FACILITATOR’S GUIDE
FOR MASTER TRAINERS

AFBWS FIRE SAFETY BASIC
TRAIN THE TRAINERS
Important Notes about this Draft Facilitator Guide

Objectives & Scope

This Master’s Facilitator Guide is to be used in combination with the Factory facilitator guide. It presents more detail for the Master trainer how to train factory employees to become fire safety facilitators. It does not cover actual FIRE SAFETY elements but covers all session on training methodology and training implementation. The goal of this document is to:

1. Let all participants understand what the role of a training facilitator is and what their role as a AFBWS fire safety facilitator is in particular.
2. Describe activities around training implementation
3. Provide all necessary tools and documents to execute the training.

This guide comes with 5 sets of small PPTs that can be used to animate the presentation.

All other material is attached in the Appendix.
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## Day 1—Facilitator Basics & Fire Safety Basics 1

<table>
<thead>
<tr>
<th>Day 1 Timeline</th>
<th>Time</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Opening / Introduction</strong></td>
<td>50 min</td>
<td></td>
</tr>
<tr>
<td>Opening speech / Introduction</td>
<td>20 min</td>
<td>9.00</td>
</tr>
<tr>
<td>Introductions Participants</td>
<td>20 min</td>
<td>9.20</td>
</tr>
<tr>
<td>Introduce agenda/ Material</td>
<td>10 min</td>
<td>9.40</td>
</tr>
<tr>
<td>Pre Test</td>
<td>15 min</td>
<td>9.50</td>
</tr>
<tr>
<td><strong>2. Training Methodology</strong></td>
<td>90 min</td>
<td></td>
</tr>
<tr>
<td>How adults learn</td>
<td>20 min</td>
<td>10.05</td>
</tr>
<tr>
<td>How can culture / behavior change</td>
<td>15 min</td>
<td>10.25</td>
</tr>
<tr>
<td>Role of Fire safety facilitator</td>
<td>15 min</td>
<td>10.40</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>15 min</td>
<td>10.55</td>
</tr>
<tr>
<td>Refreshments-Tea</td>
<td>15 min</td>
<td>11.10</td>
</tr>
<tr>
<td>Time Management</td>
<td>15 min</td>
<td>11.25</td>
</tr>
<tr>
<td>Wrap up &amp; take away key messages</td>
<td>10 min</td>
<td>11.40</td>
</tr>
<tr>
<td><strong>3. Safety Facilitator Guide</strong></td>
<td>65 min</td>
<td></td>
</tr>
<tr>
<td>Introduction to Facilitator Guide</td>
<td>10 min</td>
<td>11.50</td>
</tr>
<tr>
<td>The Consequences of Fire Incidents</td>
<td>20 min</td>
<td>12.00</td>
</tr>
<tr>
<td>Hazard recognition</td>
<td>20 min</td>
<td>12.20</td>
</tr>
<tr>
<td>You see it you own it</td>
<td>15 min</td>
<td>12.40</td>
</tr>
<tr>
<td>Lunch Break</td>
<td>45 min</td>
<td>12.55</td>
</tr>
<tr>
<td><strong>3. Fire Safety Facilitator Guide (Cont.)</strong></td>
<td>205 min</td>
<td></td>
</tr>
<tr>
<td>What can I do to prevent fire</td>
<td>20 min</td>
<td>13.40</td>
</tr>
<tr>
<td>Fire Safety Committee</td>
<td>20 min</td>
<td>14.00</td>
</tr>
<tr>
<td>Regular Risk Assessment</td>
<td>20 min</td>
<td>14.20</td>
</tr>
<tr>
<td>Type of fire protection equipment</td>
<td>15 min</td>
<td>14.40</td>
</tr>
<tr>
<td>What is my role - spot a mistake</td>
<td>20 min</td>
<td>14.55</td>
</tr>
<tr>
<td>Maintenance of fire protection equipments</td>
<td>15 min</td>
<td>15.15</td>
</tr>
<tr>
<td>Reporting fire incident</td>
<td>15 min</td>
<td>15.30</td>
</tr>
<tr>
<td>Refreshments - Tea</td>
<td>10 min</td>
<td>15.40</td>
</tr>
<tr>
<td>Emergency protocol</td>
<td>15 min</td>
<td>15.50</td>
</tr>
<tr>
<td>Story of Hameem</td>
<td>15 min</td>
<td>16.05</td>
</tr>
<tr>
<td>Understanding visuals</td>
<td>15 min</td>
<td>16.20</td>
</tr>
<tr>
<td>Un obstructed exits</td>
<td>15 min</td>
<td>16.35</td>
</tr>
<tr>
<td>Do’s &amp; Don’ts</td>
<td>20 min</td>
<td>16.50</td>
</tr>
<tr>
<td>Activity distribution for small groups</td>
<td>15 min</td>
<td>17.10</td>
</tr>
<tr>
<td>Wrap up Brief plan on tomorrow and thank for active participation of the day</td>
<td>5 min</td>
<td>17.25</td>
</tr>
</tbody>
</table>
### Day 2 — FIRE SAFETY BASICS 2 & Training Plan & Facilitator Assessment

