

Trainers use a wide variety of training methods. No single methodology is effective for all situations. Different learning conditions, environments, participants, and goals require trainers to select and adapt different methods.

Research shows that adults learn best from shared experiences, which means that participants learn the most when they:

1. Reflect on what they are learning.
2. Draw conclusions on their own or as a group.
3. Determine how to apply what they have learned.
4. Apply what they have learned.

Very often, trainings focus too much on content and knowledge through passive learning methods and not enough on application (the how-to) of knowledge through active learning. In this regard, it is important for the trainer to act not only as a source of information, but also as a facilitator.

With regard to HERproject, even in the best situations, there is relatively little time in the workplace to train workers. In the limited time available, the training should focus on simple health information and messages as well as building the skills to communicate this information easily and effectively to others.

For maximum impact, the HERproject training methodology focuses on the following guidelines:

- » **Create a safe, friendly environment for learning:** Create a learning environment that will support a successful training session.
- » **Practice good communications skills:** Use methods to ensure that participants learn material and also feel safe, listened to, and confident enough to voice their questions.
- » **Tailor content:** To help participants acquire and retain as much knowledge as possible, tailor the training content to the cultural context and education level of participants, accounting for their literacy.
- » **Promote active learning:** Use interactive, participatory methodologies that are most effective for adult learning.
- » **Use peer-to-peer education:** Develop participants' outreach skills (communication, listening, and problem solving), in addition to improving their knowledge.
- » **Follow up:** Provide materials to help participants retain information and share it with others.

Create a Safe, Friendly Environment for Learning

A safe and friendly learning environment is a prerequisite for successful active learning. If participants do not feel safe or comfortable, they will be less willing to speak openly about their experiences or actively take part in group exercises, and as a result, they will learn and retain less information.

It may be helpful, or even necessary, for you to reduce participants' stress levels before training begins. Icebreakers are activities that you can undertake at the beginning to help participants feel at ease.

As long as the group is small, ask participants to introduce themselves before the training starts. If you can, learn the names of all the participants, and call them by their names when addressing them.

Participants are also more likely to learn effectively if you develop a positive rapport with them. There are many ways of doing this. Talk naturally to the participants as if you were talking to a close acquaintance. If the venue allows it, sit down at times, especially when holding a discussion with the participants, or change your position and stand at the back of the room; moving around the room this way can create the perception that you are also learning from the participants.

MAINTAIN CONFIDENTIALITY AND RESPECT

One of the most important aspects of establishing a safe environment is to maintain confidentiality and respect. To help with this, it is important for the group to agree upon a set of ground rules and to understand why these rules are important before the training. A good set of ground rules can create a safe environment that enables effective communication to take place.

For example, since one of the goals of each session is to enable all participants to speak openly, it is important to respect each participant's privacy and confidentiality, particularly in sessions dealing with sensitive issues. Participants are more likely to participate actively when they are sure that their privacy is respected. You can help by explaining that the group must promise not to talk about who said what or asked which questions during the session.

Some groups also have a rule that encourages participants to share their feelings if they are offended or hurt by someone, so that the offender has a chance to apologize. Other common ground rules you may choose to use include:¹

- » Respecting each other, even when there are disagreements
- » Agreeing to participate actively
- » Having the right not to participate in an activity that makes the participant feel uncomfortable
- » Listening to what other people say without interrupting them
- » Not using put-downs, i.e., humiliating people on purpose
- » Respecting confidentiality
- » Being on time
- » Turning off mobile phones

Practice Good Communications Skills

Communication is something we do every day, for example, when we share our thoughts, ideas, and feelings with other people. However, although we have been communicating our entire life, there may be times when we are not communicating effectively and are unaware of it.

¹ "Youth Peer Education Toolkit," *Training of Trainers Manual*, Youth Peer Education Network, 2005.

Effective communication happens when the message we want to convey reaches the listener accurately. Trainers must communicate effectively. We must communicate our health messages clearly and make sure that the participants understand them. We can do this by encouraging participants to ask questions and by listening to participants when they speak. The following principles will help you to communicate effectively.

