

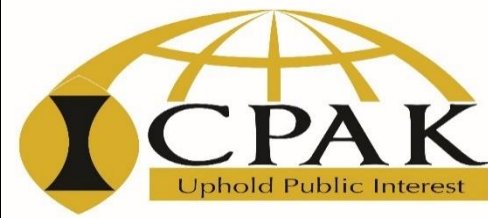
TRAINING OF TRAINERS WORKSHOP

Making Presentations to Public Sector Audiences and Challenges of Adult Learning

HILTON HOTEL - 24th JANUARY 2018

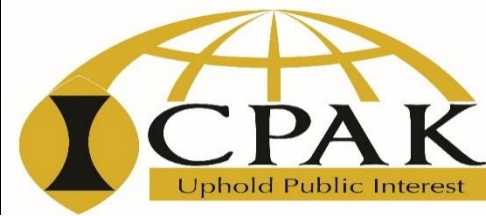
CPA Andrew Rori

SESSION OBJECTIVES



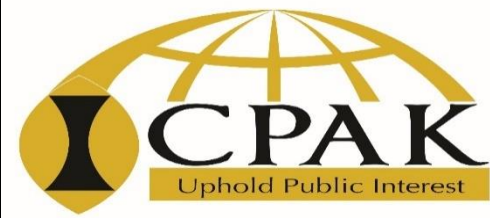
- To know what to expect from public sector audiences
- To know tools/methods which foster adult learning.
- To know the characteristics, needs and styles of the adult learner.

INTRODUCTION



- Getting started - defining your audience
- Part of being an **effective** and **efficient** facilitator involves **understanding how adults learn best**.
- Andragogy (Adult Learning) is a theory that holds a set of assumptions about how adults learn. **It is often interpreted as the process of the structure of learning experiences.**

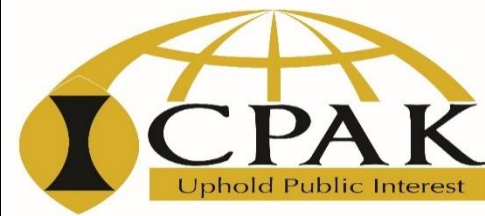
SESSION DIALOGUE



- How do we reach adult learners?
- What is the type of learning?

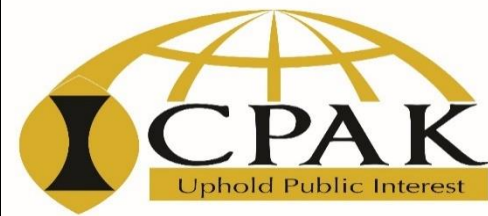
How do we reach adult learners?

Making a good training session?



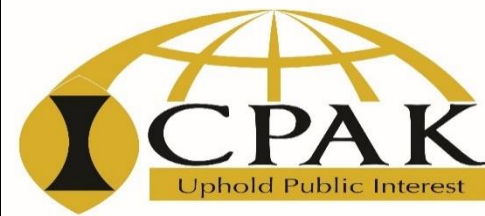
- Knowing your audience
- Having clear objectives - plan
- Listening to participants needs
- Enabling interaction between participants
- Facilitate not “lecture”
- Examples and case studies
- Reflection, Feedback and Evaluation

PUBLIC SECTOR AUDIENCES



- Public Sector Audiences are diverse – sectors, background, experience, level, age etc.
- Are most interested in learning subjects that have immediate relevance to their job or personal life.
- Public sector learning is problem – centered rather than content – oriented.

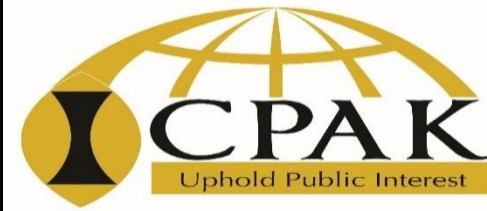
TYPES OF LEARNING



Types of learning fall into three categories:

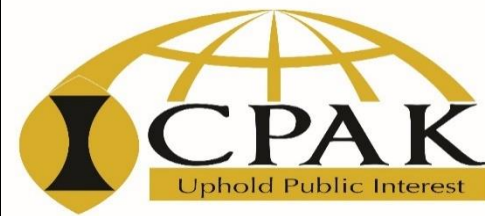
- **Knowledge:** specific facts, patterns, concepts
- **Skills:** practical abilities measured in speed, precision
- **Attitudes:** realizing feelings, values, motivation

PRINCIPLES OF ADULT LEARNING



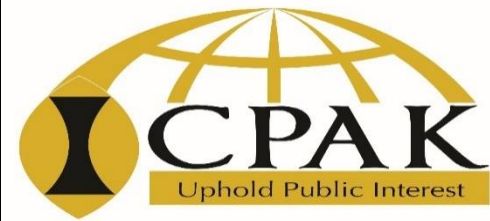
- **Adults are internally motivated and self driven.** - resist learning when they feel others are imposing information, ideas or actions on them.
- **Adults bring life experiences and knowledge to learning experiences** - be given opportunity to use their existing foundation of knowledge and experience gained from life experiences, and apply it to their new learning experience.
- **Adults are goal oriented** - ready to learn when they experience the need to learn in order to cope with more satisfying real life tasks or problems.

