



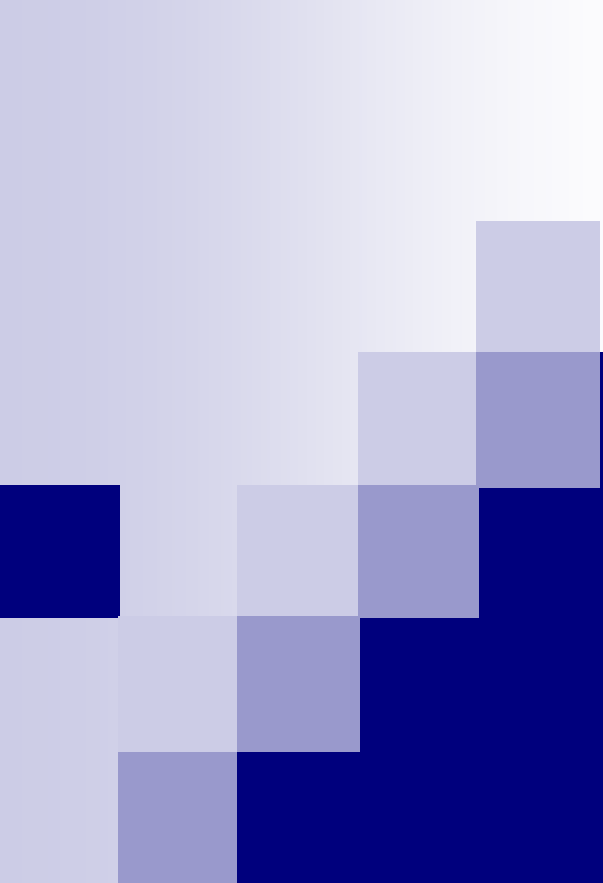
# Make Your Trainings More Effective

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Family Health International  
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# Overview

- To train or not to train
- Planning a training
- Learning styles and training methodologies



To train or not to  
train




# Recognize the challenges and limitations of training

- Many elements must be in place for success
- Immediate impact only at the individual level
- Difficult to reach many people
- Can be cost and labor intensive



# Recognize the situation and what is achievable

- Will a training address the root causes of the problem you have identified?
- Will the people you train be able to do what you need them to do?
- Will the right people be willing and able to participate?



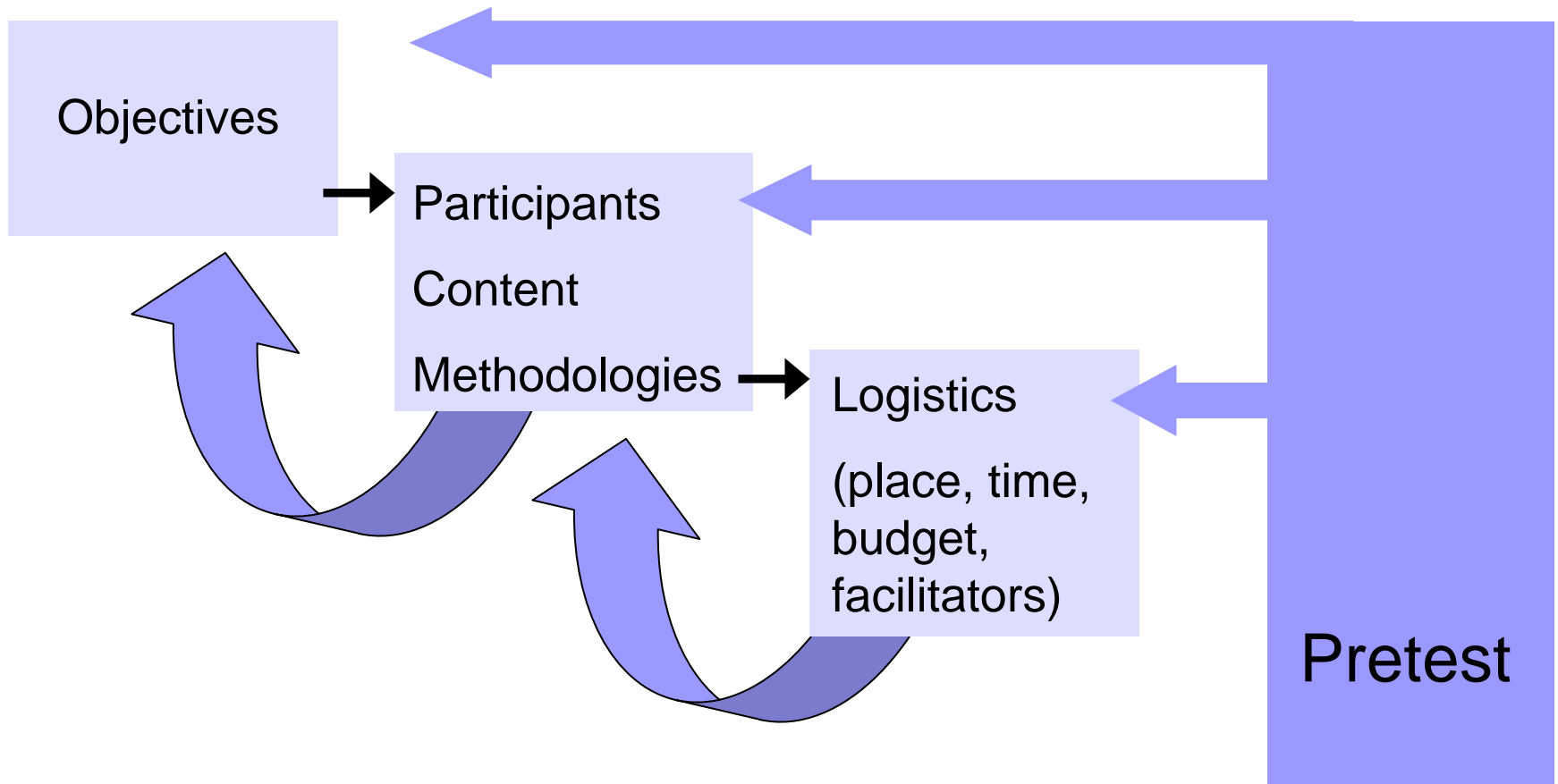
# Recognizing your resources and the scope of the project