SPEAK CLEARLY

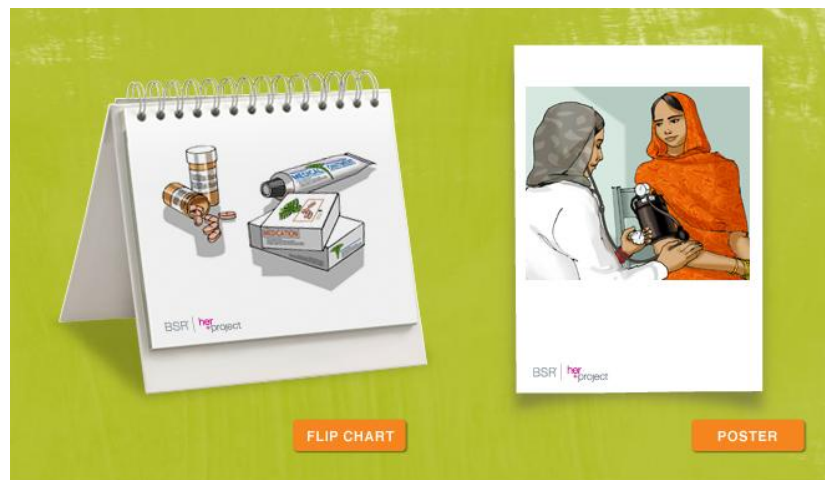
Avoid confusing and unclear language. Avoid using vocabulary that people won't know or terms that will confuse people. Whenever using medical terms, make sure you are using the right words or appropriate slang (e.g., for words like penis, genitals, ejaculation, etc.).

MAKE EYE CONTACT

Nonverbal communication is as important as verbal communication. Make eye contact with participants when conducting the training to help engage participants in what you are saying.

USE VISUAL CUES

If you're speaking or writing, try using pictures or other visual aids to help explain your message. Using a flip chart or PowerPoint presentation can also be helpful. Make sure that your visual tools include pictures and do not use too many words. You can use the pictures in the [HERproject Toolbuilder](#) to develop your own personal materials (see the examples below).



ASK QUESTIONS EFFECTIVELY

It is good practice to ask questions throughout the training to engage participants and evaluate their level of understanding. When asking questions, try to avoid asking one question after the other. Allow enough time in your planning for participants (preferably more than one) to answer each question comprehensively.

When asking questions, pay attention to the following:²

- » Some trainers have a blind spot and unconsciously exclude participants sitting in front on the left or right.
- » Don't ask questions by going down the row; when a specific participant has had her turn, she may immediately stop thinking and become uninvolved.

² "Module 4: Facilitating and Assessing Learning," *Training of Trainers Manual*, South African Management Development Institute, 2007.

- » Treat all participants equally. Don't single out good or poor achievers, for example, by asking them more questions.
- » If you direct a question at a specific person or group, do it with a well-planned purpose in mind. Remember to always maintain the respect, trust, and confidence of the whole group.

BE AN ATTENTIVE LISTENER

Even when participants are slow to answer questions, be patient.

- » Give the participant your full attention by making eye contact, listening to what he or she has to say, and being quiet until the participant has finished speaking.
- » Ensure that the entire group can hear the participant. Ask them to repeat what they have said, or repeat it yourself if people did not hear the participant.
- » Ask clarifying questions if you do not understand the comment or answer that the participant made.
- » After participants have answered a question, paraphrase and clarify the answer so that everyone in the room understands.

ANSWER QUESTIONS THOUGHTFULLY

Throughout the trainings, participants are encouraged to ask clarifying questions. The way you handle questions can encourage or discourage further participation by participants. Whenever a participant asks a question, first take a moment to think, and then reply. Show that you've listened.

In some cases, you will not have the answer to the question. If someone asks a question during the training that you do not know the answer to, it is important that you say "I do not know" and then follow up with a health care professional in order to provide accurate information. No one trainer can have all of the answers—it is okay to say "I don't know." Only provide information that you are certain is accurate; misinformation can harm someone or a member of their family.

In other instances, participants might ask irrelevant questions. Never say directly that the question is irrelevant. Answer the question briefly, and invite the questioner to discuss it with you later (for example during break time).

Communication Tips for Lectures

- » Break up the content into small but meaningful chunks.
- » Present these chunks within a clear structured framework that is based on the participants' existing knowledge of the topic.
- » Link their existing knowledge with new concepts as explicitly as possible, and use examples to clarify new principles and information.
- » Use the appropriate level of language, neither too technical nor too simplistic. Avoid jargon.
- » Reinforce key messages by asking questions and rephrasing points in several different ways.
- » Pause every now and then to allow participants to reflect and process new information.
- » Use the conclusion of the lecture to quickly summarize everything presented, and to link this session to future sessions (when relevant).