PRINCIPLES OF ADULT LEARNING



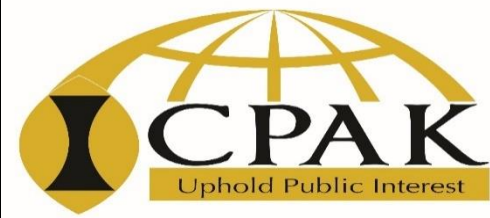
- **Adults are relevancy oriented** - want to know the relevance of what they are learning to what they want to achieve.
- **Adults are practical** - through practical field work, experiences interacting with real clients and their real life situation.
- **Adult learners like to be respected** - Respect can be demonstrated to your learners by;
 - Taking interest,
 - Acknowledging the wealth of experiences that the learner brings,
 - Regarding them as colleagues who are equal in life's' experiences,
 - Encourage expression of ideas, reasoning and feedback at every opportunity.
 - Avoid ridicule!!

PRINCIPLES FOR CONDUCTING SESSIONS FOR ADULT LEARNERS



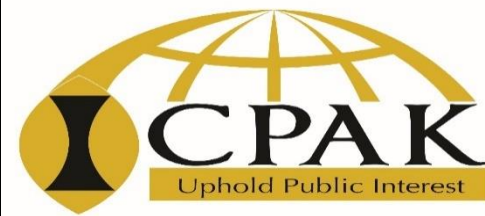
- Variety of facilitation styles and approach
- Focus on real world problems.
- Emphasize how learning can be applied.
- Relate the learning to the goals of the learners
- Relate the materials to the past experiences of learners
- Allow debate and challenge ideas
- Listen to and respect the opinion of learners
- Encourage learners to be resourceful to the trainers and one another.
- Treat participants like adults.

Types of Facilitation Skills



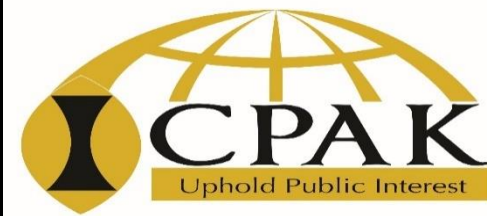
- Attending Skills
- Observing skills
- Listening skills
- Questioning skills

CHALLENGES OF ADULT LEARNING



- Learning environment
- Adults need to know **why**, **what** and **how** they will learn.
- Adults need to learn experientially.
- Adults approach learning as problem - solving.
- Adults view learning as an action - process in the construction of meaning.

OUR ROLE AS TRAINERS IN ADULT LEARNING



EXPERT

- Transmits information about a subject to an audience.

FACILITATOR

- Responds to the learners needs and lends guidance and support.

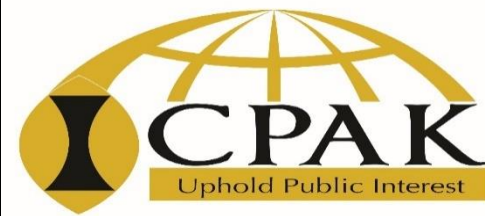
RESOURCE PERSON.

- Provides materials and information to the learners.

CO-LEARNER

- Learns along-side the learner.

OUR ROLE AS TRAINERS IN ADULT LEARNING



EMPATHY

- Meets learners needs and expectation.

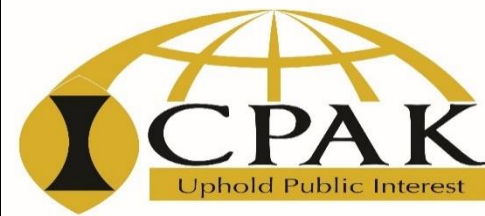
ENTHUSIASM

- Be vocal, show care about the subject and learners emotion and have energy.

CLARITY

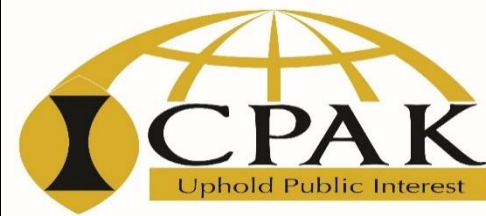
- Power of language.
- Thinking on your feet.
- Critical to developing connection with adult learning.

MISTAKES AN INSTRUCTOR MUST AVOID

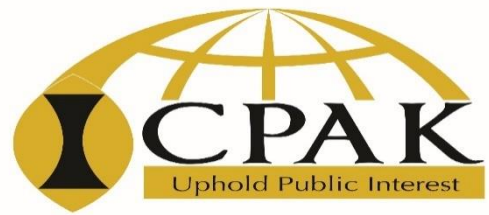


- Not to involve learners
- Information must be based on facts.
- Do not promise to find an answer then fail to do so.
- If there is no exact answer, tell the learners.

CONCLUSION



Whoever adults are, they need to be taught by methods which acknowledge and respect the fact that they are adults and not children.



LETS PRACTICE !!

