



# FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

FeSeRWAM.ORG & THE AIP: HOW TO ACCESS AND SELECT AGRICULTURAL INPUT PACKAGES

# TRAINING OF TRAINERS MODULE



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# ACKNOWLEDGEMENTS

IFDC and CORAF are very grateful to their partners and individual experts from various countries and institutions/organizations; to EnGRAIS and PAIRED project team and financial support; and to other IFDC and CORAF staff who contributed in various ways to facilitate the development of FeSeRWAM and the Agricultural Input Packages.

For this exercise to be successful, EnGRAIS and PAIRED teams adopted a participatory and inclusive approach, involving stakeholders from almost all ECOWAS countries, as well as Chad and Mauritania. Participants involved were representatives of National Agricultural Research Systems, private fertilizer and seed sector associations, civil society organizations, and various public/private sector service providers. Participants took part in one or more activities, including workshops, meetings, calls, surveys, or had the opportunity to collect national data for the platform. We appreciate all your efforts.

We would especially like to thank the following institutions and organizations for their support and excellent work:

## REGIONAL ECONOMIC COMMUNITIES



**Economic  
Community of West  
African States**



**West African  
Economic and  
Monetary Union**



**Permanet Interstate  
Committee for Drought  
Control in the Sahel**

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# ACRONYMS

AEZ	agro-ecological zone
AIP	agricultural input packages
FeSeRWAM	Fertilizer and Seed Recommendations for West Africa Map
GAP	good agricultural practices
IPM	integrated pest management
ISFM	integrated soil fertility management
NARS	National Agricultural Research Systems
NGO	non-governmental organization
ToR	Terms of Reference
ToT	Training of Trainers



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Figure 1. FeSeRWAM homepage at www.feserwam.org

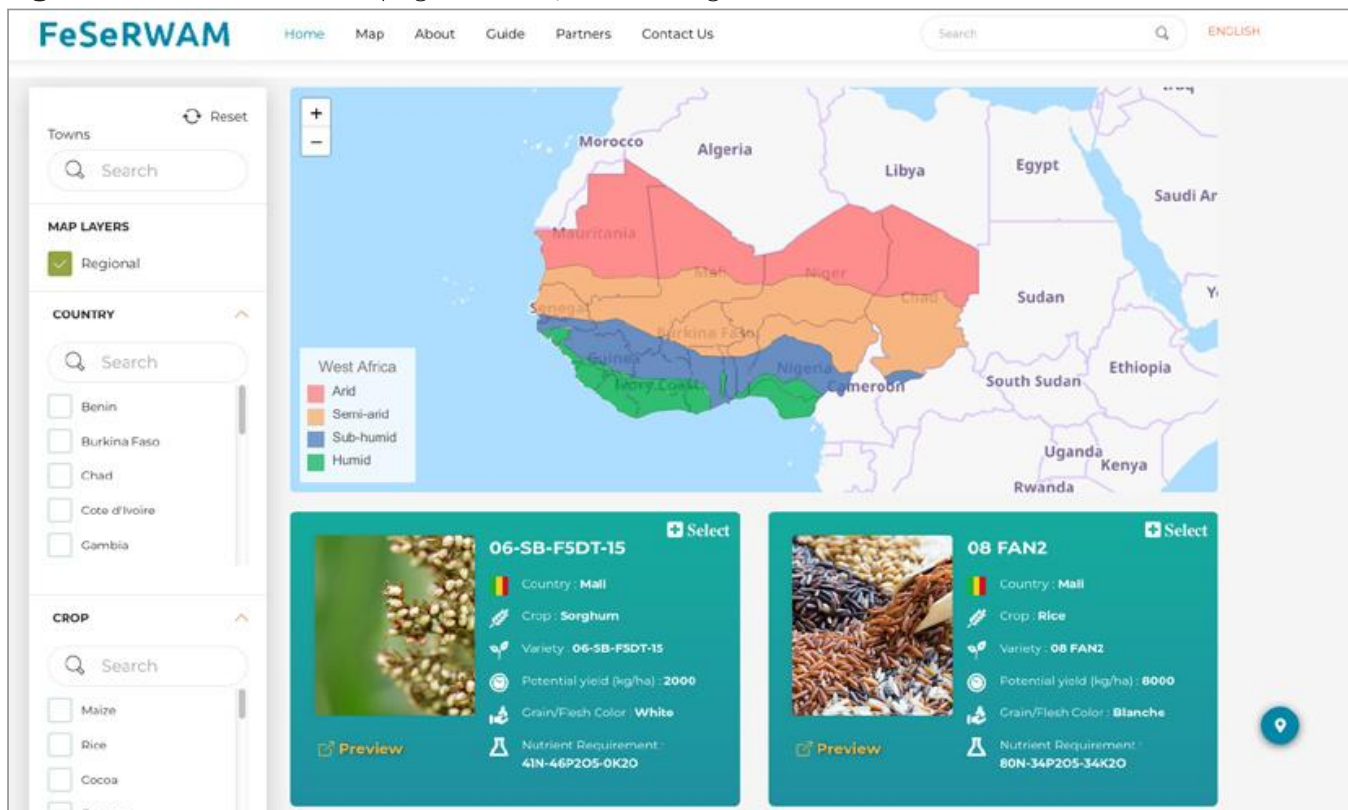
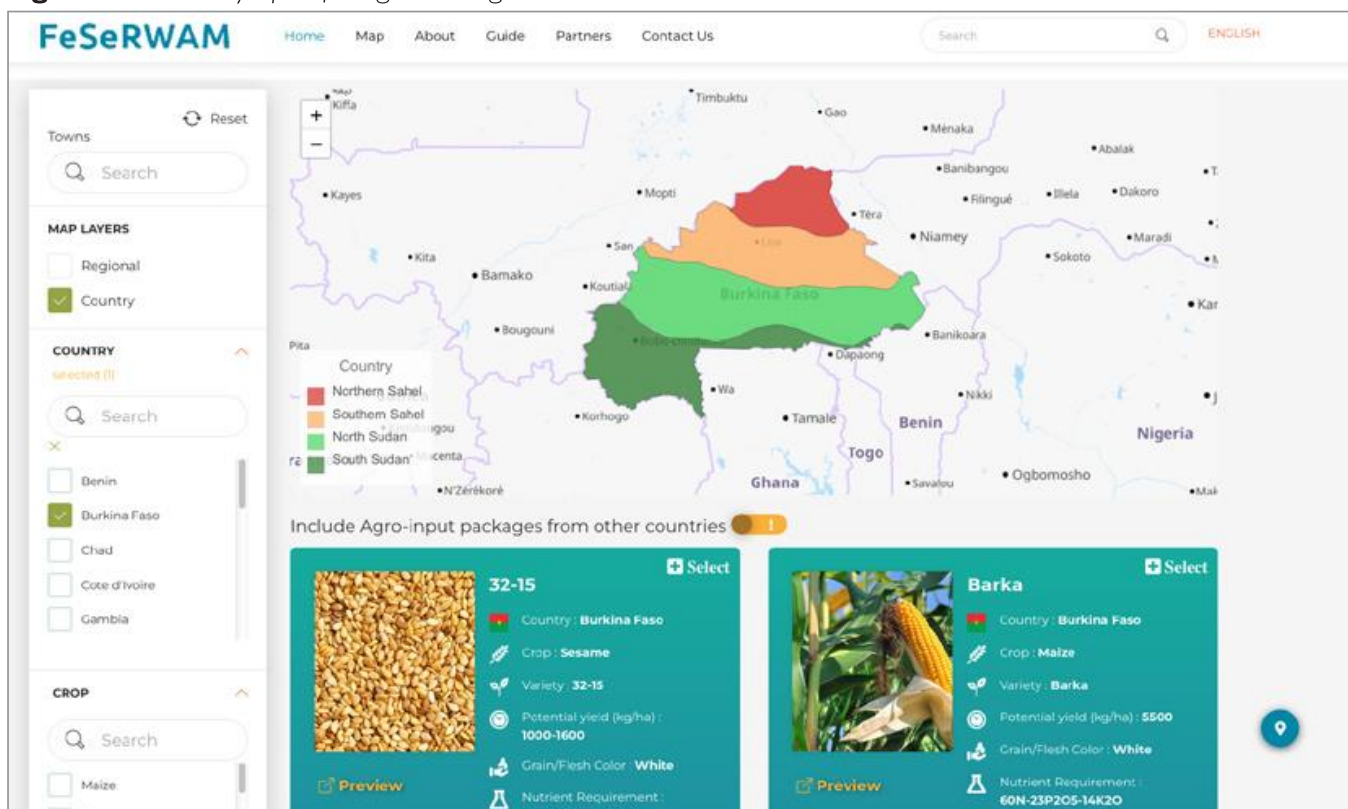