<table>
<thead>
<tr>
<th>Day 2 Timeline</th>
<th>Time</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Preparation</strong></td>
<td>60 min</td>
<td></td>
</tr>
<tr>
<td>Individual Preparation Session</td>
<td>60 min</td>
<td>9.00</td>
</tr>
<tr>
<td><strong>Opening/Introduction</strong></td>
<td>10 min</td>
<td>Factory Groups</td>
</tr>
<tr>
<td>Opening Speech</td>
<td>10 min</td>
<td>10.00</td>
</tr>
<tr>
<td><strong>3. B - Facilitator Assessment</strong></td>
<td>215 min</td>
<td></td>
</tr>
<tr>
<td>Hazard recognition</td>
<td>25 min</td>
<td>10.10</td>
</tr>
<tr>
<td>You see it you own it</td>
<td>20 min</td>
<td>10.35</td>
</tr>
<tr>
<td>What can I do to prevent fire</td>
<td>25 min</td>
<td>10.55</td>
</tr>
<tr>
<td>Refreshments - Tea</td>
<td>15 min</td>
<td>11.20</td>
</tr>
<tr>
<td>Type of fire protection equipment</td>
<td>20 min</td>
<td>11.35</td>
</tr>
<tr>
<td>What is my role - spot a mistake</td>
<td>25 min</td>
<td>11.55</td>
</tr>
<tr>
<td>Reporting fire incident</td>
<td>20 min</td>
<td>12.20</td>
</tr>
<tr>
<td>Emergency protocol</td>
<td>20 min</td>
<td>12.40</td>
</tr>
<tr>
<td>Importance of Evacuation Drill and Swift Evacuation</td>
<td>15 min</td>
<td>13.00</td>
</tr>
<tr>
<td>Unobstructed exits</td>
<td>20 min</td>
<td>13.15</td>
</tr>
<tr>
<td>Do's &amp; Don'ts</td>
<td>25 min</td>
<td>13.35</td>
</tr>
<tr>
<td>Lunch</td>
<td>45 min</td>
<td>14.00</td>
</tr>
<tr>
<td><strong>4. Training Action Plan</strong></td>
<td>105 min</td>
<td></td>
</tr>
<tr>
<td>What Steps Does A Training Plan Include?</td>
<td>20 min</td>
<td>14.45</td>
</tr>
<tr>
<td>Planning Implementation</td>
<td>100 min</td>
<td>15.05</td>
</tr>
<tr>
<td>Refreshments - Tea</td>
<td>15 min</td>
<td>16.00</td>
</tr>
<tr>
<td><strong>5. Post Test</strong></td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Post test</td>
<td>15 min</td>
<td>16.15</td>
</tr>
<tr>
<td><strong>6. Wrap Up and Certificate Distribution</strong></td>
<td>50 min</td>
<td></td>
</tr>
<tr>
<td>Wrap up &amp; take away key message</td>
<td>30 min</td>
<td>16.30</td>
</tr>
<tr>
<td>Certificate distribution &amp; Group Photo</td>
<td>25 min</td>
<td>17.00</td>
</tr>
</tbody>
</table>
List of Materials

- Facilitator's Guide for each facilitator
- Training Guide (pre printed flip chart set / good & bad cards / spot a mistake cards) X N (N=number of participants)
- Multimedia data projector
- Computer (with slide set on hard drive or CD)
- Screen
- White board or White Flipcharts
- Post-it notes for each workgroup
- Marker pens for the facilitator and each workgroup
- At least two per each group and two for facilitators
- Training feedback form
- Red garbage bin
- Double side tape 1” – 01
- Ping pong balls - 30
- Red whistle - 02
- A4 papers – 30
- Red cards – 30 and Green cards – 30

Venue – minimum requirements

1. Conference room must be capable of seating the delegates comfortably.
2. Recommended training room layout is attached. Delegates should be seated around one group table with the facilitator working in the middle
3. Each table should fit 6-7 people and no seats should have their backs to the screen.
General Notes
This facilitator guide is based on the following assumptions:

1. The training is given to factory management and worker representatives. For this basic training session it is important to make sure that the training for workers is conducted separately from the training for managers, supervisors and guards, in order to make sure that workers can speak freely and are not intimidated by the presence of their supervisors.
2. The training is given by a 2-person team of Master trainers.
3. The number of participants per training is maximum 30 participants.
1. INTRODUCTION

1.1 OPENING SPEECH: AFBWS & GOALS OF THE BASIC FIRE SAFETY TRAINING.

**Objective:** Increase risk awareness of workers – Change mindset. Let participants understand that this is about their safety!

**Time:** 20 min

**Key Learning Points:**

AFBWS was established to improve worker safety. All AFBWS member suppliers and their full workforce need to be trained until July 10th, 2014.

**Slide/Material used:**

Slide Deck: Basic Fire Safety Introduction.

**Description:** "

**Presentation:**

1. Introduce Alliance
2. Introduce Training Plan & Goal
3. Introduce

**Good to Know for Facilitators:**

The Alliance for Bangladesh Worker Safety was founded by a group of North American apparel companies and retailers and brands who have joined together to develop and launch the Bangladesh Worker Safety Initiative, a binding, five-year undertaking that will be transparent, results-oriented, measurable and verifiable with the intent of improving safety in Bangladeshi
ready-made garment (RMG) factories. Collectively, these Alliance members represent the overwhelming majority of North American imports of RMG from Bangladesh, produced at more than 700 factories.

