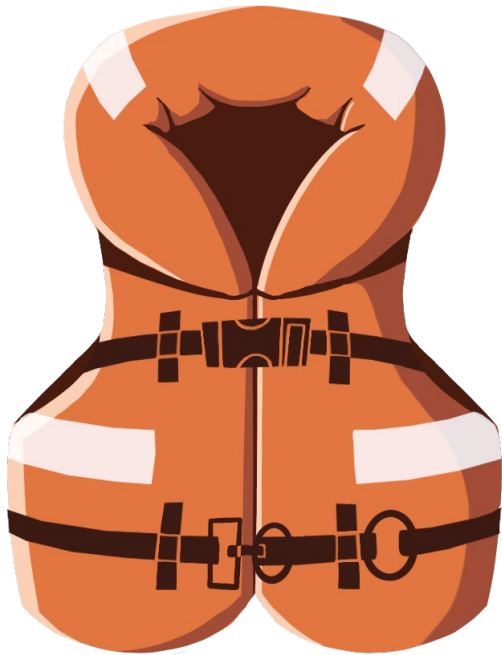




Food and Agriculture  
Organization of the  
United Nations



# Safety at Sea for small scale fishers

TRAIN THE TRAINER: EFFECTIVE TRAINING TECHNIQUES

# Introduction

## **Housekeeping:**

- Course Length & time keeping
- Breaks
- Safety & Emergency Information
- Phones on silent
- Classroom etiquette

## **Purpose:**

- Set expectations
- Provide support and answer questions
- Prepare trainees with a consistent process
- Provide tools and materials

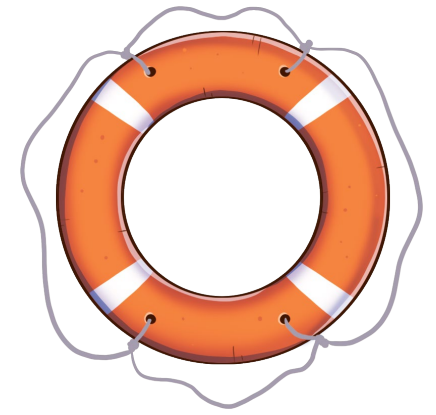


# Personal Introductions

- Introduce yourself
- Your current job, workplace
- Your work experience
- Discuss why you are doing this training
- What are your views on safety training for fishermen?



# Overview



- Training is a crucial part of the information and learning process
- Safety trainers have an important but challenging job and this is especially true when they're also tasked with training fishers in safety at sea
- This 'train-the-trainer' workshop is an important part of a trainer's education and skill development process
- This workshop will provide participants with information and guidelines to provide effective training

# Why safety training?

- An effective training program can reduce the number of injuries, illnesses and deaths, property damage, legal actions, and missed time from work
- Safety training classes help establish a safety culture in which workers themselves help promote proper safety procedures while on the job
- Safety training will show that the employer/workplace takes the issue seriously and is mindful of the wellbeing of workers
- It is important that new workers be properly trained and embrace the importance of workplace safety as it can be easy for more experienced workers to negatively influence new workers

# Why fishing?

- Fishing is recognized worldwide as a dangerous occupation with many injuries, lives lost, and fishing related illnesses with the majority of serious incidents occurring in the developing world
- Training will help both vessel owners and fishers be and feel responsible for the issue of safety and encourage a culture of safety on board the vessel
- A safe crew, is a happy crew and will contribute positively to performance and morale on board
- Helping fishers return home safely has a huge benefit to the wider local community

# Fishing – The Human Element

- It has been estimated that up to 90% of all workplace accidents involve human error as the cause
- Safety training acknowledges that humans can make mistakes, it is about reducing the potential for harm occurring as a result of a mistake
- Effective safety training will always consider the human element and cover recommendations to avoid the potential for harm



# Risks for fishers

- Risks are always present on a fishing vessel, including slippery surfaces, trip hazards from ropes and lines, and machinery with moving parts
- Risks increase when at the sea with a moving vessel and in changeable weather conditions
- Lifestyle risks to health are also relevant, i.e. poor diet and cramped working conditions at sea, along with issues relevant to stress and fatigue





# The Challenges

- The 'classroom experience' may be new
- Literacy issues
- Encouraging change to long held habits, methods and views
- Encouraging a safety culture
- Getting 'buy in' from fishers, families and their communities

Anything can happen at sea!



