Appendix A: Trainers' Tips

Training adults is an adventure and journey for both student and trainer. To maximize the benefits of the journey, to make it useful and effective, a trainer needs to consider: 1) the principles of adult learning, 2) the learning styles of adults, and 3) the logistics of developing and implementing a training program. In this appendix, we provide several key tips for trainers to lead successful trainings.   Several checklists and aids are provided to use or adapt for local trainings.
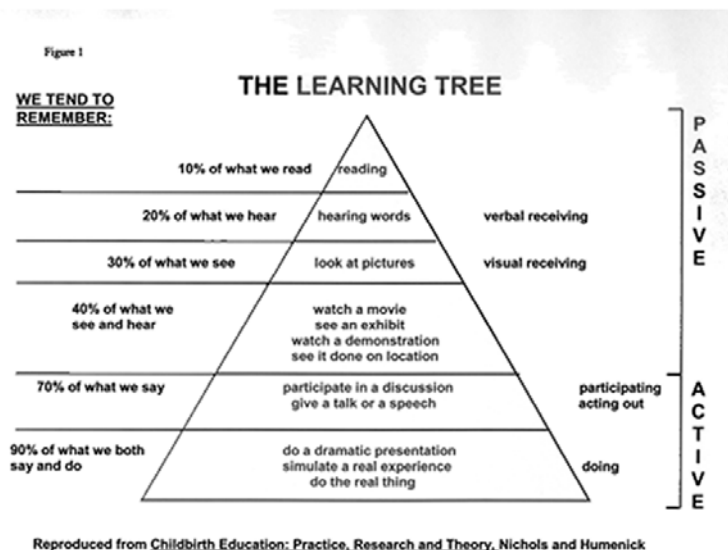
I. Principles of Adult Learning

This section provides information on the principles of adult learning and how trainers can transform these principles into action when they facilitate trainings.

Researchers have said that people will remember:

20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they see, hear and say
90% of what they see, hear, say, and do

Trainings try to achieve a successful balance between what people see, hear and do to maximize the learning that can happen. The modules in this curriculum try to achieve this balance by using visual aids (overhead slides and handouts that people can "see"), information in presentations (facts and ideas that people can "hear"), opportunities for discussion and sharing ideas (that people can "say"), and opportunities to demonstrate new skills (on worksheets and in small group discussions that people can "do"). One way of describing this process is *a learning tree*. (Figure 1)

Figure 1

THE LEARNING TREE

WE TEND TO REMEMBER:

10% of what we read	reading	
20% of what we hear	hearing words	verbal receiving
30% of what we see	look at pictures	visual receiving
40% of what we see and hear	watch a movie / see an exhibit / watch a demonstration / see it done on location	
70% of what we say	participate in a discussion / give a talk or a speech	participating / acting out
90% of what we both say and do	do a dramatic presentation / simulate a real experience / do the real thing	doing

PASSIVE

ACTIVE

Reproduced from *Childbirth Education: Practice, Research and Theory,* Nichols and Humenick

A very well known American educator, Malcolm Knowles, presented ten principles for adult learning. For those who conduct and plan training, these principles offer a checklist for trainers in both the design and implementation of their trainings. The ten principles are:

1. Adults need to be self-directed learners.

2. Learning is a lifelong process.

3. For learning to take place, the learner must be actively involved in the experience.

4. Adults learn by doing.

5. Situations, problems, exercises and examples must be relevant, realistic, and immediately applicable.

6. Adults relate current learning to what they already know. Thus, trainers benefit from knowing the background of their participants.

7. There are several learning domains. A variety of learning activities stimulates learning and appeals to the range of learning styles.

8. Learning flourishes in an environment that is:
   - Informal
   - Nonjudgmental
   - Collaborative
   - Based upon mutual trust
   - Open and authentic
   - Humane
   - Supportive

9. Learners benefit from an opportunity to identify their own learning needs.

10. The trainer is a facilitator of learning and a catalyst for change. The responsibility for learning and making change resides with the learner.

Many trainers use the principles of adult learning to guide their training practices. This chart is derived from the experiences of many professional trainers who have applied the principles of adult learning to their specific training practices.