The Alliance provides apparel companies and retailers the unprecedented opportunity to come together and put forward concrete solutions to issues that impact the global apparel and retail industries. The current group of 26 includes the following companies: Ariela-Alpha International; Canadian Tire Corporation, Limited; Carter’s Inc.; The Children’s Place Retail Stores Inc.; Costco Wholesale Corporation; Fruit of the Loom, Inc.; Gap Inc.; Giant Tiger; Hudson’s Bay Company; IFG Corp.; Intradeco Apparel; J.C. Penney Company Inc.; The Jones Group Inc.; Jordache Enterprises, Inc.; The Just Group; Kohl’s Department Stores; L. L. Bean Inc.; M. Hidary & Company Inc.; Macy’s; Nordstrom Inc.; Public Clothing Company; Sears Holdings Corporation; Target Corporation; VF Corporation; and Wal-Mart Stores, Inc.; YM Inc.

Supporting associations include: American Apparel & Footwear Association, BRAC, Canadian Apparel Federation, National Retail Federation, Retail Council of Canada, Retail Industry Leaders Association, and United States Association of Importers of Textiles & Apparel. In addition, Li & Fung, a major Hong Kong-based sourcing company which does business with many members of the Alliance, will serve in an advisory capacity.

Elevate has been charged with managing the set–up and role out of the Alliance Program until AFBWS is fully functional and established, building on its presence of 7 year in Bangladesh.

Wrap has been running its own intensive fire safety program and contributed to the development of the Basic Fire Safety Facilitator Guide
1.2 INTRODUCTIONS PARTICIPANTS: ICE-BREAKER ACTIVITY

**Objective:**

- Get to know each other
- Make participants feel comfortable

**Time:** 20 min

**Key Learning Points:**

AFBWS was established to improve worker safety. All AFBWS member suppliers and their full workforce need to trained until July 10th 2014.

**Slide/Material used:**

- Post-its pad in different colors
- Flip Chart/ White board

**Description:**

**Ice breaker for Work place fire safety training facilitator**

Step 1: Facilitator should distribute post it to the all participants in different colors for each group.

Step 2. Facilitator will ask the participants to write their name, hobby and family details in the given post it and exchange with person seated next to him.

Step 3: Facilitator will draw the seating arrangement and the circles for heads in the flip chart.

Step 4: Facilitator will ask the participants to stand up one by one and introduce person seated next to you and paste the post it in the flip chart drawing accordingly

1.3 INTRODUCE AGENDA
1.4 PRE-TEST EVALUATION.

Objective:

- Receive Baseline Data

Time: 10 min

Slide/Material used:

- Pre-test Form: Alliance Basic Fire Safety – Pre test (see Appendix)

Description:

Facilitators fill in evaluation form individually.

Note: Explain that this test is not to test the participants but just to evaluate their current level and to later assess the knowledge increase through this training.
2. IMPROVING FACILITATOR SKILLS

2.1 HOW ADULTS LEARN.

**Objective:**

- Understand difference between training and education
- Understand 7 principles of effective learning

**Time:** 20 min

**Key Learning Points:**

- 7 Principles of effective learning:
- The goal of training is to CHANGE BEHAVIOR

**Slide/Material used:**

Slide Deck: How Adults learn  SLIDE 1- 15
Description: “

Part 1. Short Presentation using slides

- Utilize and stimulate the senses
- Recognize the learning curve
- Respect the span of attention
- Encourage effective memory use
- Motivation
- Respect and accommodate different learning styles
- Ensure the exchange of effective feedback

Part 2. Effective ways to learn—the Rundown

Rundown

Step 1: The facilitator will ask participants to pair up.

Step 2: The pairs will be asked to cover the following questions:

1. What do you think is the most effective way that workers learn?

   (Answers from participants can be: formal classroom training, informal training, on the job training, coaching, mentoring, practical experience, watching other employees, reading, demonstration, repetition, following what their supervisors do.)

Step 3: After three minutes, the facilitator will ask some participants to introduce their partners’ answers to the rest of the group.

Step 4: As participants are introducing each other, the facilitator will take note of the participants’ answers to “the most efficient way that workers learn” on a whiteboard/flip-chart.

Step 5: The facilitator will explain to participants that classroom trainings, as this one, are just one way those workers learn, and that there are many other activities or means through which workers may increase their knowledge and skills.

Part 3: Discussion - Difference between training and education

Topic: Difference between training and education

Format: An open discussion with the whole group

Time Limit: 5 minutes.

Result: A brief presentation on what we mean when we speak about “training”
The facilitator will take comments from different participants. Be aware that different terminology may be used amongst different companies.

**Good to Know for Facilitators:**

1. **7 Principle of effective learning:**

   To identify the key components of the effective learning we analyze factors that promote and inhibit effective learning. Evaluate the impact of the Principals of learning. We acquire information from our five senses. 75% through sight, 13% through hearing, 6% through touch from skin, 3% through smell and 3% through taste. After Two weeks, we remember, 10% of what we have read, 20% of what we have heard

   30% of photos what we have seen, 50% of films what we have watched, of demonstrations we have actively seen, 70% of when we are engaged in a discussion or when we make a presentation, 90% when we participate in a performance, a simulation or real action, The more we approach reality, the more we remember over the long term. We also know that we will forget over 60% of factual information within 48 hours if there is no review

   2. Although many companies use education, training, development, capacity building, and other terms interchangeably, training and education are different aspects of learning. The following table shows their major differences.