- Will a training contribute to project objectives?
- Can the training be effectively integrated into a larger project?
- Do you have the resources you need to train?
- Can you reach the numbers you need to reach?



# Planning a training

# The iterative process of planning a training





# Setting objectives

- What do you want to achieve through this training?
- What change do you want to see in your participants after the training?
- Are your objectives SMART (specific, measurable, achievable, realistic, time-bound)?

# Selecting Participants

- Who do you need to train to reach your broader program objectives?
  - Categories of people
  - Specific invitations
- How many do you need to train?
- Special considerations
  - Age & Gender
  - Politics
  - Social/cultural issues
  - Availability

# Choosing Content

- What information do you need to include in order to create the change you want to see
  - Primary (among participants)
  - Secondary
- Tailoring the information
  - Level of detail
  - Level of difficulty



# Selecting the right methodology

- What is the best way to convey the information?
- What are the limiting factors?
  - Your materials/resources
  - Time
  - Number of participants
  - Knowledge and characteristics of participants
  - Space
  - Number of facilitators



# Logistics

- Location
- Room set-up
- Timing
- Length of the training
- Length of each activity/presentation
- Audio visual equipment



# Facilitation

- Who will lead the training?
- Do you need one person or several?
- Do they have the background information and skills they need?
- Are there guest speakers or panelists that need to be briefed?

**What the trainer wants to say**

**What the trainer actually says**

**What the participants hears**

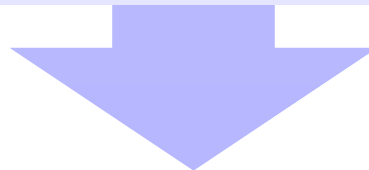
**What the participant actively listens to**