Source: Adapted from "Module 4: Facilitating and Assessing Learning," Training of Trainers Manual, South African Management Development Institute, 2007.

HAVE PATIENCE

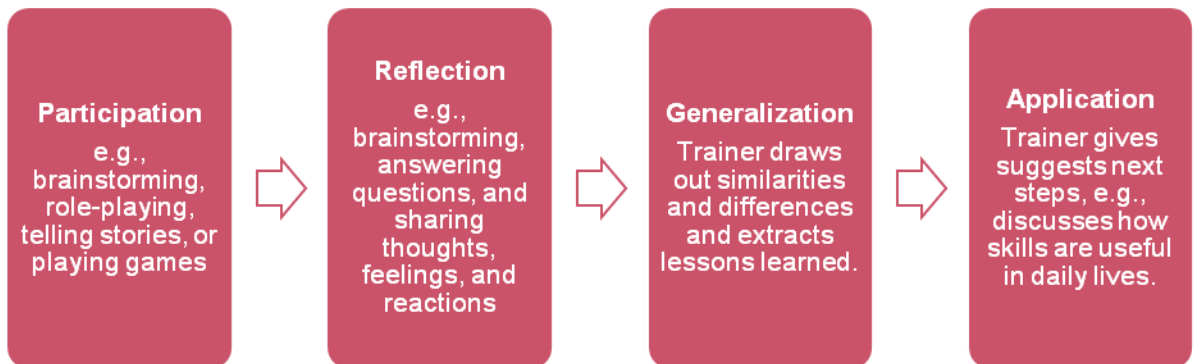
Patience is essential when practicing good communication. When we rush or become frustrated, our communication abilities suffer. Being patient helps both participants and trainers to feel more comfortable.

Tailor Content

To help participants learn and retain as much as possible, a trainer should tailor training content with their cultural context and education level in mind, particularly taking their literacy level into account.

Make the topics as relevant as possible to the participants and their circumstances. They will understand and retain more if the training content appears to be relevant to problems that they have experienced. To do this, you can tell stories that help show a person in similar circumstances, such as a female factory worker in the same city as the participants who experiences something related to the training topic being discussed.

It is particularly useful to shape the hands-on activities and subsequent in-depth questions and discussions between the participants and yourself around the real life experiences and direct needs of the participants. The following diagram illustrates the entire training process that you can use.³



By involving participants as much as possible and asking for examples of real problems and experiences, linking new knowledge to their lives, and developing follow-up action plans for the use of these new skills, you will greatly increase the likelihood that participants will understand and retain their newly gained knowledge. The importance of the participants' active involvement in each training session is discussed in the following section.