Figure 2. Country-specific agro-ecological zones



## USE OF AGRICULTURAL INPUT PACKAGES FOR SUSTAINABLE PRODUCTIVITY IMPROVEMENT

# INTRODUCTION FOR TRAINERS

This module is designed for training in the use of Agricultural Input Packages (AIP) developed for the promotion of the combined use of 1) improved seed variety, 2) appropriate fertilizer formulas and 3) good agricultural practices (GAP) according to the Agroecological Zones (AEZ) in West Africa and Chad.

## OBJECTIVES

### Presentation and objectives of the module

This module serves to build the capacity of participants on the tools and methods for training trainers for the dissemination of AIP. More specifically, it is:

- To provide participants with tools and methods of andragogy, i.e. the practice of teaching/training adult learners.
- To provide participants with basic information to better understand the AIP and the FeSeRWAM platform.

### Target audience

This module is intended for those who are supposed to train the trainers. It is specifically aimed at:

- Researchers in National Agricultural Research Systems (NARS).
- Agricultural advisors of technical support services.
- Distributors and vendors of agricultural inputs.
- Grassroots agents and facilitators of NGOs in the agricultural sector.
- Actors of technical agricultural education.
- Entrepreneurs in agribusiness.



## Training objectives

Upon completion of this module, participants will be able to:

- Understand AIP.
- Understand the FeSeRWAM platform.
- Understand the cascade training system for the dissemination of AIP.
- Understanding adult learning.
- Organize and conduct training sessions for adults.
- Communication techniques.

## Pedagogical approach

- A participative approach that puts the learner at the center and alternates theoretical contributions and concrete applications will be used.
- The training will be punctuated by a series of presentations and interactive discussions and practical exercises.
- Group discussions and self-correcting application exercises will help test knowledge.

## Prerequisites

Participation in this module does not require significant scientific knowledge, but basic knowledge of agriculture and a good understanding of agricultural yield and productivity issues are necessary to understand the concepts discussed.



# SESSION I. KNOWLEDGE OF AIP



## Current knowledge on AIP

- **Examples of AIP** (seeds, fertilizers, and good agricultural practices [GAP] in a specific agro-ecological zone):
  - » Sahel 177, irrigated rice, potential yield 10 t/ha, nutrient recommendation: 104.82 N - 36 P<sub>2</sub>O<sub>5</sub> - 36 K<sub>2</sub>O +12 S +2 B +Mn +Ca +Mg +Zn with adapted GAP is grown in the Senegal river valley falling in the semi-arid zone of West Africa.
  - » Sotubaka (SotubakaxCLRCY034), yellow maize, potential yield 8T/ha, grown with 100 kg ha of NPK 17-17-17 at germination and 150 kg/ha urea split into 50 kg at germination and 100 kg 30-40 DAS, with GAP adapted for the Sudanian zone of Mali, which falls in the semi-arid zone of West Africa.

**Figure 3.** Example of an AIP for rice in Senegal: Sahel 177


FeSeRWAM
AGRO-INPUT RECOMMENDATIONS FOR
Click to download

RICE

WEST AFRICA AGRO-ECOLOGICAL ZONES

SEMI-ARID



CROP DETAILS ✓

Variety Name	Sahel 177
Local Name	
Seed Type	Lignée pure
Quantity of seed (kg/hectare)	40 kg repiquage; 80 kg semis direct; 120 kg à la volée - kg/ha
Spacing	Semis à la volée ou Repiquage 20x20 ou 25x25
Grain/Flesh Color	Blanc
Optimum planting/sowing Period	Contre saison: 1 Fév - 15 Mars; Pluviale: 1 - 25 Juillet
Production System	Irrigation
Cycle Sowing to maturity (number of days)	Contre saison: 122 JAS; Pluviale: 122 JAS
Potential yield (kg/ha)	10000 -
Pest Resistance	
Disease Resistance	
Other Stresses	Résistant à la verse

