment following their use?** *To make the equipment safe to handle, to prevent the spread of infection, to protect the health worker*
39. **What three criteria must be present before a woman can be considered to be practicing the Lactational Amenorrhea Method (LAM)?** *Her infant must be less than six months old, she must be fully or nearly fully breastfeeding, and she must not be menstruating*
40. **What is the primary mechanism of action of DMPA injection?** *It inhibits ovulation*
41. **Give three possible side effects of DMPA.** *Spotting or light bleeding, moderate bleeding, heavy bleeding, amenorrhea, weight gain*
42. **Give the name of one chemical which can be used to decontaminate equipment.** *Chlorine, alcohol, Cidex*
43. **How long should instruments be boiled for high-level disinfection?** *20 minutes*
44. **When do you begin timing?** *When water begins to boil*

## Participant Handout 9.5: Family Planning Bingo

**Objective:** To do away with any doubts on a specific subject; to reemphasize important aspects of a theme; and evaluate the group's understanding of said subject.

**Materials:** Construction paper, index cards, some things (coins) to be used as tokens and markers.

### Steps:

1. By using the same rules as Bingo, bingo cards are prepared before the exercise. Each one has nine squares, which in turn contain names, words, or concepts relevant to the theme at hand. (See sample on *Px Handout 9.5a.*) The words must be combined differently on each card.
2. Prepare a series of index cards with definitions, reflections, or questions that correspond to each of the words written on the cards.
3. Groups are formed. Each group gets a card.
4. The coordinator/trainer reads aloud the definitions, reflections, or questions on the index cards.
5. The group must come to an agreement what word is the correct answer, and a token is placed on the appropriate box. (The groups should be given some time to discuss the question.)
6. When a group fills all the boxes on their card with tokens, the game stops. The winning card is reviewed to see if the answers are correct. The index cards should be read aloud a second time for this purpose.
7. The exercise stops with a brief discussion that answers any remaining questions.

## Participant Handout 9.5a: Family Planning Bingo Card

This is a sample card on the topic of Infection Prevention.

Decontamination	Antiseptics	High-Level Disinfection
Cleaning	Microorganisms	Chemical Sterilization
HIV	Sterilization	Hepatitis B

## **Participant Handout 9.6: The Lottery**

### **Materials:**

Cardboard box, crayons or paint, paper, a pencil, corn kernels or beans, and a wooden stick

### **How to make the lottery:**

Paint the box in bright colors with pictures related to the training. Close the box, leaving a small door. Make a hole in either side so that the stick can be passed through and the box then rotated.

Make some cards, as in Bingo, with drawings of the training topics. Play with beans or corn kernels.

### **How to play:**

Each time the box is rotated, take out a paper and read a question. Someone must answer each question. When a person is correct, they may mark the appropriate picture on their card with a marker. Whoever finishes their card first must answer another question. If their answer is correct, that person wins a prize.

## Participant Handout 9.7: The Question Wheel

### Materials:

Cardboard, crayons, paint, a pencil, a nail, scissors, and tape

### How to make the question wheel:

Paint a large circle in the center of the cardboard. Divide it into various sections, making each section a different color. Write questions on pieces of paper and stick one to each section. Draw an arrow and place it in the center of the wheel; a piece of cardboard must be placed between the arrow and the wheel then secured with a nail or brad tack so it will spin properly.

### How to play:

Ask each participant to spin the arrow. When it stops, the participant must answer the question that the arrow is pointing to. Prizes and penalties may be put on the wheel to make it more interesting.

## **Participant Handout 9.8: The Daisy**

### **Materials:**

Paper, crayons, pencils, scissors, tape

### **How to make the daisy:**

Cut and paint a circle to be the center of the flower. Cut as many petals as will fit around the circle, attaching a question to the back of each petal. Finally, attach the finished daisy to the wall, a window, or a chalkboard.

### **How to play:**

Each participant must take a petal, read the question aloud, and answer it.

## **Participant Handout 9.9: Fishing**

### **Materials:**

Styrofoam, a knife, a marker or crayon, a large bucket filled with water, a cane or rod, string, a hook, and paper.

### **How to make the fish:**

Make several fish with the Styrofoam and paint them bright colors. On each fish, make a bow or loop with string so the hook and rod can pull up the fish. Write questions on pieces of paper and attach one question to each fish.

### **How to play:**

Each participant must catch a fish and answer the question. If correct, the participant keeps the fish; if incorrect, place it back in the bucket. The person who catches the most fish and answers correctly wins a prize.