<table>
<thead>
<tr>
<th>TRAINING</th>
<th>EDUCATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>More oriented to the job</td>
<td>More oriented to personal growth</td>
</tr>
<tr>
<td>Planned and systematic process</td>
<td>Less mechanic</td>
</tr>
<tr>
<td>Focused and clear objectives</td>
<td>Broader objectives</td>
</tr>
<tr>
<td>Expected results</td>
<td>Less tangible results, measurable after longer periods of time</td>
</tr>
<tr>
<td>Specialized courses</td>
<td>Lifelong process</td>
</tr>
<tr>
<td>Develops a person’s knowledge or skills</td>
<td>Develops a person’s potential</td>
</tr>
</tbody>
</table>
From our point of view you can use different terminology as you wish as long as the main focus is on LEARNING rather than just training.

We are learning all the time, even if we are not really conscious of it or trying to do so intentionally. Learning is the process of acquiring knowledge or skills through formal classroom training, informal training, on the job training, coaching, mentoring, practical experiences, watching other employees, reading, personal study, etc.

So the process of learning is more than just shifting information from a trainer to a trainee. We will use different means to ensure that employees acquire certain knowledge and skills to apply in practice.

Training requires planning, choices of methodology and well-informed outcomes.

It requires more than just classroom training to ensure that workers are ready to perform at their best in their jobs, especially when we are talking about enhancing skills of communication, promoting engagement, ensuring dialogue, and implementing representation.

2.2 HOW CAN CULTURE/BEHAVIOR CHANGE.

Objective:

- Understand the obstacles to change.
- Describe what needs to be ensured to enable and promote change.
- Illustrate the attitude of “things have always been this way” with a short story.

Time: 15 min

Key Learning Points:

- Change will not come naturally, even with the knowledge and skills to perform differently.
- People have to make a deliberate effort to change.
- If the company does not create space for communication, consultation and representation, change will not take place.

Slide/Material used:

Slide Deck: How Adults learn ., SLIDE 16
Description: "

Rundown

Step 1: The facilitator will ask participants to sign their names three times on a piece of paper.

Step 2: Once finished (20 seconds), the facilitator will ask them how they feel, and if they feel comfortable. Presumably all participants will say that they feel comfortable.

Step 3: Immediately after, the facilitator will ask participants to sign three times using their non-dominant hand (right-handed people will now use their left hand, left-handed people their right).

Step 4: The facilitator will ask participants to show their signatures to the person to their left and have them see the differences between the first and the second.

Step 5: The facilitator will then ask them how they feel signing with their non-dominant hand, and presumably they will not feel as comfortable as when they signed with their dominant one.

Step 6: The facilitator will explain that the point of the activity is for them to realize that despite having the knowledge and skills to do something, change does not come naturally or immediately.

Part 2: A short story

Straight afterwards the facilitator will tell participants the following story and relate it to the key learning objectives. It is easier for participants to follow the story if the facilitator draws a basic diagram on the board as he/she is telling the story.

The Story: Monkey business

“A group of scientists were studying the social behavior of monkeys. They put five monkeys in a room and conducted several tests. One day, the scientists placed a tree in the middle of the
room, and on the highest branch hung a large bunch of bananas. Immediately one of the monkeys started to climb the tree to reach the bananas, but a jet of ice water immediately soaked all the monkeys, who ran screaming from the tree. This was repeated two or three times, until one day, one of the monkeys tried to climb the tree and immediately the other four caught him and beat him to make him abandon the idea.

Two days later, the scientists introduced a new monkey, replacing one of the initial five monkeys. The new monkey ran to climb the tree as he saw the bananas. As he was beginning to climb, the other four ran towards him and beat him to avoid him climbing up the tree. After several attempts and many beatings the "new monkey" did not dare to try again.

Then a second monkey replaced another one of the initial monkeys out of the room. The scene was repeated as it had before, and this time even the recently introduced monkey ran towards the newest monkey to participate in the beatings.

Scientists eventually replaced all the monkeys from the initial group, so that none monkeys in the room had ever even received a jet of cold-water shower. Still, no monkey dared to climb the tree, and when a new monkey was introduced, he would receive a beating if he tried to go for the bananas.”

Part 3: Brief discussion

The facilitator will ask the group when have they have felt that change has been difficult in their company. The facilitator will take several comments from the floor.

Good to Know for Facilitators:

We need to define a “need” before we can address it, and training will be a waste of money and time without a clear direction. However, even if the change in need is clearly defined, change can only happen if the factory is ready to accept it. Therefore, factory management must commit to the desired change.

How to ensure that there is going to be a change in behavior

Change does not come naturally, especially in an organizational context. In an organization that has been established for several years, people inside are used to doing things a certain way and most likely using certain procedures. Therefore, in training, trainers often encounter pushback participants who object to doing things differently than they’re use to make change happen, people must first understand that the habitual method is not the only method, and, sometimes not even the most effective.
Communication training is only a starting point for actually changing communication styles, worker engagement, and commitments. In communication training, workers may acquire the skills and knowledge of how communication should be done, but if the company does not create the space for communication, consultation, or representation, change will not happen. Communication and engagement is at the very root of a company culture, and culture takes time to change.

The top management and the supervisors must lead by example because if the workers receiving training cannot imitate their role models, change will not happen. If workers perceive that management is not interested in listening to them, communicating with them, and understanding their opinion is, workers will be skeptical that change will take place simply due to training. Also, we all fear change, which tends to create a sense of uncertainty and anxiety.