Good Agricultural Practices & Management 🔄

Soil and Water Conservation	Labour, hersage, compactage et nivellement
Method of fertilizer application	En localisé (au cou du semis direct), à la volée, UDP Engrais minérale Engrais de fond : 15-15-15; 150 à 200Kg/ha Engrais de couverture : Urée 46% Urée perlurée : 150 Kg/ha en 2 apports : Apports : 50 % au tallage (27e jrs après semis) et 50 % à la montaison (41e jours après semis) Phosphatage de fonds :400 kg/ha tous les 3 ans Engrais minérale Engrais de fond : 15-15-15; 150 à 200Kg/ha Engrais de couverture : Urée 46% Urée perlurée : 150 Kg/ha en 2 apports : Apports : 50 % au tallage (27e jrs après semis) et 50 % à la montaison (41e jours après semis) Phosphatage de fonds :400 kg/ha tous les 3 ans
Soil Amendment	Ajouter de la fumure organique si possible
Water Management	Bassin, alternance d'humidification et d'assèchement , drainage Rythme des irrigations: • Irrigation de la parcelle 24 heures avant semis; • Semis sous une lame d'eau d'environ 5 cm maintien de la lame pendant une semaine , du 1er au 7ième JAS; • Drainage et - assec - pendant 2 ou 3 jours (8ième au 10ième JAS - Irrigation avec maintien de la lame d'eau à 5cm Jusqu'à la fin de la 3ième semaine, du 10ième au 19ième JAS; • Drainage complet pour appliquer herbicides, maintien de l'assec pendant 2 jours, du 19ième au 21ième JAS; • Irrigation et maintien de la lame au strict minimum pendant 4 à 5 jours pour l'application de l'engrais • Relèvement de la lame d'eau à environ 5 cm, jusqu'à l'initiation paniculaire (IP) • Rabaissement de la lame d'eau au strict minimum pendant 4 à 5 jours pour appliquer l'urée; • Relèvement de la lame d'eau à 10 cm jusqu'au stade pâteux (15 jours après floraison) - Drainage complet de la parcelle au stade pâteux pour que le sol soit sec à la maturité
Post Management	Détecter la malade et appliquer le traitement adéquat
Weed Control	Bonnes pratiques agricoles (désherbage mécanique) et herbicide si nécessaire: sarco-binages: -binage mécanique : 15 à 20 jours après semis avec houe sine, -sarclage manuel 3-5 jrs après binage, -deuxième sarco-binage 30 -35 jours après semis -troisième sarco-binage 45 jours après semis ou à la demande surtout si enherbement, Désherbage chimique -Herbicide adéquat contre les graminées, les cyperacées et les adventices à feuilles larges; -Herbicide adéquat contre les adventices à feuilles larges et les graminées; -Herbicide

- How do you relate your AIP with agroecological zones?
  - » AIP have locations where they are more suitable and they can be linked to country-specific or regional AEZs.
  - » Any location in West Africa and Chad covered by three of the four main regional agroecological zones: Arid, Semi-arid, Sub-humid and Humid. We are not interested in the Arid zone.
  - » For any country or any production zone in a particular country, and for a particular AIP anywhere in the country – all of these can be related to the AEZs.

## **Definition of an AIP**

- An AIP is a combination of agricultural technical information including improved seed and adapted fertilizer recommendations alongside with good agricultural practices for a particular agroecological zones. An AIP provides the main critical information on seed characteristics such as the description, quantity of seed per hectare (ha), time to maturity, potential yield, nutritional quality, pest and disease resistance, etc.
- The AIP gives fertilizer recommendations for the best crop growth, the best type of fertilizer to meet the nutrient recommendation, the application rate and timing, and also suggestions for organic and mineral amendments.
- GAPs: the adapted cropping system (soil and water management, dealing with weeds and pests, cropping system, etc.) for a particular agroecological zone.
- Relationship between proposed AIP and agroecological zones:
  - » The AIP were developed to cover the maximum crops and varieties possible with regard to ECOWAS crop priorities.
  - » The AIP were also developed based on national priorities in term of increasing producers yield and agricultural productivity.
  - » Finally, AIP were developed to cover the range of country-specific agroecological zones, to provide options to farmers from smallholders to agribusiness entrepreneurs, and to be responsive to the needs of women and youth.
- Why the need for AIP?
  - » The combination of improved seed varieties, appropriate fertilizer recommendations, and good agricultural practices (GAPs) used at the same time allows producers to make more profit than when using an improved seed variety but not using the right adapted fertilizer and not practicing the appropriate GAP.
  - » It is well known that while seed is responsible of 30 to 40% of the yield formation, fertilizer use allows better plant growth, development, and production, and using GAPs, including sowing at the right period and maintaining a good cropping system, are also necessary to ensure maximum crop yield.



### **Importance of AIP/relevance of AIP in crop production**

- Consequences of not adopting the recommended AIP:
  - » Not using AIP is not benefiting from proven knowledge to increase yields.
  - » Increased yield gap: the farmers' average yields are low compared to the potential yield.
  - » Lost crop productivity: in optimum conditions a hybrid corn can potentially produce 10 tons instead of 8 tons (i.e. 80% of the potential), but producers tend to obtain 4 tons or less per hectare. This represents a gap in productivity that the producer could still recover if they followed an AIP.
  - » Lost revenue is a consequence of the loss of productivity and the yield gap.
  - » Environmental degradation: the low compensation of nutrients by plants leads to the impoverishment of the chemical fertility of the soil and its degradation. Similarly, ignoring GAPs leads to degradation of the land and the environment.
  - » Food insecurity is a consequence of low agricultural productivity, when crop production is not sufficient to satisfy the food needs of the population in quantity and quality.

### Definition of AIP terms

- **Agricultural:** related to agriculture, agricultural production, to grow crops.
- **Input:** Seeds, fertilizer, pesticides, herbicides, workforce, equipment, and other elements related to agricultural production.
- **Package:** put together, combined as a unit.

### Target groups

- NARS researchers.
- Agricultural advisors of technical support services.
- Agricultural input dealers/vendors.

- Grassroots agents and facilitators of NGOs in the agricultural sector.
- Actors in technical agricultural education.
- Entrepreneurs or operators in agribusiness.

### Sustainability of AIP

- Expectation after training.
- Share your plan when returning back.

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## KEY COMPONENTS FOR A GOOD TRAINING SESSION

- **Breaking the ice:**
  - » Create a favorable learning environment for the training.
  - » Energize the group with a warm-up activity.
  - » Lead participants in a warm-up or relaxation game.
  - » Allow participants to relax.
  - » Let participants have fun and share with each other.
  - » Use games frequently practised in workshops, meetings, and in the community.
- **Resources necessary** to implement AIP, and who provides these resources:
  - » AIP components (seeds, fertilizers).
  - » Required equipment.
  - » Proximity to agricultural input dealers/retailers.

- **Required training materials:**
  - » Audiovisuals, photos of AIP examples, paper copies of AIP, brochures, samples of fertilizers and seeds, and other equipment.

### Cross-cutting issues

- Environment (erosion, use of pesticides/herbicides, use of acidic fertilizers, water pollution, etc.).
- Health (HIV/AIDS, Covid-19).
- Emerging pests and diseases.
- Climate change.
- Ecological zones (national, regional).
- Cultural practices in the operational area.
- Age, land tenure system, etc.
- Gender (men, women, youth, disadvantaged group, handicapped).