## **Participant Handout 9.10: Spin the Bottle**

### **Materials:**

A bottle and paper on which questions can be written

### **How to prepare and play:**

Put pieces of paper with questions written on them inside the bottle. The participants must sit in a circle. Lay the bottle on its side on the floor and then spin it. The person toward whom the neck of the bottle points must take a question out of the bottle and answer it.

## Participant Handout 9.11: The Clown

### Materials:

Thin cardboard, balloons, crayons, scissors, and tape

### How to make the clown:

Draw a clown and paint it with bright colors. Write questions on pieces of paper and put them inside the balloons. Inflate the balloons and attach them to the various parts of the clown.

### How to play:

Each participant must burst a balloon and answer the question written on the paper inside. Candies, prizes, and penalties can also be put in the balloons to make the game more interesting.

## **Participant Handout 9.12: The Question Ball**

### **Materials:**

A ball, paper, a pencil, tape

### **How to make the question ball:**

Write questions on slips of paper and tape them all over the ball.

### **How to play:**

The participants sit in a circle. The facilitator explains that the person who receives the ball must take off one question, answer it, and then throw the ball to another participant.

## Participant Handout 9.13: Jeopardy

### Materials:

Envelopes (up to 25), a whiteboard or flipchart, "play" money or small denomination coins, 3" x 5" index cards

### How to make the jeopardy board:

- Choose several topic areas and make a column heading for each, (e.g., Combined Oral Contraceptives).
- Under each column heading attach a number of envelopes and write a different amount of money on each. For example, the top envelopes could each say \$1.00, the next row of envelopes could each say \$5.00, then \$10.00 and so on.
- Develop questions for each category. On each index card write a question and answer. Put the cards in the appropriate envelope. The more difficult the question the higher the amount of money.

### How to play:

1. Divide Px onto two teams. Have each team pick a spokesperson. The spokesperson is the *only* one who can give an answer, although s/he may consult other team members.
2. Divide the money into three parts and give one part to each of the teams. Make sure that there is enough money so that no one runs out.
3. In jeopardy players are given the answer and they must provide the question. For example, "estrogen and progesterone" is given and the response is "What are the two hormonal components of COCs?"
4. Begin by asking the first team to choose a category and an amount of money. Take an index card out of the appropriate envelope. State the "answer" and give the team one minute to give their "question" to the "answer." If they are correct, give them the amount of money on the envelope. If they are wrong they must give you the amount of money on the envelope. The other team gets a chance to respond.

**Note:** *If the team representative forgets to phrase her/his response in the form of a question—it is also counted as wrong.*

An example: a team spokesperson selects the category and selects the amount of money saying, "combined oral contraceptives for \$1.00." The person organizing the game selects the appropriate index card and reads "estrogen and progesterone". The team spokesperson should respond "What are the two hormonal components of cocs?"

5. To make the game more exciting, place a "wild" card in one or two of the envelopes. When the wild card comes up it doubles the value of the question or the player may bet any amount they choose. This is called "double jeopardy."
6. The game ends when all the questions have been answered. The team with the most money wins.