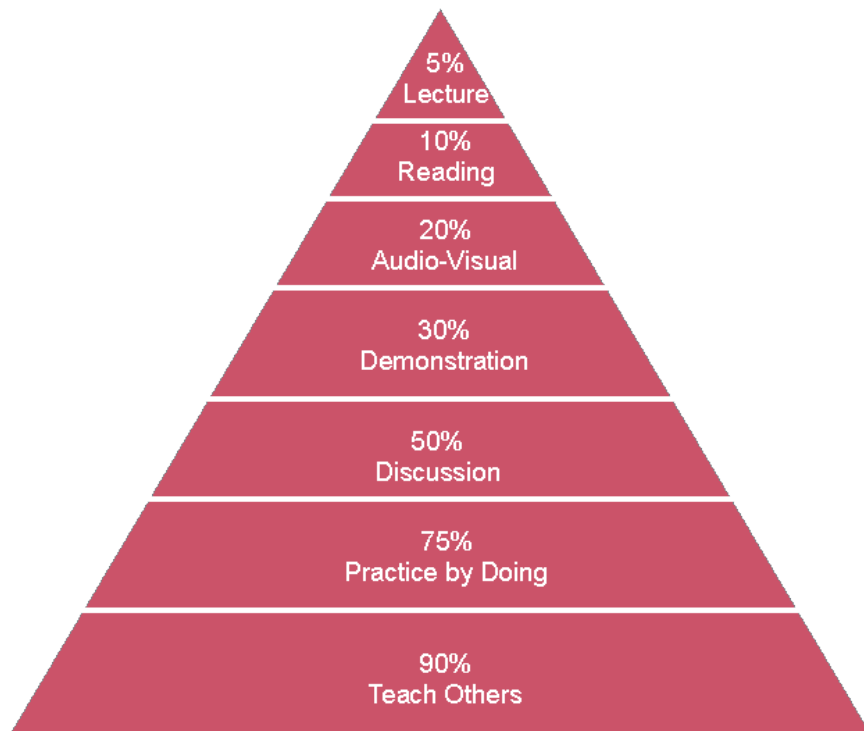
Promote Active Learning

Active learning is a method of learning where active student participation is encouraged through hands-on exercises. The teacher acts as a facilitator of the education process, rather than exclusively as a source of information.

The learning pyramid shows how knowledge acquisition and retention vary with different teaching techniques. The learning pyramid demonstrates that the more active the participant is in the process of learning, the more knowledge he or she

³ Adapted from "Youth Peer Education Toolkit," *Training of Trainers Manual*, Youth Peer Education Network, 2005.

retains. For example, participants retain only five percent of the information when the training is entirely lecture-based. When the participants practice what they have learned, however, they retain up to 75 percent of the information.



In addition, research on adult education has identified a few key conditions that must exist for effective learning to take place.⁴ Participants must:

- » Feel the need to learn.
- » Set their own learning goals.
- » Participate actively in the learning process.
- » Build on and use their own experiences.
- » Be able to see that they have successfully learned.

All of these factors further support the need for active learning. When you are planning how to communicate information to participants, keep the above principles in mind, as well as the following tips.

MINIMIZE LECTURES

Whenever you begin a session with a lecture, such as the lectures mapped out in the HERproject Curriculum modules, you should aim to limit the length of each lecture to 10 to 15 minutes at most. Follow a standard and simple format of introducing the topic, providing content on the topic, and summarizing the information. Follow our recommendations for successful communication to make your lectures as effective as possible.

⁴ "Module 4: Facilitating and Assessing Learning," *Training of Trainers Manual*, South African Management Development Institute, 2007.

FOUSTER ACTIVE PARTICIPATION



As illustrated in the learning pyramid, practice by doing is one of the best ways to learn and retain information. When designing the training, try to include as many hands-on activities as possible (e.g., allow time for participants to practice putting a condom on a banana or cucumber during the Preventing Sexually Transmitted Infections module). If

it is impossible to do a hands-on activity, try to use real items as much as possible. For example, consider using real fruit in the Eating Healthy module or bringing in real sanitary pads for the Your Body and Menstruation module. The Appendix on pages 9–10 contains a table of various types of participatory approaches that you can adapt and utilize in your trainings.

Aim for each session to consist of a combination of listening, speaking, seeing, and doing, and ensure that activities include everyone and are simple enough for everyone to understand. In addition to formal activities, asking questions and encouraging participants to ask questions are both effective ways to ensure the whole group remains involved.

Promoting active learning can be challenging when there are more than 40 participants in a training. Given this constraint, the table below provides some guidelines for how to construct your training for optimal learning with different group sizes.

Group Size	Approach
Less than 8	<ul style="list-style-type: none"> • Make the training as active as possible. Due to the small size participants may feel shy to participate. • Utilize story-telling techniques and facilitate group discussions as much as possible.
Between 8-40 – Optimal size	<ul style="list-style-type: none"> • Participants are more likely to participate in groups that are medium sized (8-40 people). • Use active learning methodologies including roll-play, games, and other hands-on activities.
Greater than 40	<ul style="list-style-type: none"> • Use a lecture style with power point (pictures and words) to share information quickly • Ask the audience questions and give prizes for correct answers to test and reward knowledge

acquisition

- Pass around or distribute materials for taking home to keep the group engaged

Use Peer-to-Peer Education

Peer-to-peer education is the process where well-trained and motivated people receive trainings and then conduct informal or organized educational activities to share that information with their peers.

Peer-to-peer education is a good approach for several reasons. First, the information can often be transmitted more efficiently because the educator and the learner share backgrounds, vocabulary, and interests in areas such as music, family themes, and role demands (worker, wife, mother, etc.). Peer educators are also less likely to be seen as authority figures preaching about how others should behave. Instead, the process of peer education is perceived more like receiving advice from a knowledgeable friend who has similar problems and can empathize with your circumstances.