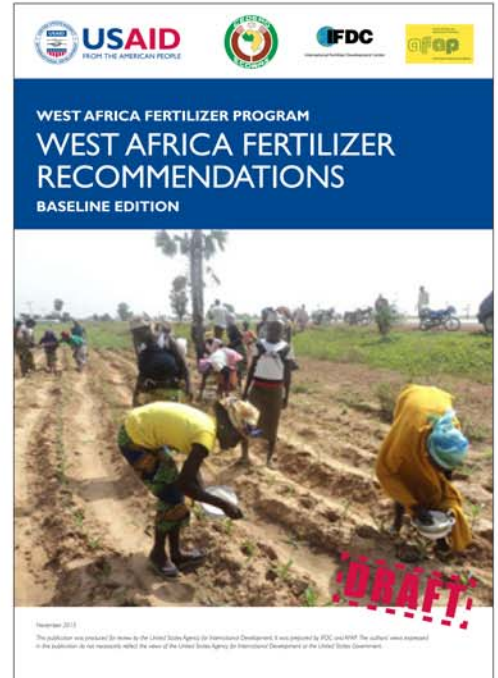
# SESSION 2. KNOWLEDGE OF THE FeSeRWAM PLATFORM

## HISTORY OF THE PROJECT

The FeSeRWAM platform whose predecessor FeRWAM (Fertilizer recommendation Map for West Africa) was developed in a participatory and inclusive approach during a process that started in October 2018 to reach its launch in August 2020. FeSeRWAM is the result of a collaboration between IFDC and CORAF respectively through EnGRAIS and PAIRED, two projects implemented by the organizations in partnership with regional and national partners.

The development process has gone through several stages:

- Definition of a strategy to develop and validate AIP.
- Elaboration of a concept note and a roadmap for the development of “regional agro-input recommendation maps for West Africa”.
- Data validation of improved seed varieties and fertilizer recommendations to update the “West Africa regional seed and fertilizer map.”
- Validation of the AIP model and the prototype of the “West Africa regional seed and fertilizer map.”
- Development of the AIP.
- Development and deployment of the platform.
- Dissemination of the information in West Africa and Chad.



## WHAT IS THE FeSeRWAM PLATFORM?

FeSeRWAM is an interactive, geo-referenced, online platform that provides key technical and operational recommendations on agricultural inputs and site-specific recommendations for smallholder farmers in West Africa and Chad.

### Information content

The platform functions as a digital repository, including AIP of more than 25 crops and over 500 varieties covering more than 11 countries. In the long term, it aims to cover all the countries of the ECOWAS zone and Chad.

## Main function of the platform

The main function of the platform is to make AIP available to different users according to their needs. It pools all the knowledge on improved seeds, appropriate fertilizer recommendations, and good agricultural practices specific to the different agro-ecological zones, at a level that allows access across West Africa and Chad.

## Utilisateurs

The platform targets public or private agricultural extension agents and agro dealers/retailers of agricultural inputs who are in direct contact with producers. FeSeRWAM is also designed to be useful to high-level users, including policy makers, grant program administrators, extension services, researchers/teachers, the private seed and fertilizer sector, projects, NGOs, and civil society.

The user can:

- **Search:** The user can search for which AIP are available for their country or interest, to make an appropriate choice.
- **Visualize:** The AIP can be visualized on the platform to make the selection according to the user's needs.
- **Print:** AIP can be printed to be used as training material for agents and producers.

## STRUCTURE AND FUNCTIONALITY OF THE PLATFORM

The platform presents a user-friendly interface with which the user can interact, search, select, visualize, save, print, or export to file. It presents a main page with 5 organizational areas:

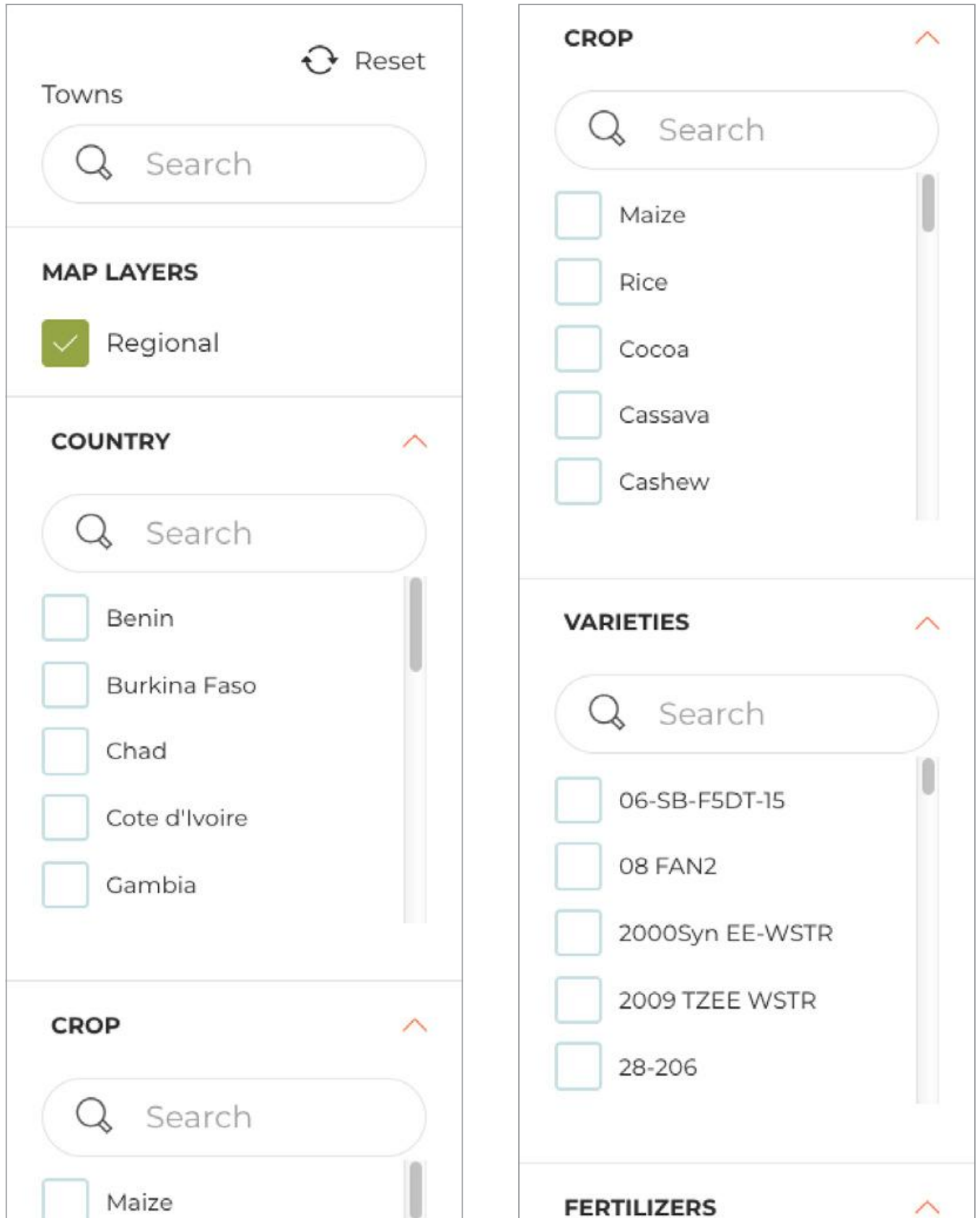
### Home page

- A home page (see *Figure 1*) which on an initial visit to the site, offers preliminary information and orients the user. The user can select their country of interest on an interactive map (*for example, see Figure 2*).