2.3 ROLE OF FIRE SAFETY TRAINING FACILITATOR.

Objective:

- Understand the role of Fire Safety Facilitator
- What does Fire Safety entail?
- Discuss the differences between a teacher/trainer and a facilitator.
- Describe the role of facilitators.
- Understand the importance of the role of the facilitator to achieve the objective of “changing behaviors”.
- Review the role of facilitators in several training methodologies

Time: 15 min

Key Learning Points:

✔ 4 Elements of Fire Safety
✔ I will be a fires safety training facilitator!
✔ The role of a facilitator is not only to transmit knowledge to be memorized and automatically reproduced by the participants.
✔ The role of facilitators is to inform, train, motivate and moderate.
Slide/Material used:

Slide Deck: Role of Fire Safety Training Facilitator.

Description: “

Part 1. Group discussion

**Topic:** Is there a difference between a teacher/trainer and a facilitator? If yes, what are the differences?

**Format:** Group discussion with 5-6 persons per group

**Time limit:** 10 minutes

**Result:** A representative from each group reports their discussion result
Part 2: Presentation

Once the differences between these training conductors are described, the facilitator will start a brief presentation on the role of the facilitators for these trainings. Their role will not only be described within the broad scope of training but also in specific activities or methodologies that we have discussed previously in the training modules.

Good to Know for Facilitators:

Comparison between Teacher/Trainer and Facilitator

<table>
<thead>
<tr>
<th>TEACHER/TRAINER</th>
<th>FACILITATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person who imparts knowledge or skills through instruction or giving example</td>
<td>Person who creates an environment in which someone can learn something, acquire knowledge, or gain information</td>
</tr>
<tr>
<td>Person who, by definition, is focused on themselves and their ability to impart knowledge.</td>
<td>Person who is focused on the learner and on creating a desirable environment in which the learner can come to learn, acquire knowledge</td>
</tr>
<tr>
<td>Their training prepares them to deliver curriculum</td>
<td>Leaves room for inquiry-based learning</td>
</tr>
<tr>
<td>Trainees are “recipients”</td>
<td>Trainees are “participants”</td>
</tr>
<tr>
<td>Have expertise in the content and are authoritative in delivery</td>
<td>Facilitators must earn acceptance and trust in being able to elicit it from the participants.</td>
</tr>
<tr>
<td>More intent on transferring knowledge and skills</td>
<td>Facilitator ensures optimum discovery and agreement</td>
</tr>
<tr>
<td>Training requires content expertise of a high order</td>
<td>Facilitation requires process expertise of a high order.</td>
</tr>
<tr>
<td>Training seeks acceptance of unfamiliar knowledge being presented to recipients.</td>
<td>Facilitation requires higher levels of permission, trust, conflict management and inquiry management skills, since elicitation of the desired outcomes involves gaining agreement about knowledge already held or created by participants.</td>
</tr>
</tbody>
</table>
In training regarding communication, consultation, representation, or even different subject areas within CSR issues, the facilitator needs to be a balanced combination of BOTH trainer/teacher and facilitator. Both aspects are needed in the process of development and improvement of workers in these subject areas.

The role of a facilitator is not to transmit knowledge through memorization to be automatically reproduced by the participants, but instead share information in a way that is significant to the audience. We want the audience to think rather than just listen.

The facilitator will be carrying out four main tasks:

- **To inform**: to expand knowledge without providing so much information that is unbearable.
- **To train**: to ensure the message is understood through practical exercises.
- **To motivate**: to keep participants motivated to continue with the exercises while building their curiosity and openness to change. It is important for the facilitator to transmit dynamism to the group so that the session is as participative and interactive as possible.
- **To moderate**: to ensure the exchange of ideas and experiences in a safe and friendly environment.

Facilitators must remember that it is very difficult to change the audience’s pre-existing “know-how” and “experience” that has been built up for many years through previous training sessions. That is also why follow-up, and even organizing other activities after the formal training, is important. But, remember that even if facilitators cannot influence the information that the audience takes away from the training, they can work hard to sound convincing. The objective is to have the audience challenge their own natural or traditional way of doing things with the new ideas that are taught through the trainings.

At the same time, it is very important that facilitators do not create false expectations. Participants should be aware that the measures suggested in the materials take time and efforts to implement. If we promise an easy road and that is not what they find, they will feel disappointed and most likely give up when they encounter problems.
Facilitator’s Role in various training activities

The role of the facilitator in group discussions is to:

- Introduce the discussion.
- Motivate the audience.
- Describe what is to be discussed and why.
- Give clear instructions so everyone understands what is expected of them. These instructions should be positive (“do this” rather than “don’t do this”).
- Provide examples or a demonstration.
- Make sure the group identifies a representative to present the group’s work before starting.
- Create a favorable climate and relationship amongst the individuals and the groups.
- Prepare everyone as many people find participating stressful.
- Ensure a “smooth progression” in the discussion.
- Reformulate and summarize useful information and the outcomes of the groups’ discussion.
- Clarify concepts or answers that have not been clearly understood.
- Ensure acceptance of new ideas to eventually obtain commitment to implement a new idea.

