

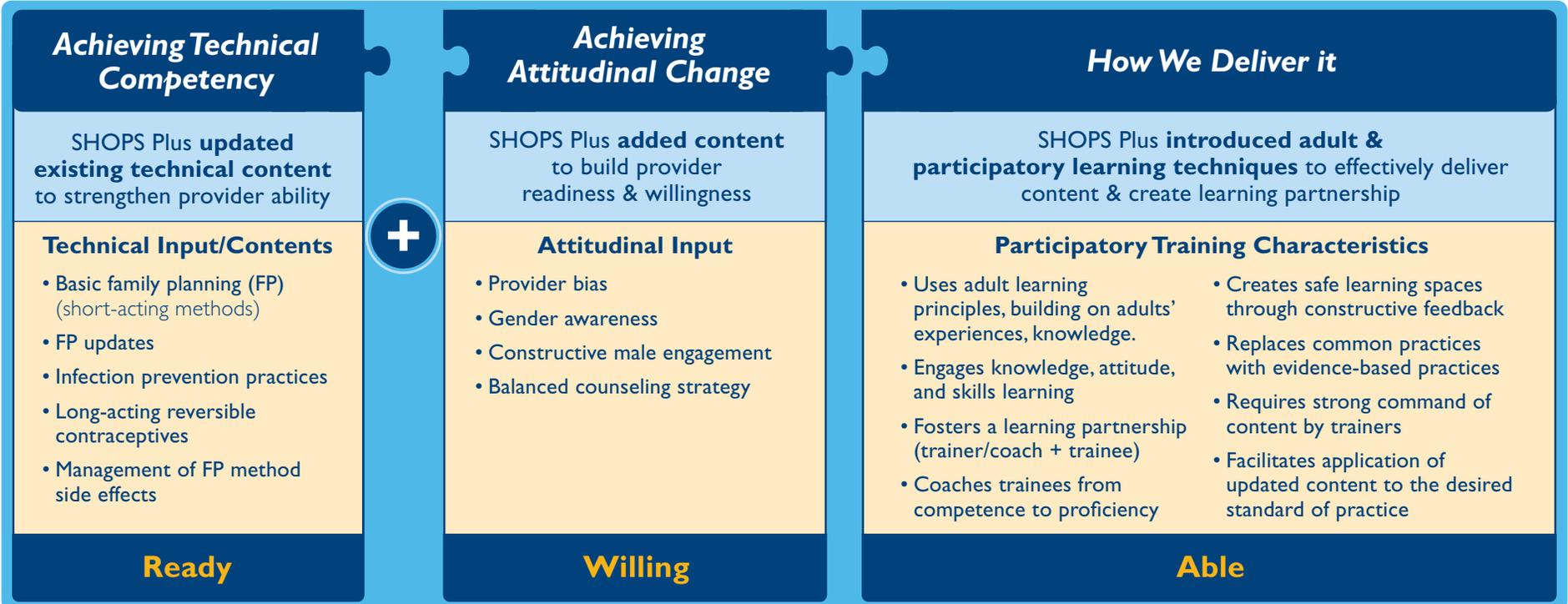
# Training of Trainers: from technical focus to behavior change



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*“Learning is discovery and the trainer’s role is to facilitate discovery.”*



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**The Elements – I**

**Attitudinal Input**

- Provider Bias
- Gender Awareness
- Constructive male engagement
- Balanced Counseling Strategy (BCS)

**The Elements – II**

**Technical Input**

- Basic FP (short-acting methods)
- FP updates (ECP, Sayana Press)
- Infection Prevention practices, sterile gloving
- LARC
- Management of FP method side effects

**The Elements – III**

**Participatory Training Characteristics**

- Adult learning principles – build on what adults know/ experienced
- Engages learning knowledge, attitude, and skills for behavior change
- Fosters learning partnership (participants and trainers, coaches)
- Unlearn previous practices, replace with evidence-based practices
- Didactics “unscripted” – trainer knows the content, does not lecture; engages in learning dialogues, thinks on their feet to connect dots
- Creates a safe learning environment, constructive feedback reinforces desired practices; jointly identify performance problems/ developing solutions
- Coaches help participants move from competence to proficiency

Findings from training evaluation (written, verbal, skills observations) feed into the ongoing training cycle’s Need Assessment. This in turn helps refine and/or strengthen the relevance of the training design.

Terminal assessment of learning and competence are conducted toward or at the end of training; training is evaluated using evaluation forms; post-training follow-up is a non-negotiable element of the evaluation step in the training cycle IF there is a commitment to ensure safe, competent and proficient providers.

Learning is evaluated throughout the training days through questioning, exercises, observation of skills practices; evaluation of learning activity effectiveness is achieved through daily reflections (verbal or written).