# Learning Theory



# Education

There is a difference between 'education' and 'training':

- Education may be thought of as the presentation of **information that may or may not be used** by the learner
- It affects our knowledge, skills and attitudes (KSA's)
- Primarily increases knowledge and attitudes
- A process through which learners gain new understanding, acquire new skills, or change their attitudes or behaviors

# Training

Training is the development and delivery of **information that people will use in their jobs** and that brings a benefit to the worker and the workplace:

- Increases knowledge and skills of workers
- Training aims to improve skills and focus on better performance
- Safety training creates an understanding of risks, dangers and hazards in the working environment

# Roles of a “Teacher”

- **Trainer:** Aims to make learners qualified or proficient in a skill or task
- **Instructor:** Gives knowledge or information to learners in a systematic manner
- **Coach:** Instructs, demonstrates, directs, guides, and prompts learners
- **Facilitator:** Makes it easier for learners to learn

# Learning: KSA's

There is more than one type of learning. Learning experts have identified three domains of educational activities involving **Knowledge, Skills and Attitude (KSA's)**

- Cognitive: mental skills (**Knowledge**)
- Psychomotor: manual or physical skills (**Skills**)
- Affective: growth in feelings or emotional areas (**Attitude**)

Each of these will shape how people will learn through their education or training experience

# Learning: Knowledge

The **knowledge** component is where the person is learning the rule or facts related to an activity, for example:

- Learning what risks are present with mechanical or moving parts on a fishing vessel
- Recognising what the warning signs are for vessel engine trouble
- How to recognise whether the fishing vessel is having stability issues at sea

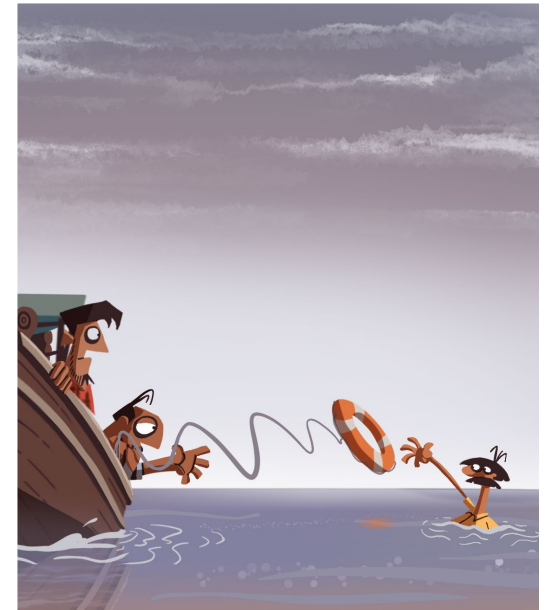




# Learning: Skills

The **skills** component is where the person is using the skills learned to complete a specific task or activity, for example:

- Learning how to put on a life jacket correctly
- Learning how to rescue a person fallen overboard with a life buoy or by using a throw line
- Learning how to perform CPR



# Learning: Attitude



The **attitude** component refers to a person's feelings and beliefs and how this will influence their behaviour, for example:

- A change in attitude so that the trainee becomes more confident in dealing with an emergency on board a vessel
- A change in attitude so that a trainee will become more confident in maintaining a vessel engine
- A change in attitude so that a trainee can feel capable of performing first aid