Principles of Adult Learning	Application in Training
Adults expect to learn information that is relevant to them.	Focus on real problems. It is important to create objectives.
Adults expect to learn information that has immediate application to their lives. They need to "see the reason" for learning something.	Stress how the learning can be applied, or how the information will be useful to people in their work.
Adults are goal-oriented in their learning	Obtain information on the learners' goals, and show participants how the training will meet those goals.
Adults want their learning to be problem-oriented.	• Take time to achieve consensus on the problem that will be addressed. • Design problem-solving activities and provide opportunities for practicing "solutions." • Anticipate problems in applying new ideas, and offer strategies to overcome problems. • Trainers can give overviews and summaries.
Adults have enormous experience and a wealth of information from work and private lives that should be drawn into discussion. They often start out knowing more than they think they do.	• Relate the materials to the past experiences of the learner. • Focus on the strengths that learners bring, not only their gaps in knowledge. • Listen to and respect the opinions of learners. • Encourage learners to be resources to each other and to you. • Connect the learning to the existing knowledge and experience base in the room. • Value experience in learning.
Adults have established values, beliefs, and opinions.	• Demonstrate respect for differing beliefs, religions, value systems, and life styles. • Acknowledge that people are entitled to their values and opinions, but everyone may not share these ideas. • Allow debate and challenge of ideas.
Adults have pride.	• Support the learners as individuals. • Create an environment where people will not feel put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases, and different opinions. • Acknowledge and thank learners for their responses and questions. Treat all questions and comments with respect.
Adults learn best when they are actively engaged, when they learn by doing.	• Provide opportunities for small group discussion, hands-on practice, or analyzing a case study.

Principles of Adult Learning	**Application in Training**
Adults want more than information. They want practical answers to their questions and problems. They need to integrate new ideas with what they already know.	• Help learners recall what they already know that relates to the new information. • Ask what they know about the topic and what they would like to know • Suggest follow-up ideas and next steps • Trainings should include: • time to learn new material • time to apply new skills
Adults learn well from each other	• Set up the class so that participants can face each other • Provide opportunities for participants to work together in small and large group discussions • 3. Allow debate, challenge and discussion of ideas
Adults learn best in an informal and comfortable environment.	• Include breaks • Allow for spontaneous discussions • Provide food or drink
Adults want to learn.	• Assume participants want to be there • Find out the participants' motivation • Identify training goals that may coincide with their motivation
Respect the learner.	• Avoid jargon and don't "talk down" to learners • Provide opportunities for learners to teach each other through discussion and small group work • Acknowledge the wealth of experiences participants bring with them • Validate the value of their experience • Listen • Learn from people in the room
Adults are self-directed learners.	• Remain flexible and adjust your presentation to their needs • Ask what people already know/want to know about the topic • Remember the facilitation role of guiding participants

Trainers can incorporate these principles and goals in other ways as well:

Remember to ….	How:
Find out the specific learning needs and interests of individual participants. Your teaching can then be tailored accordingly.	Conduct brief needs assessments prior to the training session or immediately at the beginning of the training session
Respect differing points of view	Design programs that allow viewpoints to be shared
Respect the experience of the learners	• Avoid asking adults to try a new skill in front of a large group • Acknowledge the wealth of experience in the room, and encourage participation. Design questions that tap this resource. • Involve and engage participants to share examples from their own experience if appropriate.
Appeal to a range of learning styles	Make sure your training includes listening, seeing new material, and doing something with the new material. By including all three, we appeal to different learners and increase everyone's capacity to learn.
Build in repetition	Plan to repeat certain key concepts. Adult learners need to hear something six or seven times to have it sink in
Create a comfortable space	• Avoid long lectures with no breaks • Try to create a space with few distractions, where dialogue and privacy are allowed. • Try to build an environment of mutual trust between all learners, including the trainer
Allow participants to "diagnose" or identify the problem	• Have participants use questionnaires, surveys, and assessments before and after the training • Share results with them
Offer participants an opportunity to evaluate their own learning	Provide a variety of activities that offer opportunities for participants to assess their learning and capacity.

II. Learning Styles of Adults

People come to trainings with a variety of learning styles. Trainers need to offer learning opportunities that appeal to a variety of these styles, so that no participant is left behind.

Some researchers have suggested different ways to view learning and the situations in which certain people learn the best. Other researchers suggest that all people learn in multiple ways and have the capacity to learn in each of the following ways. What kind of learner are you?

Feelers
Feelers are people-oriented. They enjoy learning that explores people's attitudes and emotions. They like open, unstructured learning environments. They enjoy working in groups and activities where they can share their opinions and experiences.

Observers
Observers prefer to watch and listen. They enjoy learning experiences that allow them to consider ideas and opinions. They thrive in experiences that promote learning from discovery.

Thinkers
Thinkers rely heavily on logic, thought and reason. They enjoy sharing ideas and activities that require analysis and evaluation. They may prefer to work independently. Role-plays are not preferred.

Doers
Doers like to be involved in the learning process directly. They enjoy practice opportunities, are focused on the relevance of their learning, and want information in concise formats.