### Search

- The free search on the platform can be done through the search panel, which presents search criteria for crops, varieties, countries/cities, fertilizers, and more.
- Search criteria can be selected on the left panel for national or regional agro-ecological zones, and allows users to select a specific AEZ.
- Search can be done by crops/varieties.
- Search can also be done by clicking on the map, which allows a user to select one or more countries, a whole area, or the whole map.
- The search results will display the icons of matching AIP below the map.
- Clicking on any AIP icon displays it in its entirety.

**Figure 4.** Search controls available in the sidebar of FeSeRWAM.org



### FERTILIZERS

Search

- 15-15-15
- DAP
- Dolomie
- Dolomie
- Gypse (plâtre agricole)

Pest Resistance

Disease Resistance

Potential yield (kg/ha) **APPLY**

0 — 500

0 — 500

Quantity of seed **APPLY**

0 — 50

Days to Maturity **APPLY**

30 — 1200

Rainfall Volume range **APPLY**

0 — 10000

↑ Less

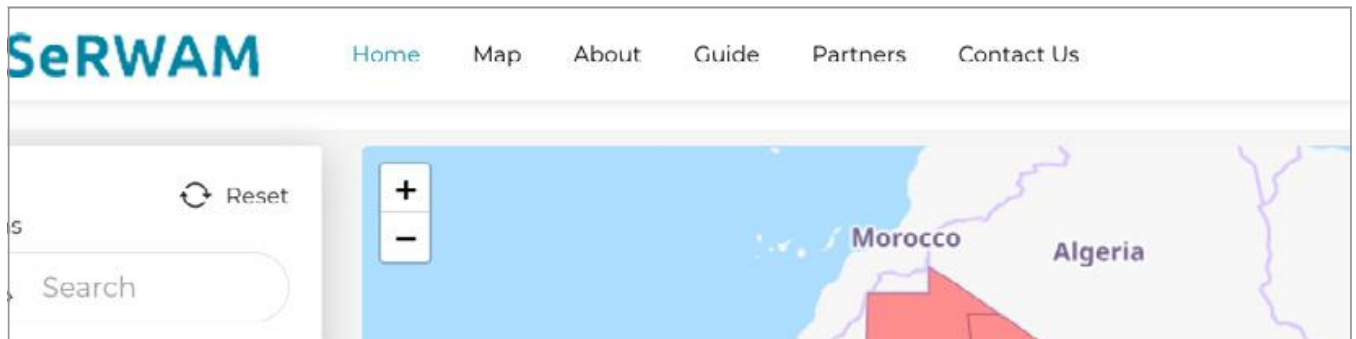
## Map

- When you visit the platform’s home page, it shows a map of West Africa with ECOWAS countries and Chad.
- Double-clicking a country on the map will display the data for that country with sidebar controls that allow the user choose search criteria, and select and view one or more AIP.

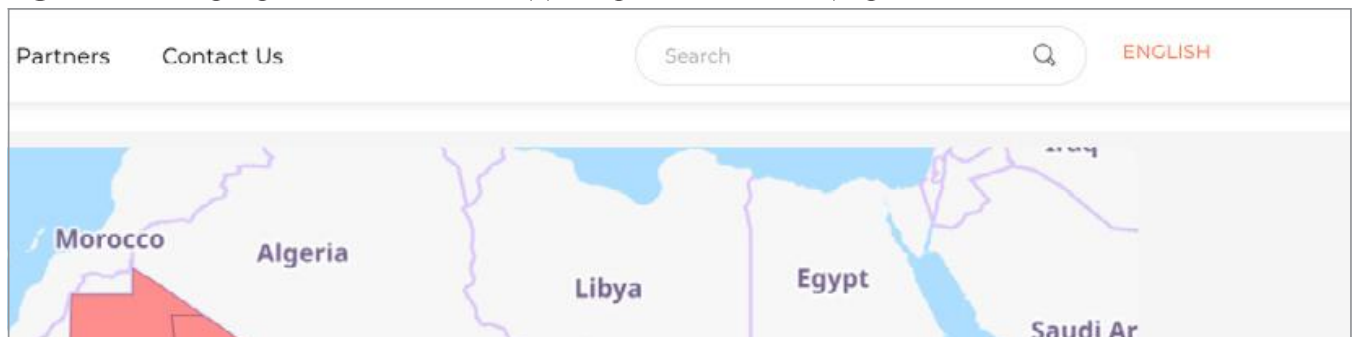
## About, Partners, Contact Us, Language

- At the top of the page there are several links to help you know more about the platform.
- The **“About”** page talks about the platform itself, the context that led to its development and the process of its development.
- The **“Partners”** page highlights the collaboration between IFDC and CORAF led by ECOWAS and its sister organizations UEMOA and CILSS as well as the many regional WAFA, ASIWA, ROPPA, PR-PICA and national public, private and civil society partners who participated in this exercise. USAID, donor of both projects and the Regional West Africa Mission, was permanently part of the platform development.
- The **“Contact Us”** page gives the user the possibility to communicate with the platform managers, to ask questions, request clarifications, or make suggestions.
- The **Language** link lets the user one of the three languages spoken in the ECOWAS zone (English, French and Portuguese). The development language is English, and as time goes by translations will be added in the other two languages.

**Figure 5.** Links at the top of the page offer more information about FeSeRWAM



**Figure 6.** “Language” is located in the upper right corner of the page



## Layers, Cities, Countries, Cultures, and Varieties

the Layers, Cities, Countries, Cultures and Varieties on the left panel offer the following controls:

- Layers lets the user select national or regional AEZ, which makes specific AEZ appear below.
- In a specific AEZ: if a regional AEZ layer is chosen, you can select between Arid, Semi-arid, Sub-humid, and Humid zones. Otherwise, a list of country-specific AEZ are shown for the selected country.
- Cities: enter the desired city or location and the site will display all related AIP for that place.
- Search can also be made for specific crops and/or varieties.
- AIP search results will appear below the main map, with icons and a brief description of each AIP.
- Once an AIP is identified, double-clicking on its icon will open the AIP in a new browser window for the user to view its contents.
- Users can also choose to view the AIP as a PDF.

## How to use the platform (practice session)

- Site: <https://feserwam.org/>
- Searching for information.
- How to download information (AIP).
- Update: role of the trainer.

**Figure 7.** The Download button is located in the upper right corner of the AIP display



## Feedback on the platform

- The “Contact Us” page lets users send feedback on the platform.

## How to send feedback

- Fill in the form fields and write a message in the space provided. Remember to add user contact details.