# KSA's: Relevance

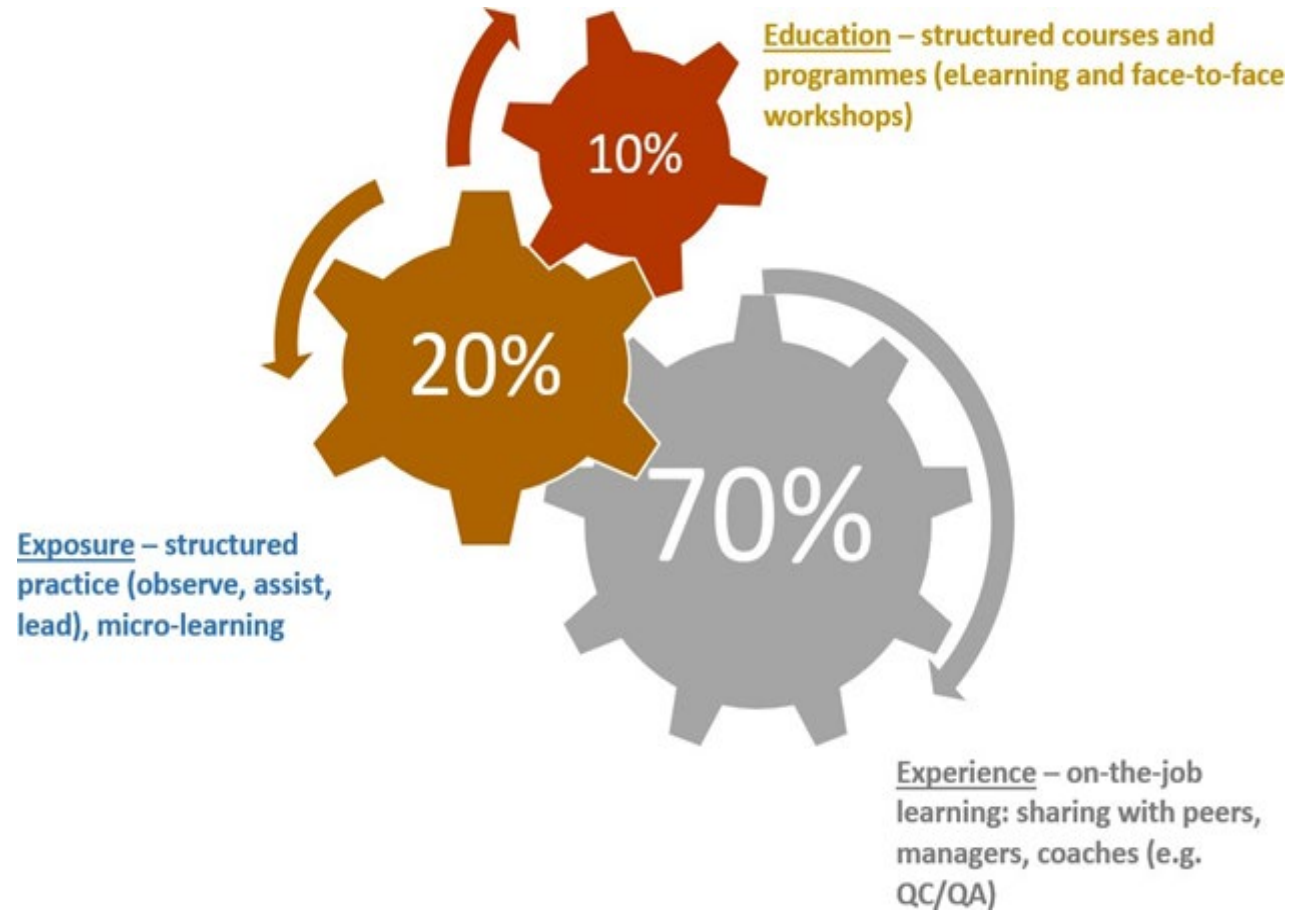
Learning new **knowledge** or a **skill** will assist the trainee to change their **attitude**

This can occur in an **informal** learning setting, i.e. on the job training where a new worker is shown how to complete an activity and task. Learning occurs by watching, listening and repetition of the activity or task

This also occurs in a **formal** learning setting, i.e. where a trainee attends a structured training session



# 10/20/70 Principle



# Learning Styles

- Visual (spatial): You prefer using pictures, images, and spatial understanding
- Aural (auditory-musical): You prefer using sound and music
- Verbal (linguistic): You prefer using words, both in speech and writing
- Physical (kinaesthetic): You prefer using your body, hands and sense of touch
- Logical (mathematical): You prefer using logic, reasoning and systems
- Social (interpersonal): You prefer to learn in groups or with other people
- Solitary (intrapersonal): You prefer to work alone and use self-study