Some learners need visual aids in addition to information. Others need tools to assist them in applying the information. Still others require multiple opportunities to practice new skills or apply information as a way to build confidence with the information or skill. Trainers need to remain flexible and have multiple techniques available to them to ensure that learners are having a comfortable experience that appeals, in some way, to their own style of learning. A successful training incorporates activities that address all of these learning styles.

III. Developing and Implementing a Training

Training requires a certain amount of "advance work" that the trainer must complete in order to build a safe and comfortable environment for learning, and ensure the training goes smoothly. These tasks are the responsibilities of the trainer or sponsor of the training.

Needs Assessment as the Basis for Setting the Training Goals and Objectives
The key to a successful training is ensuring that the goals and objectives meet the needs of participants. A first step toward understanding the needs of participants is to conduct a brief needs assessment at least one-two weeks prior to the actual training. For example, trainers can ask three or four questions that help identify some of the key content areas as well as the participants' styles of learning. If you were conducting a training on how to do HIV counseling then you might ask:
- How long have you been working in the HIV field?
- What do you feel is critical to you becoming a successful HIV counselor?
- What are your expectations for the HIV training?

These questions could be done by telephone or through email if time and resources permit. If time is limited, a brief needs assessment can also be conducted at the beginning of the training. Another option is to conduct an icebreaker exercise that provides the trainer with some sense of the participants' level of knowledge and experience.

Setting Goals
Goals are established to clarify what participants can expect to get out of the training session. Goals are broad, participant-oriented, and are not necessarily measurable. For example:
The goal of this training program is to help participants improve their HIV counseling skills.

Goals should be shared and reviewed with participants at the beginning of the training session. Trainers can present pre-established training goals, while also asking participants what they want to achieve during the training. Often the two can be combined. By asking participants for their goals, the trainer has a chance to present a realistic portrait of what will be achieved, and to clarify misunderstandings about the purpose of the training.

Creating Objectives
Objectives describe how the goals will be achieved. They are usually specific, relevant, measurable, and attainable for participants. Objectives explain what participants will be able to do by the end of the training session. For example, the objectives for an HIV counseling and testing training might include the following.
By the end of the session participants will be able to:
- Describe a key skill for HIV counseling and testing.
- Describe how a counselor uses this skill in HIV counseling and testing.
- Practice counseling and testing using this key skill.

Trainers should share the objectives with participants and post them during the session, so participants can see where they are going during the training session. Trainers may want to check in with participants periodically and see if participants had other expectations for the objectives.

Designing a Training Program
Once the training goals and objectives are established, the next step is to outline the content of the training. Think about what activities and information need to be included in the session to achieve the objectives. The content needs to accommodate both the time allotted to the training and the number of participants. For large groups (greater than 20 persons), think about breaking people down to work in small groups or doing a mix of small group work and presentations so that all participants are active in the learning process. For smaller audiences, think about exercises that will foster maximum interaction between participants. Remember to develop a variety of training activities to ensure the capacity to remain flexible.

Complete a Task List for One-Two Days Before a Training
Once the training goals, objectives, and content are established, it is time to focus on other logistics that are important for a successful training. Developing a checklist can help complete tasks and ensure a successful experience for both the trainer and participants.

Before the training, make sure…	Done/Not Done
To check the training space ahead of time to make sure supplies are full, bathrooms are in order, etc. Make sure there is enough space and appropriate materials and equipment. Examples: • Overhead projector and screen (or blank wall) • Adequate outlets • TV/VCR/LCD • Easel and flipchart • Markers	
Preparations for equipment failure and other potential disasters are in place. Have back up materials in different formats (for example: have flipchart *and* overhead available).	
To prepare handouts, overheads, and/or flipcharts, and arrange them so you can use them easily during the training.	
To prepare a few back-up activities in case the training ends early or an activity isn't working with the group. Assemble materials for these back-up activities.	
To make handouts and visual aids available for the group. You can prepare folders or have participants collate materials at the beginning of the training. A packet gives participants a place to save handouts, business cards and other materials. Include your contact information. Make sure paper and pens or pencils are available so people can take notes.	
To arrange to have snacks available. Food is always good, but try to keep it nutritious.	
To set up the workshop room so it is appropriate for the size of the group and the types of activities you will be doing. Tables are needed for writing exercises, open space is necessary to do activities, and chairs in a circle or semi-circle are more conducive to discussion than rows. Decide what will work best and set up the room accordingly. (Options may include: rows, U-shape, circle, square or rectangle)	
To post a large sheet of newsprint near the front of the room and write "Parking Lot" at the top. Use this sheet to write down questions or topics people bring up that need to be addressed at a later point in the workshop, or that need follow-up after the training. This will be your reminder list.	

