4. Foster learning

Importance
The impact of mastering these competencies is that you:

- Establish and retain credibility with participants.
- Support participants in meeting the learning objectives.
- Help participants interact and support one another.
- Support the transfer of learning to the workplace.

Supporting competencies and tasks
These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

### 4a Demonstrate appropriate expertise

- Establish credibility by providing your credentials, including related experience
- Demonstrate understanding of the organization and relevant job performance
- Present information and concepts clearly
- Use relevant facts, examples, or analogies to respond to questions or illustrate concepts, and make sure that they are appropriately sensitive to local gender norms and political and religious sensitivities
- Partner with subject matter experts
- Refer participants to resources for content beyond the scope of the learning experience
- Communicate using language that is appropriate to the participants’ educational levels and pre-existing knowledge of the subject

### 4b Facilitate individual and group activities

- Provide opportunities for participants to actively engage with the content
- Set clear expectations for outcomes of activities and link to learning objectives
- Give clear instructions for activities
- Monitor progress, providing clarification and coaching as needed
- Create a supportive environment for participants to provide feedback to each other
- Provide opportunities to present and share individual and group work
- Foster development of self-confidence and leadership skills into learning as needed
- Include peer-to-peer learning
- Debrief activities to reinforce learning
- Be patient and allow plenty of time for participants to practice during the program
**Key outputs and assessment criteria**

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

<table>
<thead>
<tr>
<th>KEY OUTPUTS</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator credibility</strong></td>
<td>Facilitator demonstrates understanding of content, organization, and participants’ roles</td>
</tr>
<tr>
<td></td>
<td>Participants acknowledge facilitator’s qualifications and credibility</td>
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<tr>
<td><strong>Activities and practice</strong></td>
<td>Instructions for activities and practice are clearly presented</td>
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<tr>
<td></td>
<td>Activities and practice are linked to learning objectives</td>
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<tr>
<td></td>
<td>Participants discuss the results of their activities to reinforce learning</td>
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<tr>
<td><strong>Positioning of transfer activities</strong></td>
<td>Learning content, examples, and activities linked to job and organization requirements</td>
</tr>
<tr>
<td></td>
<td>Importance of transfer activities is positioned while facilitating</td>
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<tr>
<td></td>
<td>Job aids and other relevant resources are incorporated into learning</td>
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</tbody>
</table>