## **Transparency 1.1: Unit 1 Objectives**

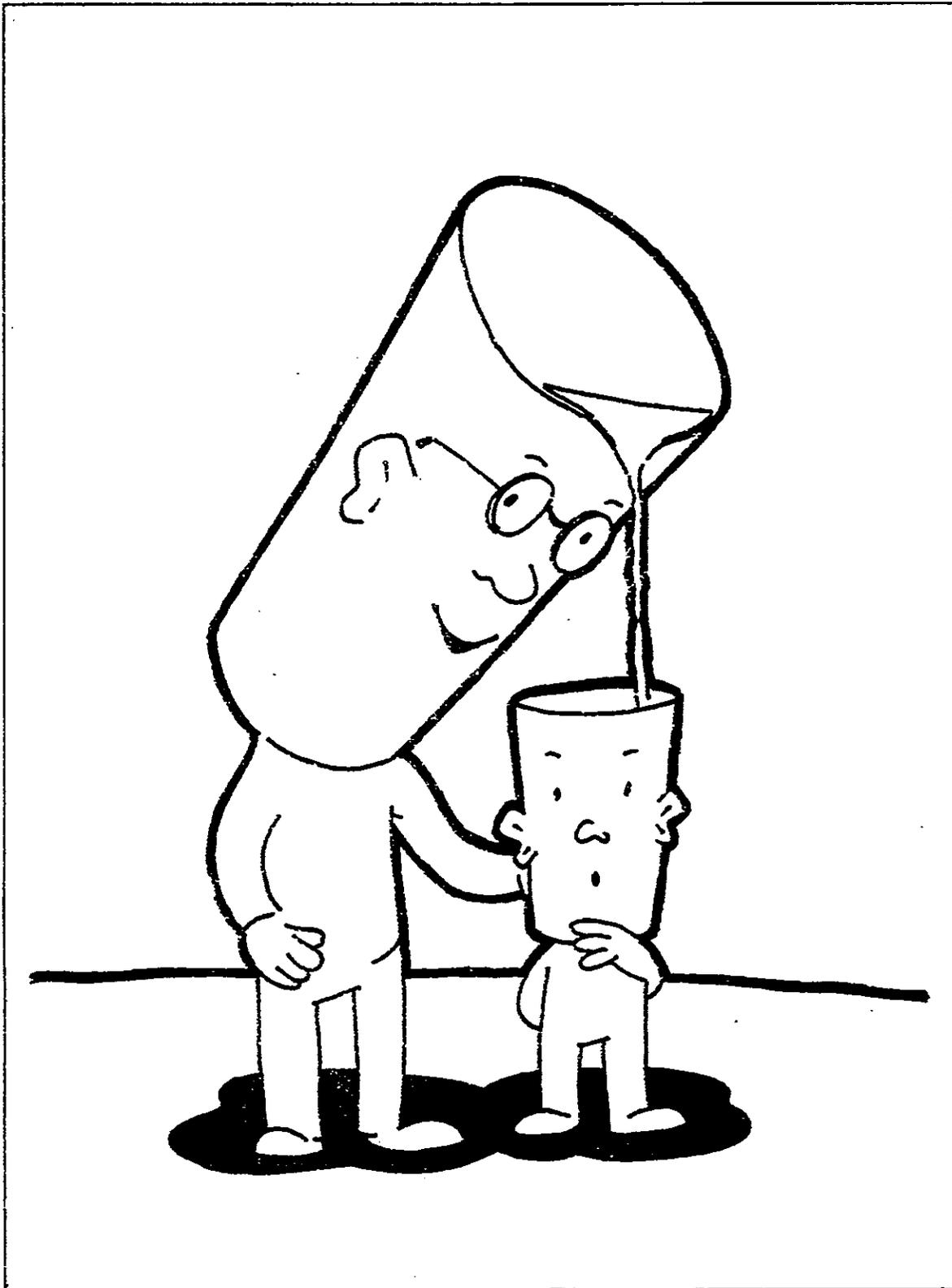
1. Introduce the trainers and participants to each other.
2. Define the participants' expectations of the course.
3. Determine the trainees' needs.
4. Establish a positive climate and spirit of cooperation.
5. Provide suggestions for effective participation in the Training of Trainers Course.
6. Introduce the goal of the training and the Unit Objectives
7. Introduce the exercises "Where Are We?" and "Reflections."

