

Training for trainers:

The following 5 documents explore:

- Characteristics of adult learning
- How to communicate effectively
- How to be a good facilitator
- Training methods and how to create a session
- How to design a programme

These have been included in this training pack to provide support for you- the trainer. Many of you will not have had any formal training on how to teach adults, but just by being adults yourselves you already know much more than you think, so don't worry!

Your main task as a trainer is to create interest among your students and to pass on the information for which you have created interest. The topics you are focusing on all relate to improving livelihoods so you have a great jumping off point for creating interest. By being an adult from the community in which you are teaching you have exceptional insight, value your own opinion! Think about how you would like to be taught, what you would respond well to, what would interest you.

If there will be more than one of you involved in training work through this section together. You will learn a lot from each other and stimulate each other's trains of thought but talking about the topics and sharing experiences. If you are alone make sure that you take a few minutes after each topic to make notes on your own thoughts, although you generated them you will be surprised how quickly you can forget the insights you had.

The key to good teaching is preparation. The following documents are intended to provide you with guidelines on what to consider during preparation and teaching. You must always be thinking about your audience, before, during and after teaching.

- Plan the session to include training methods which are well suited to you, students and topic. Always make sure that you have a plan B (and even sometimes C), sometimes lessons will not go as you expect this is normal. Teaching is unpredictable; any number of things can change- people's moods, situations, group dynamics, your mood... You must be prepared for this to happen and have more than one possible path in mind.
- Be mindful of your students' reactions to the teaching methods during teaching, if they are not having the desired effect try something different, you must be flexible, the student's learning must set the pace of the lesson not you.
- After the session think about how it went, ask the student's what they thought, this information will help you better plan subsequent sessions. Remember that while they are learning so are you, as long as you learn from your mistakes and don't repeat them, they were worth making. Even very experienced teachers often have difficulties!

Many of these topics come with cover pages providing ideas on how to teach them. These are there to be used, if they seem suitable do but remember that you are the expert on the community within which you are teaching so if they seem inappropriate change them.