The role of the facilitator in role-playing:

- Introduce the case and the objectives of the activity.
- Motivate the audience.
- Prepare everyone as many people find participating stressful.
- Clearly define the rules and define roles so everyone knows what is expected of them.
- Ensure a “smooth progression” of the activity.
  - Pay attention to the following:
  - Whether certain behavior occurs.
  - Whether the behavior appropriate or inappropriate.
  - Intensity of the behavior.
  - Frequency of the behavior.
  - Amount of time of the behavior lasts
- Reinforce positive behavior exercised and point out behavior that should be improved.
- Clarify concepts or answers that have not been clearly understood.
- Elaborate and reinforce the key messages that role playing intends to convey; otherwise participants only get the fun part and do not internalize the messages. This can be achieved by giving a clear, concise, and reinforcing summary after each role play exercise.
The role of the facilitator in case studies is to:

- Introduce the case and the objectives of the activity.
- Give clear instructions so everyone understands what is expected of them.
- Motivate the audience.
- Create a favorable climate and relationships amongst the groups.
- Encourage discussion from the groups so different ideas or proposals arise.
- Clarify concepts that have not been clearly understood.
- Propose alternatives for solutions for each case.
- Reinforce key messages or important learning points that the case study intends to convey to the participants. This can be achieved by giving a clear, concise, and reinforcing summary after each case study.

Here are some tips that might be useful for facilitators:

- Encourage your audience.
- Treat their mistakes as opportunities to learn.
- Offer praise to accomplishments and progress.
- Be enthusiastic.
- Be patient.
- Keep your sense of humor.
- Focus on their learning and understanding, not on your training.

It is appropriate for the facilitator to have prior knowledge, however minimal, of the participants, so that s/he may adapt the sessions according to the needs and level of expertise of the participants. It is very important to know what type of responsibilities the audience has and the facilitator must be ready to modify his/her style and presentation depending to the instant responses given by the participants.
2.4 COMMUNICATION SKILLS.

**Objective:**

1. Illustrate verbal communication skills with practical examples.
2. Experiment with the importance of verbal and non-verbal communication.

**Time:** 15 min

**Key Learning Points:**

- Facilitators must have strong communication skills, both by verbal communication and body language, and should send convincing and clear messages but also listening openly.
- Facilitators must be very empathetic and take an active interest in participants’ concerns.
- They should show good leadership skills that inspires and guides individuals.
- Facilitators must be able to manage impulses well, stay composed, positive, think clearly and be very focused under pressure.
- Facilitators must be flexible and able to handle tense or conflicting situations as well as difficult people.

**Slide/Material used:**

**Description:** “

**Activity 1: Verbal Communication skills:**
Rundown

Activity 2: Passing massage (fire topic) through the participants

**Step 1:** The facilitator will explain to the volunteer and to the participants the rules of the game.

**Step 2:** The volunteer will be given a picture to describe to the audience.

The audience, without having seen the picture, will have to draw on a piece of paper what the volunteer is describing to them.

**Step 3:** The facilitator will give the following drawing to the volunteer and give him/her 2-3 minutes to describe it as below steps. The audience is not allowed to ask any questions

- Triangle
- Square
- Square
- Under it rectangle (fill colour)
- Circle big (fill colour)
- Circle big (Fill colour)
- Circle small
- Circle small

**Step 4:** Once the 2-3 minutes are up, the rest of the audience will show the pictures they have drawn, and a comparison will be made of what the volunteer was describing (communicating) and what the audience has understood. It is likely that no one will have identical pictures.
Good to Know for Facilitators:

Most trainers, especially the experienced ones, have their own styles. A different style may be more or less appropriate for a specific training audience. Yet, what is important is that they master certain skills.

COMMUNICATION SKILLS

Facilitators must have strong communication skills. This involves verbal communication, body language, the ability to send convincing and clear messages, and also the ability to listen openly. Research has shown that more than half of our communication is visual - how the person speaking, body language that is being used, etc. Another 40% is the tone - how the person who is speaking in expressing themselves. Finally only 10% of communication is the actual message - the content that is being transmitted. So remember, all elements of communication are important. Also remember that the audience is a “collective” entity, not singular; an audience is a group of individual listeners.

Verbal communication

We should never underestimate the need for good verbal communication skills. When we say something, we must remember to ask ourselves:

- What did we say?
- What did we mean?
- What does the audience think we said?
- What does the audience think we meant?

The meaning of a word is not inherent in the word itself. For example, to interpret a statement as simple as “Ice floats in water” requires massive background knowledge to understand. (A drawing of a piece of ice floating in water can nicely demonstrate this point. If the language is specialized, it is likely that the necessary background knowledge is limited to a small group of people. Therefore, trainers should always be mindful of how the message they transmit might be interpreted.

Using simple vocabulary and clarifying technical terms are good ways to ensure better comprehension. For example, your audience will not automatically understand every term you use. It cannot be taken for granted that an audience will all understand the difference between the meanings of fair, equitable, objective, neutral and impartial, unless you define each term for them. If the trainer is a specialist in a certain field, extra attention is needed to translate their
specialized language to the audience. Also, specialists often use abbreviations with which the participants are not familiar.

Verbal communication is more than the language being used. Facilitators have to pay attention to their tone of voice, including volume, and pace of speech, and use pauses adequately. Intonation and an appropriate speed are necessary to keep the audience’s attention; flat voices induce sleepiness. Also, pauses and “wait time” also provide participants with climax situations. If the facilitator is giving them “endless information” it is likely that the participants are not given enough time to reflect, cannot find their focus, and may get bored. What a trainer can do is use his/her voice to highlight important aspects and attract attention.