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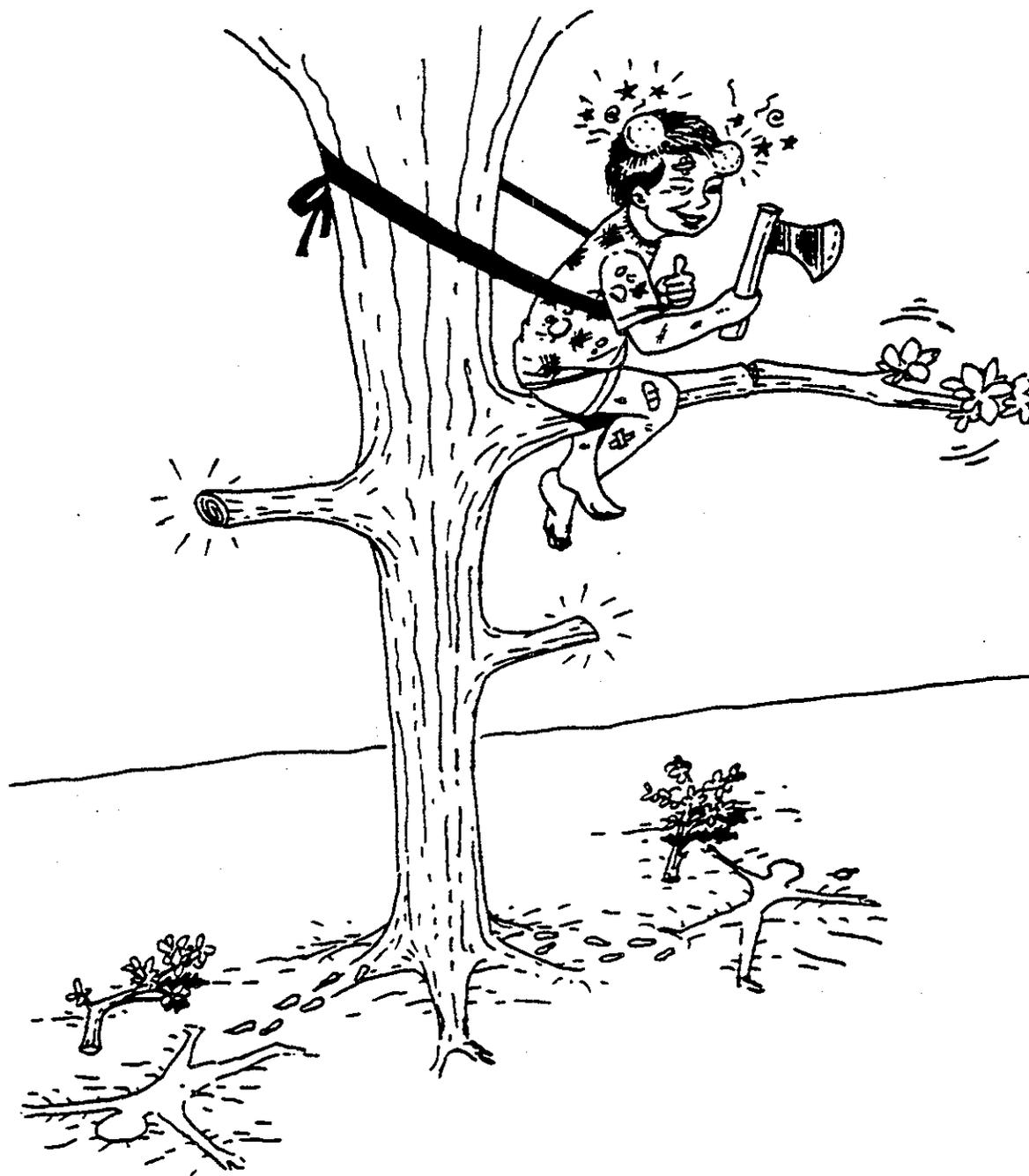
## Transparency 2.1: Unit 2 Objectives

1. Identify the three basic principals of adult learning.
2. Identify the characteristics of adult learning.
3. Demonstrate how to apply adult learning theory to the training process.
4. Give examples of important principles that influence the learning process.
5. Identify the five major factors in retaining and recalling knowledge.
6. Describe how to use knowledge of concentration and attention span in planning training sessions.
7. Describe the importance of organizing training material around "key concepts."
8. Describe the two cardinal rules of memory and how to use them to train more effectively.
9. Use the *Learning Styles Inventory* to identify the participants' preferred learning style.

## Transparency 2.2: Empty Vessel Theory



## Transparency 2.3: Experiential Learning



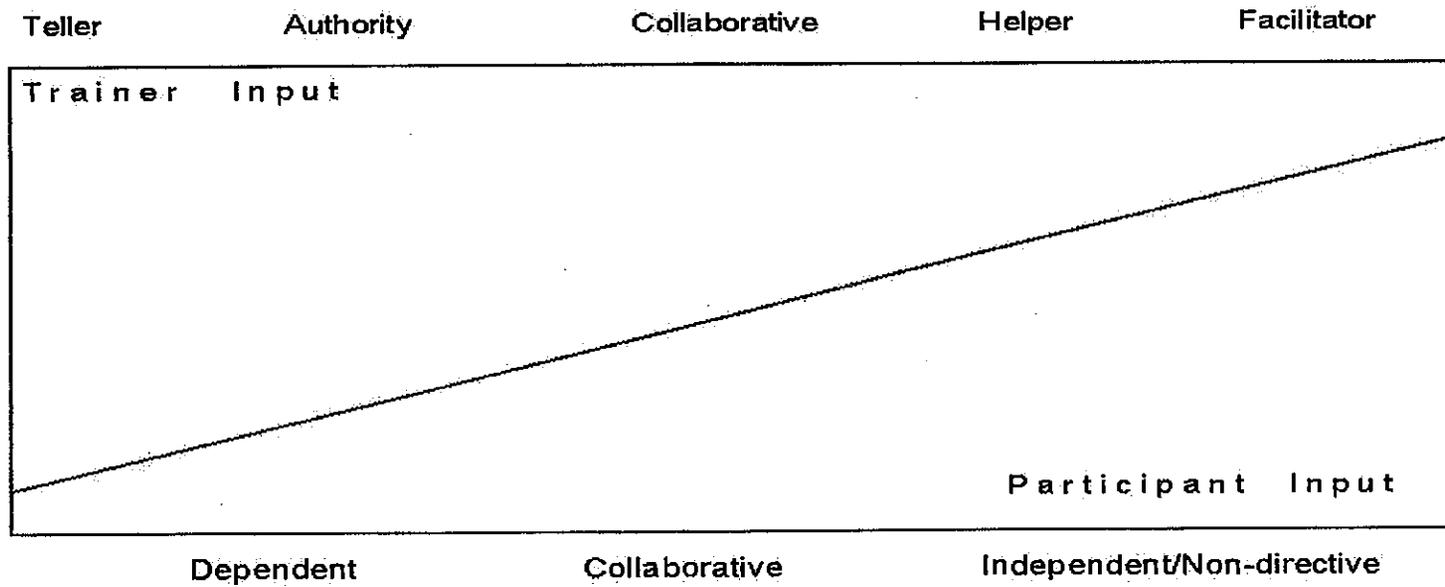
## Transparency 2.4: Teaching Methods and Remembering