# SESSION 3. THE CASCADE TRAINING SYSTEM FOR AIP DISSEMINATION

## Objectives

- A cascade training strategy has the potential to reach 600,000 farmers in the West Africa region and Chad, within 2 years.
- It has been put in place with the platforms of national stakeholders (including public, private, and civil society,) in close to 10 countries, to engage them in the dissemination of AIP on FeSeRWAM.org. Individual country training targets depend on various parameters including agricultural population size.
- Support country stakeholder platforms to develop action plans for cascade training.
- Support country stakeholder’s platform by providing material, tools, expertise, and small sub-grants to organize, coordinate, implement, monitor, and report cascade training results.
- Partner with regional organizations and support them through small sub-grants to organize, coordinate, implement, monitor, and report cascade training outcomes.

## PRINCIPLES OF CASCADE TRAINING

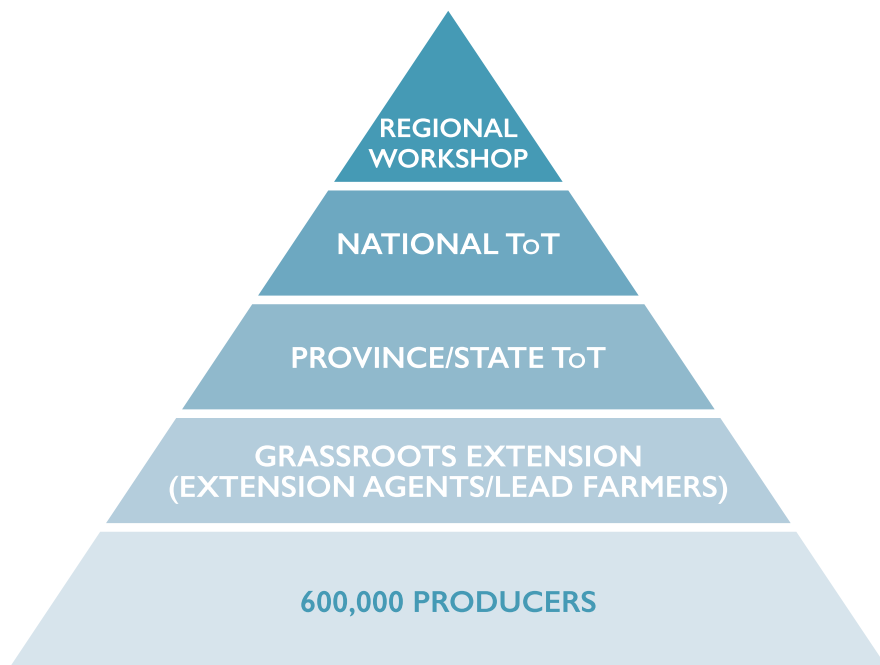
The cascade training basic principle is embedded into the implementation of a **Training of Trainers** program. ToT refers to program or course where individuals in specific fields receive training in given subjects and instruction on how to train, monitor, and supervise others in the approach.

– Corine Brion & Paula A. Coreiro, 2018

## Levels of Cascade

Depending on each country’s specific internal structure of stakeholders, the levels of cascade may vary.

Figure 8 is a generic case that can be adapted by country.



**Figure 8.** Strategy of “cascade” training

## Contents of cascade training

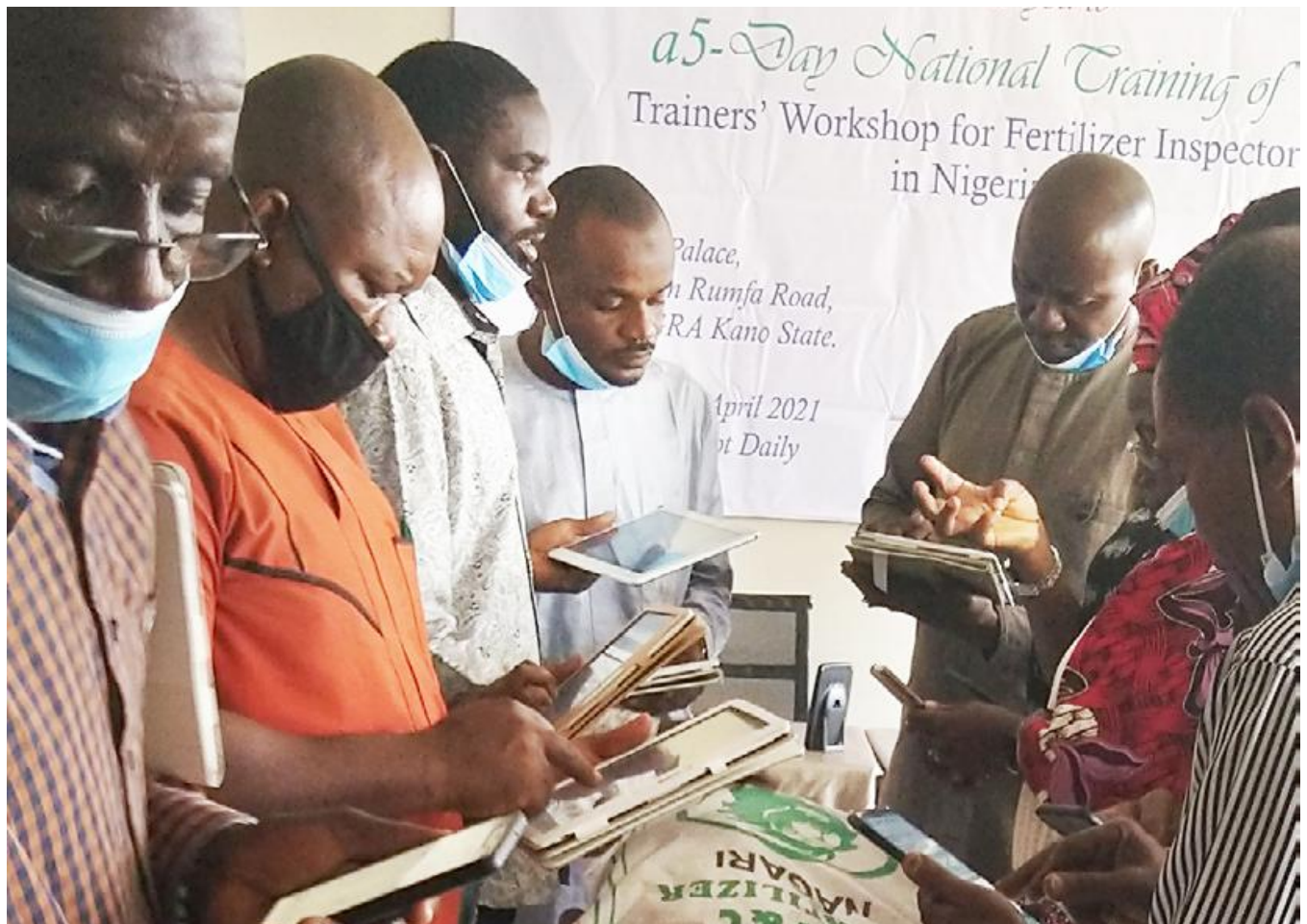
- Planning and managing a cascade training program:
  - » Set up the training team (coordinator, facilitator, trainers).
  - » Selection of the target group to be trained at each level of the cascade.
  - » Identify the various levels where training will be conducted (training site/location).
  - » Develop a training schedule (date/period, timing of each session).
  - » Collect the training material.
  - » Implement the training.
  - » Monitoring and evaluation of the training.
  - » Report the training outcomes.
- Characteristics of master trainers and intermediate-level trainers (regional/state):
  - » **Coordinator:** General coordination of the organization and operationalization of the cascade training.
  - » Role of the **Facilitator:** A facilitator orchestrates conversations and provokes critical thinking.
  - » Role of **Regional Trainers:**
    - Train National Master trainers. If there is no facilitator, the Regional Trainer will orchestrate conversations and provoke critical thinking.
    - Plan the training, collect all material, and review content..
  - » Role of **National Master Trainers:**
    - Train provincial and state-level trainers.
  - » Role of **Provincial and State Trainers:**
    - Train extension agents and lead farmers.
  - » Role of **Extension Agents and Lead Farmers:**
    - Train farmers.
- Importance of cascade Training of Trainers:
  - » Investment in local people, using local knowledge, and training local trainers.
  - » To sustain training material, investments.
  - » To create robust relationships among all stakeholders.
  - » Increase participation and inclusivity.
- Monitoring and Evaluation:
  - » Design and apply quick surveys after each session to collect participant feedback.
  - » Use different sources of information: formal and informal conversations, documents, and observations.
  - » Use reports produced.