**Body Language**

It’s important that our body language is consistent with our message and that we use it to emphasize the message. The facilitator’s body language should demonstrate a welcoming and confident message to participants. Facilitators should pay attention to posture while standing, the use of hands, gestures, body movements, physical contact and our smile!

Try not to have too strong or serious gestures as it could lead lack of trust. Remember that the objective is to create a friendly environment. At the same time if we are too cheerful, the audience might not take the subject seriously or become distracted.

Eye contact with individuals and to the audience is also of great importance. Be careful not to look inquisitive, or make the audience uncomfortable.

**Active listening**

Listening is the most important of all communications skills but does not come naturally to most people. Some trainers regard themselves as more knowledgeable than their audience but we need to practice resisting the urge to interrupt and give “better opinions”. Listening also requires the willingness to understand others. A good tip is the old saying: ‘Seek first to understand, and then to be understood’.

Facilitators must:

- Listen to the content.
- Listen to the intention – read in between lines – understand why the speaker is saying something apart from what s/he is saying.
- Take note of the body language of the speaker.
- Show interest,
- Don’t judge.
Control your body language.

Don’t let questions or comments betray emotions.

Summarize the main ideas and feelings of the speaker.

**The message**

As we mentioned before, considering the amount of information that we are delivering, the complexity of many of the issues, and the fact that in many cases the audience is listening to these concepts for the very first time, it is hard for the audience to retain so much information. The facilitator has to work hard to make these messages “stick”. In order to do this there is a simple technique to help an audience absorb and later recall the information you are delivering: a three step repetitive approach.

1. Tell them what you are going to say and why.
2. State the actual concept or statement.
3. Repeat what you just told them.

With this guideline you are creating a bridge between the audience’s existing knowledge and new information. If you think about it, when someone tells us something once, unless it’s quite shocking or remarkable, it’s likely that we will forget in a couple of hours. If they say the same thing again, not immediately but after a couple of minutes, our brain still remembers having heard such information, and will relate to it. If they mention it a third time, we will identify it as something important and we will store that information. Saying the same thing with different words and examples three times encourages an individual to keep their attention and “flag” that information. This basic guideline of three steps follows the same sequence as an: introduction, content points and conclusion.

**EMPATHY**

Facilitators must be very empathic, or to "put themselves into participant's shoes", and take an active interest in participants’ concerns. Having strong empathy will help the facilitator listen with an open mind and refrain from judging the audience and it is one of the hardest skills to put into practice. If the facilitator is trying to change mindsets and the attitudes of the audience s/he must place his/her own beliefs aside and not be judgmental.

Participants may react against these concepts and ideas because they have their own internal conflicts and "their way of doing things". The facilitators must understand and accept these emotions and be able to show sensitivity and towards others perspectives, needs and concerns.

The facilitators must also be able to relate and understand people from different backgrounds.
PRESENCE

The facilitator must have “presence”. They must have the ability to assert his/her sense of control and leadership. At the same time, the facilitator must let the group know that they are expected to contribute their ideas and input to the discussions. They must be self confident, but not overly so. There has to be a good balance between being forceful and respected, and polite and respectful. They should show good leadership skills that inspire and guide individuals.

An effective way to regain control is identifying a signal mutually agreed by facilitators and the audience that notifies participants to pay attention. The facilitator can change the signal according to the circumstances. For example, in a factory, the facilitator can ask the participants to respond to a shout-out of the factory’s name with a series of clapping.

SELF CONTROL

Facilitators must be able to manage impulses well, stay composed, positive, think clearly and be very focused under pressure. They must not be judgmental or emotional with participants, no matter what the situation is. In some cases, participants challenge the ideas being presented but here is no need to lose control. Facilitators should stick to principles or standards even if they are not popular, but also value others’ statements. Never view participants as a threat nor think they are incompetent for thinking differently, and always be respectful. They might even propose fresh and constructive ideas.

CONFLICT MANAGEMENT

Facilitators must be flexible and able to handle tense situations as well as difficult people. On various occasions, difficult discussions will come up either among participants or with the facilitator and an individual or the group. The facilitator must be able to handle them without letting the situation deteriorate, and turn the situation into a friendly, supportive, cooperative and constructive environment.

In difficult situations it is important to:

- Listen, or even ask questions for details to understand the objections.
- Do not interrupt.
- Empathize and show the individual that we are sensible to their opinion.
- Show security and professionalism.
- Stay relaxed, with a calm voice.
- Summarize what the person is saying so they are aware that we are listening.
- Control our emotions.
- Do not feel guilty or make the other person feel guilty.
- Avoid taking into account any type of offensive comments.
2.5 TIME MANAGEMENT

Objective:

• Realize the importance of time management in training delivery
• Learn good time management methods
• Share learning and experiences amongst trainees.

Time: 15 min

Key Learning Points:

✓ Facilitator must use time keeper to monitor and guide time duration
✓ Facilitator must use gate & time keeper to guide participants to be in the track.

Slide/Material used:

Slide Deck: Basic Fire Safety Training Time Management.