**What the participant remembers**

**What the participant can repeat**

**What the participant  
can use in daily life**

**Leaking  
in the  
training  
process**





# Training of Trainers

## ■ Challenges

- More likely messages will be distorted or lost
- Requires additional QA/QC

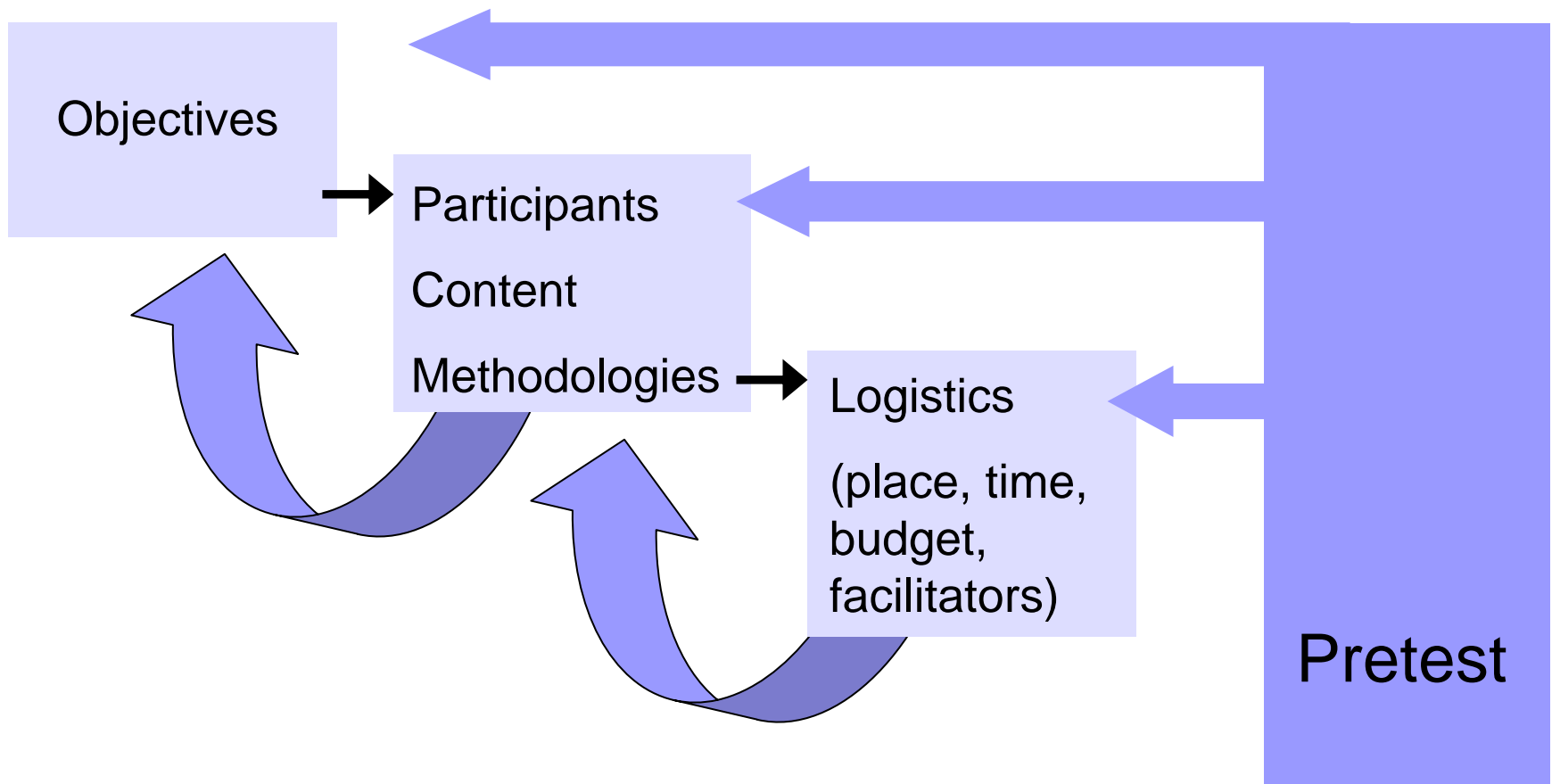
## ■ Benefits

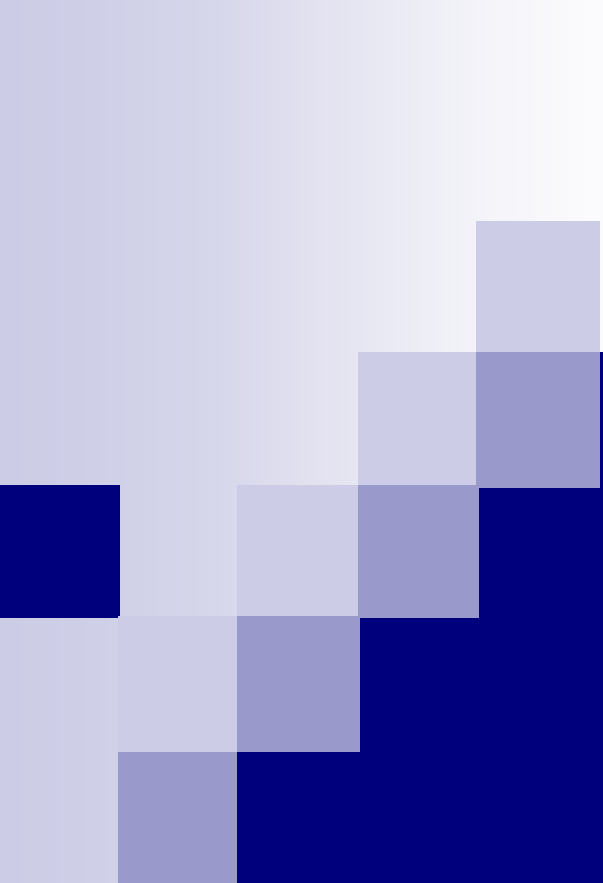
- More people reached
- Trainers serve as local resource

# Pretesting

- Will you achieve the result you expect?
  - Content
  - Presentations
  - Activities
- Is it possible to implement the training as planned?