### Advantages of cascade training for AIP dissemination

- Educate, impact, and rapidly build the capacity of large numbers of people.
- Has the potential to train many individuals over time.
- Learning is a social process.
- The creation of materials is based on trainees' needs.
- Helps to reach more farmers.
- Use of AIP by more farmers will increase their yields, and increased yields means increase in income.
- Cascade training is time saving and rapid dissemination of knowledge.
- Cascade training is cost effective.
- When one trainer is not available, another trainer/trainee can step in to disseminate knowledge within the group.

### Risks associated with cascade training

- Multiple players in cascade training may lead to poor information accuracy (disinformation).
- The quality of the trainers determines the quality of the training.



## SESSION 4. TRAINING ADULTS

### DEFINITION

This is adult education. It involves the transfer of knowledge and capacity building. **Pedagogy** is different from **andragogy** because these two terms cover similar realities: pedagogy concerns teaching methods and practices applied to children while andragogy concerns learning and transmission of knowledge for adult learners.

### PRINCIPLES

An adult does not learn in the same way as a child. The classic scholarly pedagogical methods, for the most part coming from the current tradition, does not translate well to adult education. Experience, age, and the constraints and responsibilities that characterise an adult means he or she does not maintain the same mental flexibility, idealism, or adaptability as a child or adolescent. In addition, adults generally present strong resistance to conventional education systems.

The 7 basic principles of adult learning include:

#### ***An adult learns if they understand.***

- The subject presentation must be structured in a memorable way. The vocabulary used should be part of the trainee's daily language, and the examples, illustrations, and anecdotes should be taken from his or her daily life.

#### ***An adult learns if the training matter is directly related to their daily life.***

- The cases and problems covered during the training must be real cases and problems. The techniques or knowledge that are presented during the training must be easily related to what the participants already know or do. If the material taught is disconnected from the trainees' reality, then the learning objectives will not be achieved, nor are the lessons retained.

#### ***An adult learns if they perceive, understand, and accept the training objectives.***

- The objectives must be clearly announced at the beginning of the training and should be consistent with participant expectations. Learning is broken down into small progressive steps, like a puzzle, and each step must have an objective.

#### ***An adult learns if they act and do.***

- The more a adult acts, the more is learned. This means that after the training, an adult must have at their disposal the means and instructions to continue the learning alone. The adult is both teacher and learner.

**An adult learns if the trainer knows how to use the effects of success and failure**

- An adult is more easily convinced by his or her peers than by an outside trainer or hierarchy. An adult learns best when he or she feels useful and not used, considered and not judged, capable and not labeled.

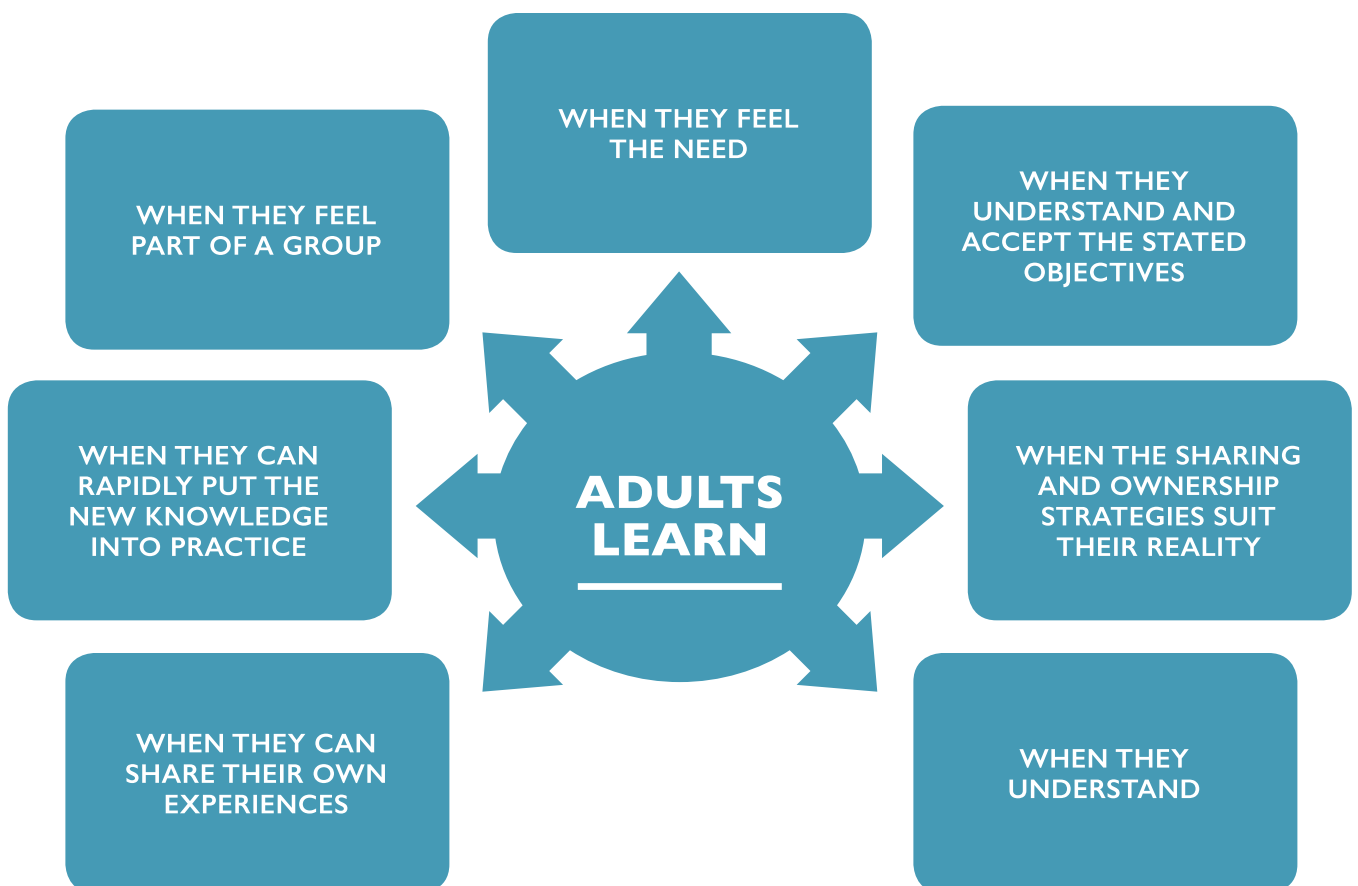
**An adult learns if they feel they are part of a group**