Description: "

1. Activity: Word Guessing Game
Step 1: 1 volunteer is given word, which he has to act – audience has to guess. His got 1 minute, Audience is guessing what he is acting.
One persons is given task to check time and announce time every 10 seconds (50 sec, 40 sec, ...... 5, 4, 3, 1, STOP)

Ideas for Guessing Game Words:
• Damaged Hose Reel
• Evacuation because of Fire Safety
• Empty Fire extinguisher
2. Presentation:
Training is often a bit like in the guessing game – where you have very limited time to a message. Let's talk about what we can do to manage time:
✓ Key Principle: Stick to the plan (while being flexible)
✓ Introduce Gatekeeper
✓ Introduce Timekeeper.

Good to Know for Facilitators:

- Training plan has time defined – follow the guidelines on time carefully – time keeper has to make sure we are on track.
- Gate Keeper: Main facilitator and assistant facilitator both have the task to keep the discussion and activities focused on the training goal of each session. In order to not deviate too much you can use communication such as:
  o This is a good point, but let's go back to the main question…
  o Let's park this discussion for now –
  o Good point, but let's try to first look at our main topic…
  o Etc.
- 3. Time Keeper:
  o Prepare time indication posters – assistant can display to the presenter.
  o Follow facilitator guide to indicate when time is up (5 min, 3 min, 1 min – FINISH)
2.6 WRAP UP & TAKE AWAY KEY MESSAGES

Objective:

- Summarize key learning points
- Reinforce participants’ understanding of training content

Time: 10 min

Key Learning Points:

Magical Number 3: Most people can remember 3 things at once.

Slide/Material used:

<table>
<thead>
<tr>
<th>Take away information</th>
<th>Individual key message</th>
<th>Group key message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Protection</td>
<td></td>
<td></td>
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<tr>
<td>Execution</td>
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<tr>
<td>Fire safety facilita</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description: "

1. Activity:
2. Step 1: Have each participant individually fill key words and description for each topic.
3. Step 2: Create 4 to 5 groups (max 6 people) and discuss within the group what they think was the 3 key learnings – fill in the group columns.
4. Step 3: Facilitator appoint leader for each group – one group presents one topic – other group can voice disagreement or other ideas.
5. Introduce
3. BASIC FIRE SAFETY TRAINING

The material for this section can be found in the Basic Fire Safety Facilitator Guide for Factory Facilitators

3.1 WRAP UP DAY 1 & PREPARATION DAY 2

Objective:

- Make sure all participants are ready for day 2

Time: 15 min

Key Learning Points:

AFBWS was established to improve worker safety. All AFBWS member suppliers and their full workforce need to trained until July 10th 2014.

Slide/Material used:

Slide Deck: Basic Fire Safety Introduction.

Paper with Training Topics (see Agenda day 2)

Description: "

Activity: Attributing Training Topics to Factory Groups.

- Write all topics on a small paper – roll it up and organize blind selection
- Explain task for next day
- Explain time arrangement (9am to 10am individual preparation)
4. TRAINING PLAN & FACILITATOR ASSESSMENT

4.1 WHAT STEPS DOES A TRAINING PLAN INCLUDE?

Objective:

• Recognize the importance of a systematic and planned approach to training.
• Know AFBWS requirements.

Time: 20 min

Key Learning Points:

✓ It’s every ambassadors responsibility to train its workforce until end May 2014.
✓ Everyone needs a plan

Slide/Material used:

Slide Deck: Basic Fire Safety Training Implementation  SLIDE @

Description: ”

Present AFBWS requirements as on SLIDE 2

4.2 PLANNING IMPLEMENTATION

Objective:

• List the main actions involved in the implementation phase.
• Illustrate the importance of proper grouping to facilitate training.
• Understand the Action Plan form
• Leave the training with a clear plan on how to prepare the training

**Time:** 20 min

**Key Learning Points:**

• The implementation phase is mostly about scheduling, preparing material and conducting training.
• You need to consider Who, when, & where factory employees will be trained.

**Slide/Material used:**

Slide Deck: Basic Fire Safety Introduction & ACTION PLAN TEMPLATE

**Description:**

Presentation (20 min) The facilitator will explain to participants different actions this phase implies, in a brief presentation, and introduces the Action Plan Form

Activity 1: Create factory groups and have them fill in the form in detail. Master trainers go from group to group to make sure they are on track. (40 min.

Activity 2: (Total 30 min)

Step 1: Create 5 groups – hand out post –its. Every group think of 2 things that could go wrong, obstacles on Red / yellow post-its.

Step 2: After 5 min – hand out post -its (blue / green) where they write key ways/method to tackle the obstacle.

Facilitator collects post-it, reads and comments them, and groups similar topics when sticking post-its to the wall. Summarizes challenges and ways to tackle those.
5. APPENDIX

COMMUNICATION – CHALLENGE EXERCISE

DESCRIBE THE PICTURE BELOW AND ONLY USE THOSE TERMS:

- Triangle
- Square
- Square
- Under it rectangle (fill colour)
- Circle big (fill colour)
- Circle big (Fill colour)
- Circle small
- Circle small

Do not use terms like car, wheel, window......
### KEY -LEARNING TAKE AWAY TABLE

#### Key Take away learning points

<table>
<thead>
<tr>
<th>(Key words)</th>
<th>Individual key learning</th>
<th>Group key learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fire Prevention</strong></td>
<td>1</td>
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<td><strong>Fire Protection</strong></td>
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<tr>
<td><strong>Evacuation</strong></td>
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<td><strong>Fire safety facilitator</strong></td>
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