Peer education can take place in small groups or through individual contact and in a variety of settings during the workday, during formal events organized by the management, and during informal occasions such as lunchtime.

Follow Up

It is impossible for participants to remember all of the information that they have learned during each training session, even when trainings are participatory in nature. Help participants retain information and practice healthy behaviors by providing them with simple handouts or booklets at the end of each session. Handouts should be short, be written in the local language, and focus on three to five key messages from the training.

Another approach that HERproject partners have successfully employed is to create highly visual flip charts with key talking points about the training subject matter in local languages. Tools like these can help peer educators conduct formal trainings and remember all the key messages that they should share. Flip charts can also be given to clinic doctors or nurses to enable them to disseminate messages (see Practice Good Communication Skills, page 3, for instructions for making a flip chart). Information materials can also be made into videos, newsletters, posters, or calendars.

Appendix: Participatory Methods

As discussed in this guide, the more involved participants are, the more likely they are to remember key messages and to learn from a training. Depending on the topic and time allotted, you can use a combination and variations of the techniques listed below to convey information and encourage participants to learn through participation.⁵ Examples of detailed, topic-specific exercises are included in each of the HERproject training modules.

Technique	Description	Tips
Brainstorming	This method aims to collect as many ideas as possible about a topic—it is a typical way to elicit information from participants to introduce a subject. After the facilitator poses a question to the group, he or she asks participants to share existing knowledge and ideas in response. All ideas should be recorded, ideally on a flip chart, where they can be seen.	<ul style="list-style-type: none"> » All participants are invited to participate and to be creative with their ideas. The more ideas expressed, the better. Participants should offer only one idea per turn. » All ideas are allowed—no idea should be blocked or rejected. All ideas are respected, not evaluated or criticized. » Do not repeat ideas already mentioned, but connect them to other suggestions. » Keep ideas brief; do not tell stories or elaborate.
Case studies	Participants are presented with problems to discuss. Each case study describes a situation that they might encounter in the workplace (sometimes based on real examples). The facilitator asks participants questions that develop and reinforce their understanding of how these issues can affect their lives.	<ul style="list-style-type: none"> » Use examples that will be most relevant to workers and as specific as possible in the context of the factory and country.
Communication and energizer exercises	These exercises typically ask participants to transmit information or complete a task when given limited information. The aim is to reinforce how important having information, especially in a factory setting, is to working well together.	An example is Telephone, in which the first person tries to memorize a relatively complex message and relay it verbally to the next person, who relays it to the next person, and so on. By the end of the chain, the original message becomes so altered that participants can see how easy it is for information to get mixed up.

⁵ *Protecting the Rights of Garment Workers: A Train-the-Trainer Resource*, BSR (for the Levi Strauss Foundation), 2011.

Guided group discussion (World Café)	<p>Participants discuss a specific topic in large or small groups. A variation that keeps participants active is World Café, in which participants divide into small groups that move through discussion cafés. Each café station asks participants to discuss a particular topic, and then they move to the next one.</p>	<ul style="list-style-type: none"> » Record ideas that surface through discussion. » Determine appropriate questions beforehand. » If line supervisors and workers participate, this type of activity can improve communication and build bridges.
Games	<p>Games are designed to be fun and competitive in some way. Workers can participate individually or in teams.</p>	<p>Q&As to test knowledge retention or as a way to introduce topics can easily be turned into a quiz show, where participants may be divided into teams (or participate individually) and win small prizes for answering questions correctly.</p>
Role-play	<p>Participants act out situations according to instructions provided by the trainer. This activity allows participants to learn by thinking through a situation. Role-play scenarios can be structured with a script to demonstrate a situation, or they can be less structured to encourage participants to think on their feet.</p>	<p>Provide a checklist for observers, or ask them questions after they role-play.</p>
Visualization in Participatory Program (VIPP)	<p>This technique combines visualization with methods for interactive learning. Each participant expresses one idea (in response to a common question) on a colored piece of paper. These are then placed on a board or wall for the trainer to group into common themes and discuss. This method allows everyone to take part in the process of arriving at a consensus, and more and less talkative workers will all have an equal voice. The grouping of issues and ideas can help a worker feel less alone.</p>	<ul style="list-style-type: none"> » Emphasize that each participant is a resource and brings an individual wealth of knowledge and experience to this collective process. » Discuss how each individual is different and how this is reflected in work relationships—respecting each other generates a positive working environment.