- The more the training uses the synergy of the group (exercises in pairs or sub-groups), the more effective the learning will be. Progress will be all the easier if the working groups are homogeneous in terms of knowledge and experience.

**An adult learns when they are in an atmosphere of participation**

- An adult learns best when he or she feels useful and not used, considered and not judged, capable and not labeled. During the training they can have a personal relationship with the facilitator and the other participants, and are able to work independently but also with the facilitator and with each of the other participants.

**Figure 9.** Key principles in adult education



## METHODOLOGY

### **Analyze the needs**

It is critical to know the reasons why adults decide to pursue training of a particular duration.

### **Plan the progression**

Adults are reassured when they see from the start that the progression to be followed and what will be covered in the training. All the content to be presented is clear from the start, and any scope or variety that might be worrying, will take place in a known timetable.

### **Provide adequate support**

Some adult audiences, who have not had a long education or are not used to writing, have difficulty taking notes. Provide them with documents that include the main points of what has been worked on, including what is produced during the session and which parts are the result of the group's activity. This reassures the participants and makes them more available for learning. The idea of keeping a reliable record for the post-training period is also reassuring, as trainees know that they will forget much of what they have learned. They will like to refresh their knowledge when they get home.

Some examples of communication materials that can be used include video, audio, illustrative cards, brochures, and other materials.

### **Use active methods**

Multiple approaches are available that involve the activity of the learners to varying degrees and in various forms. We can draw from this pool those techniques that seem to be the most appropriate for understanding and mastering the subject of the training and those most adapted to the group.

### **Evaluate without judging**

Assessment should be seen for what it is: a collection of useful information for decision making. Decisions are the actions that need to be taken to understand why a skill is not mastered and to implement strategies to remedy the identified deficiencies. Adults in training are generally afraid of being judged. Evaluation should be formative, i.e., it should assess a learner's progress in relation to a given objective.

### **Time management**

It is proven that when individuals are in a listening situation, their activity time is less than when they are in a personal or collective action situation, i.e. less than 45 minutes. Moreover, they can only maintain their listening capacity at a good level for 20 minutes. This means that a fully effective educational presentation should not last longer than 20 minutes.

### **Course duration**

- Based on the estimated time management.

## Follow-up evaluation of the knowledge acquired from training

- Analysis of existing knowledge.
- Acquisition of theoretical bases in pedagogical matters.
- Ability to design a seminar program, an activity.
- Mastery of educational sequencing.
- Mastery of the “direction-animation” of an activity and a group.
- Knowledge of teaching methods.
- Knowledge of evaluation processes.

## Guidelines for good adult educators

- Respect the learner and adapt the training to the individual.
- Have a detailed knowledge of the social and professional environment.
- Know how to bring together training and consulting through personalization and fine-tuning.
- Adapt to the learning situation and the personality of the individual.
- Maintain well identified and recognized adult education skills, and regularly update practices and knowledge.
- Make systematic and regular evaluations of the methods and techniques used.



## Aptitude of good adult educators

### Who?

- Someone who facilitates learning and change for the learner:
- ...who acts as a resource person.
- ...who is always willing to innovate, adapt their practices and their own learning.
- ...who demonstrates enthusiasm for teaching and interest in the success of learners.
- ...who knows how to clear and divert any obstacles linked to a learner's lack of motivation.
- ...who helps to develop the learners' capacity to learn.
- ...who knows how to motivate the individual to learn.
- ...who had different names depending on the context, for example: teacher, trainer, tutor, coach, instructor or development agent, etc.

### **Why?**

- A job (work for a living).
- A vocation (deep inner call).
- Fortuitously – i.e., in our time, many bloggers, “youtubers”, and social network influencers may very well act as adult educators without being aware of it.

### **How?**

- Not always necessary to have teaching qualifications.
- Receive initial training.
- Engage in continuing education.



# SESSION 5. ORGANIZING AND FACILITATING ADULT TRAINING SESSIONS

## Preparation

- Definition of the educational objectives.
- Selection of participants (profile, gender quota).
- Preparation of training tools (training material, etc.).
- Elaboration of the Terms of Reference (ToR) of the training.
- Plan B in case of unforeseen events.

## Organization

- Logistics choices (location, date, training tools, participant care).

## Leading/Facilitating

- Defining a suitable time slot for the training.
- Collection of participant expectations and confirmation of profiles.
- Good room management (common rules: punctuality, mutual respect, etc.).
- Conduction of a dynamic and interactive training.
- Formation of work groups according to different profiles.
- Presentation and explanation of the FeSeRWAM platform tools and AIP.
- Trainer's attitude and behavior (open, smiling, positive, etc.).
- Diversification of training methods (questions, practical exercises, feedback from a learner, etc.).
- Presentation of certificates of participation.
- Group photo.
- Networking via WhatsApp or other social connectivity app.

## Assessment and learning

- Adaptation of tools.
- Understanding of the training content.
- Sample questionnaire for evaluations.
- Participant feedback.

## SESSION 6. COMMUNICATION TECHNIQUES

### Ask questions

- Address the public with courtesy.
- Choose a good tone.
- Prefer open-ended questions to closed questions.

### Listen

- Detect signs of inattention (facial expression, gestures, sleep, chatter, lack of understanding, etc.) in the audience and adapt the training accordingly.
- Practice active listening to participants' questions and answers..

### Speak up

- Encourage participants to speak up.
- Give the floor to participants (set rules: raise your hand to get permission to speak).
- Use good rhythm (normal flow) and articulation of words.
- Speak loudly enough for your audience to hear you.
- Mastering your presentation.

### Rephrase questions and answers

- Rephrase interventions as needed for better understanding.

### Trainer posture

- Dress well.
- Have a good facial expression.
- Do not remain in one place.
- Make eye contact with the training participants.



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