In general, people remember:

- \* 20% of what we hear
- \*
- \* 40% of what we hear *and* see
- \* 80% of what we discover and do

**Source:** Studies by Socony-Vacuum Oil, Petroleum Company

## Transparency 2.5: Learning Styles Continuum



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## **Transparency 3.1: Unit 3 Objectives**

1. Explain how trainers use both verbal and nonverbal communication to express their feelings.
2. Demonstrate the use of praise and encouragement.
3. Demonstrate how to provide feedback.
4. Use both closed and open-ended questions appropriately.

## **Transparency 4.1: Unit 4 Objectives**

1. Describe commonly-used training techniques and the kinds of learning appropriate for each one.
2. Define at least 5 different training techniques and explain the advantages and disadvantages of each.
3. Explain the process a trainer should follow in implementing the different training techniques.

## **Transparency 5.1: Unit 5 Objectives**

1. Define "training aids," their uses, and the factors in choosing culturally relevant and visually clear training aids.
2. Discuss the advantages, disadvantages, and handling tips of common visual and audiovisual aids.
3. Prepare a creative visual aid using available materials.

## **Transparency 6.1: Unit 6 Objectives**

1. Explain how a needs assessment helps in the development of a training session.
2. Conduct a needs assessment in order to identify the training needs of a specific group.
3. Describe how goals and objectives differ and how they are used in the training process.
4. Explain competency-based training.

## Transparency 7.1: Unit 7 Objectives

1. Conduct a micro-training session based on this *Comprehensive Training Course*.
2. Demonstrate how to cope with nervousness and stagefright.
3. Practice, observe, and provide feedback on training sessions, and use feedback to improve training skills.
4. Enumerate at least five "Do's" and "Don't's" for trainers.

## **Transparency 8.1: Unit 8 Objective**

1. Demonstrate how to develop plans for a training course.

## **Transparency 9.1: Unit 9 Objectives**

1. Explain the purposes of evaluation in training.
2. Describe methods for evaluating participant learning, the session design, and presentation of the training.
3. Develop an overall evaluation tool for the training.

## Comprehensive FP/RH Curriculum Participant Evaluation

### Module 14: Training of Trainers

Rate each of the following statements as to whether or not you agree with them, using the following key:

- 5 Strongly agree
- 4 Somewhat agree
- 3 Neither agree nor disagree
- 2 Somewhat disagree
- 1 Strongly disagree

#### Course Materials

I feel that:

- The objectives of the module were clearly defined 5 4 3 2 1
- The material was presented clearly and in an organized fashion 5 4 3 2 1

#### Technical Information

I learned new information in this course 5 4 3 2 1

I will now be able to:

- apply adult learning theory to training workshops 5 4 3 2 1
- utilize facilitation skills, such as verbal and nonverbal communication 5 4 3 2 1
- use a diverse mix of training techniques, including visual aids 5 4 3 2 1
- plan for and evaluate training 5 4 3 2 1

#### Training Methodology

The trainers' presentations were clear and organized 5 4 3 2 1

Class discussion contributed to my learning 5 4 3 2 1

I learned practical skills in the role plays and case studies 5 4 3 2 1

The required reading was informative 5 4 3 2 1

The trainers encouraged my questions and input 5 4 3 2 1

**Training Location & Schedule**

The training site and schedule were convenient

5 4 3 2 1

The necessary materials were available.

5 4 3 2 1

**Suggestions**

What was the most useful part of this training? \_\_\_\_\_

\_\_\_\_\_

What was the least useful part of this training? \_\_\_\_\_

\_\_\_\_\_

What suggestions do you have to improve the module? Please feel free to reference any of the topics above. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_