# The iterative process of planning a training





# Learning styles and training methodologies

# Learning Styles: different ways we learn

- By seeing
- By hearing
- By doing
  
- Use a combination of approaches
- Tailor your approach to your audience

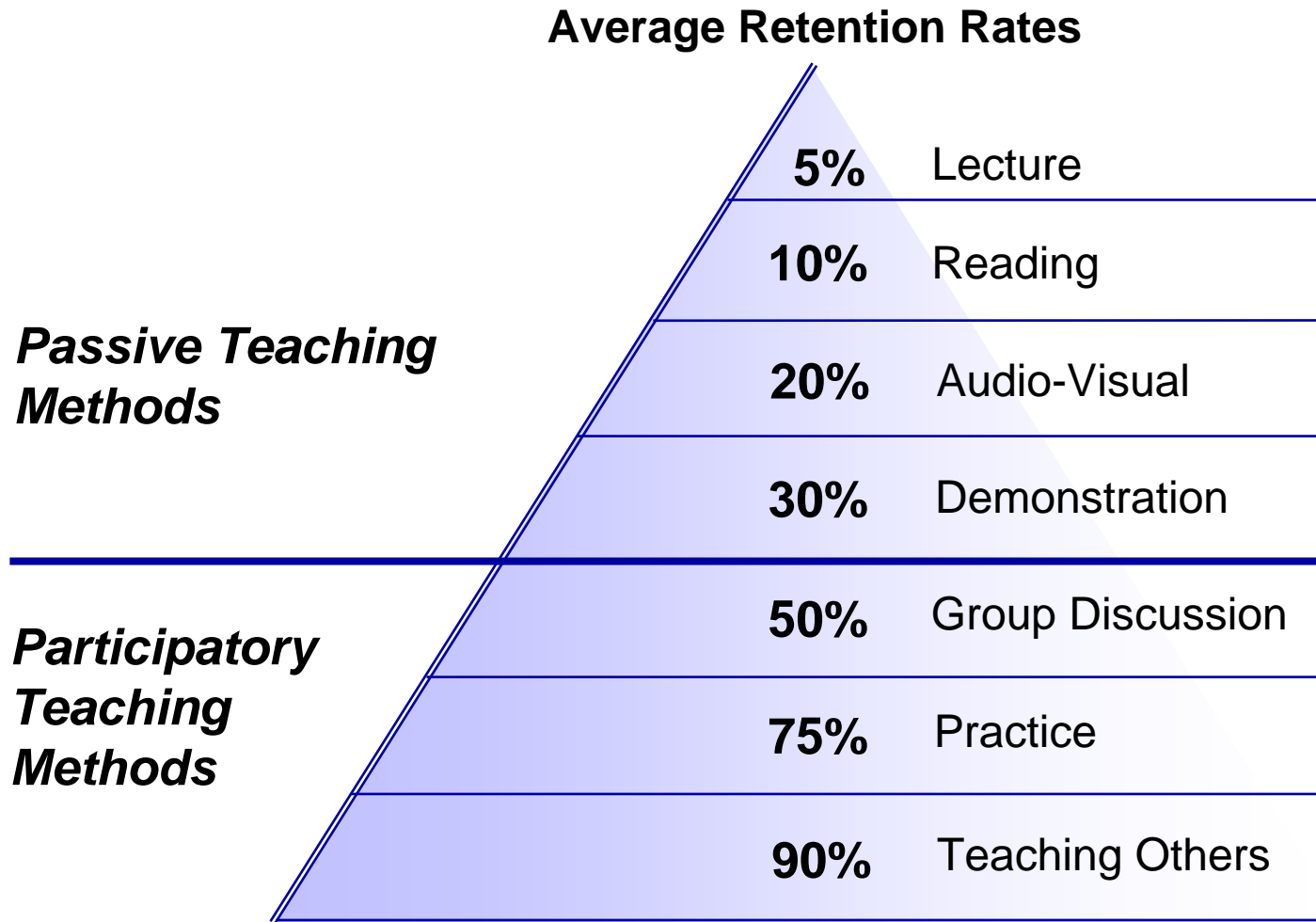
*When I see, I forget.*

*When I hear, I remember.*

*When I do, I understand.*

*~Confucius*

# The Learning Pyramid\*



\*Adapted from National Training Laboratories. Bethel, Maine



# Training methodologies

- Demonstration
- Role play
- Simulation
- Lecture/presentation
- Brainstorm
- Game
- Practice
- Interactive radio instruction
- Discussion
- Case study
- Debate
- Imagery
- Value assessment
- Mapping
- Teaching others
- E-learning



# Tailoring your methods

- Be creative
- Be flexible
- Prepare variations and modifications
  - Large or small groups
  - Youth or adults
  - Low literate
  - Short or long session