Before the training, make sure…	**Done/Not Done**
To prepare sign-in sheets and have name tags ready for participants.	
To review the workshop agenda and information beforehand. The participants will know if you are unprepared, and they will lose faith in your credibility as a group leader.	
You are prepared to begin and end on time. Being prompt demonstrates respect for the participants.	
To develop your own objectives for the training. Also prepare a written evaluation that measures if you have achieved those objectives and provides an opportunity for participants to share other observations with you. Make sure you have enough copies for participants and have allotted time during the training for them to complete it. Keep the evaluation relevant to participant's lives and provide an opportunity for participants to reflect on what they can use from the training. Make the evaluation anonymous or name optional because this will allow privacy for respondents and ensure honest responses. Have a designated place where people can leave their evaluations before they leave the training.	

At the beginning of the training, the first step is to establish a learning climate….

➢ Start with a welcome and greeting. Remind everyone to fill in the sign-in sheet.

➢ Provide an opportunity for learners to introduce themselves to one another, with an "icebreaker exercise" so that both the participants and the trainer can begin to see the wealth of experience in the room. It also allows learners to hear the sound of their own voice in the first 30 minutes of an event, and helps them be more comfortable in speaking again in front of the group.

➢ Provide an opportunity for participants to share what they know/want to know about the topic.

➢ Relate training goals and objectives to participant needs.

➢ Establish guidelines for discussion with participants that the group can agree to follow during your time together. These guidelines can include no interrupting, saving questions or asking them as people have them, demonstrating respect, and the ability to pass on certain activities if an individual feels uncomfortable. Remember that guidelines need to reflect respect.

In delivering the training,

➢ Stay in touch with participants. Use vocabulary that is simple and can be understood by everyone. Don't try to impress people with knowledge, but share it with them. Define everything and explain why and why not.

➢ Develop and know your style. Use humor in small doses and share anecdotes when they are appropriate.

➢ Communicate to the learners that you know what you are doing, believe in what you are doing, and enjoy doing it.

➢ Have confidence in yourself. If you don't know something, say so and offer to follow up after the session.

➢ Practice your delivery: keep a neutral tone and moderate your voice and speed. Use notes if needed but be patient and never sound annoyed.

In managing the training,

- ➤ Remember you are in charge: keep the group moving forward and treat participants as professionals.

- ➤ Try to remember people's names and use names when you ask or respond to a question.

- ➤ Interact with participants and encourage involvement. Repeat questions so you can understand what is being asked and so all the group can hear. Probe for issues if something is not clear.

- ➤ React to participants. Use participant questions as cues to what they need. Be ready to adjust your presentation to give them what they need. Ask participants for their ideas.

- ➤ Try to have resources available for participants who want to continue to learn or access information on the topic. Websites are easy to use and many people have access to the internet. In advance of the training, prepare a list of websites and written resources with information on your topic to share with participants. Information referrals can increase the potential of training and make a continuing contribution to the lives of the participants.

- ➤ Learn to handle difficult situations:
  - There will be situations where "talkers" in the group do not listen to others or have their own agenda. Acknowledge their ideas and if they are not relevant to the discussion at hand, reply "that is a good point, but we are focusing on this issue now and perhaps we can address that issue during break or at the end of the session."
  - There may be questions that challenge the trainer in emotional ways. Try to be prepared and think through what these questions might be and what might be some responses that help to keep the training on track.
  - There may be individuals who do not want to be there. Provide something for the participants such as pads and pens for drawing that can keep these people busy without disrupting the group. If a person is disruptive, give them the choice to leave because no one is forcing a participant to learn.
  - If you have a group with widely varied skill levels it can be difficult to design a training that will meet all participant needs. Through interaction and encouraging dialogue among participants everyone can learn from each other. Start the training by acknowledging the ranges of skills and knowledge but establishing ground rules that make clear that all ideas and questions are respected.
  - There are times when you may need to step out of the curriculum. An exercise may go wrong or a topic may spur an emotional debate. Try to be able to read your audience and adjust the training to fit the needs of participants.

At the end of the training program,

➢ *Evaluate!* Read and collate the evaluation responses. Use them as an opportunity to critically reflect on the training. Focus on ways to improve the training and learning experience for participants. as well as the next steps for participants as a result of the training.

➢ Provide an opportunity for participants to connect with one another. Do you need to send the sign in sheet to all participants? Were there other material needs that surfaced during the training that you provide to the participants following the training session?

➢ What did you learn?

As a final note, thank everyone for participating in the training and wish them luck in their professional work!

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