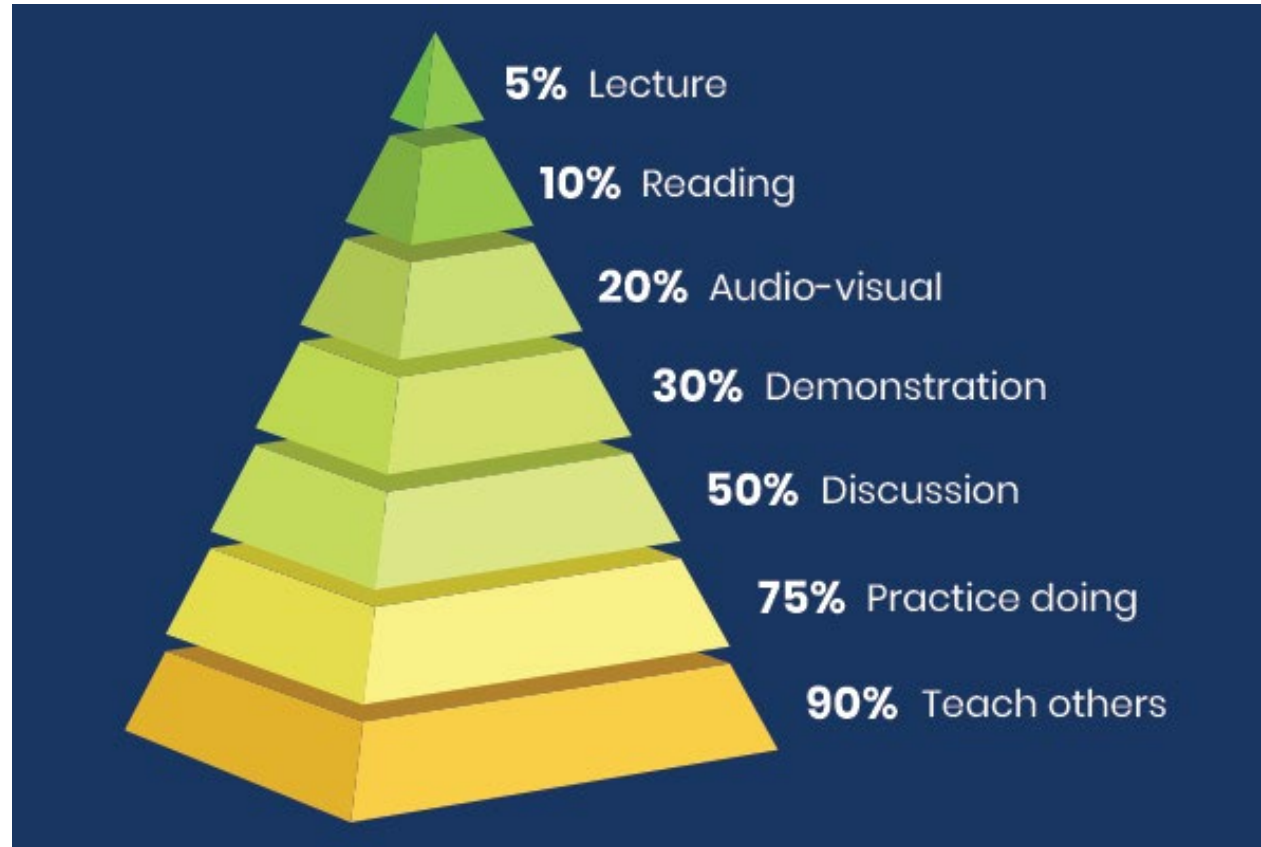
# Learning Retention

Research has shown that the amount of new information that learners retain depends on how the information is presented

Studies retention rates for seven common ways of teaching new information:

- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Discussion: 50%
- Practice by doing: 75%
- Teaching others: 90%

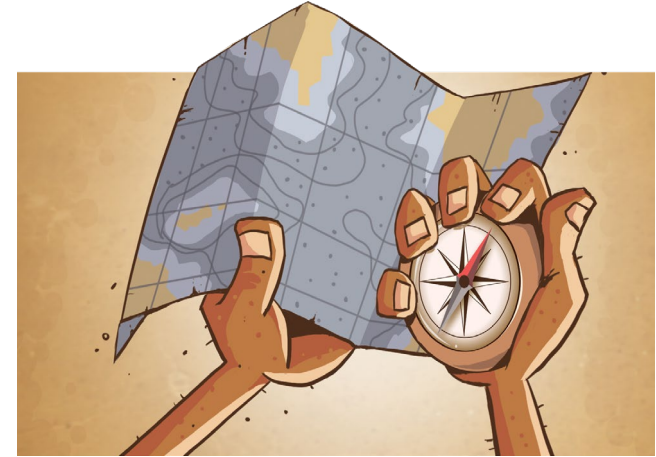
# Learning Pyramid



# What is your learning style?

On a piece of paper, write yes or no beside the number of each statement below:

1. I learn a lot from listening to instructors
2. I figure things out best by trial and error
3. Books are easy for me to learn from
4. Give me a map and I can find my way
5. I like to have directions explained to me verbally
6. I can assemble something without looking at the instructions
7. I learn a lot from discussions
8. I'd rather watch an expert first and then try a new skill
9. I like to take things apart to see how they work
10. I can remember most of what is said without taking notes
11. My best classes involve activities and movement
12. Diagrams and drawings help me understand new concepts





# Confirming your learning style

How to interpret the results

*This short quiz cannot diagnose accurately how you learn, but it can give you insight into how you see yourself and the learning process*

You learn by **hearing**:

- You are a strong auditory learner if you answered “yes” to questions 1, 5, 7 and 10.

You learn by **seeing**:

- You are a strong visual learner if you answered “yes” to questions 3, 4, 8 and 12.

You learn by **doing**:

- You are a strong kinesthetic learner if you answered “yes” to questions 2, 6, 9 and 11.

# Your best learning method

Note the two training methods that work best and least for you:

1. CASE STUDY: Actual or hypothetical situation
2. LECTURE: Oral presentation of material, usually from prepared notes and visual aids
3. ROLE PLAY: Participants improvise behavior of assigned fictitious roles
4. SMALL GROUP: Participants divide into sub-groups for discussion or exercise
5. GAMES: Simulations of real-life situations
6. STORIES: Actual or mythical examples of course content in action
7. EXERCISES: Various tasks related to specific course content
8. DISCUSSION: Facilitated opportunity for participants to comment
9. BRAINSTORM: Participants generate ideas on a problem situation
10. JOB AIDS: Summaries of key points of course content, for use back on the job

# Your best learning method



What are the two training methods that work best and least for you:

- Describe why the two methods worked best for you
- Describe why the two methods you ranked least do not work for you

# Differences in Thinking



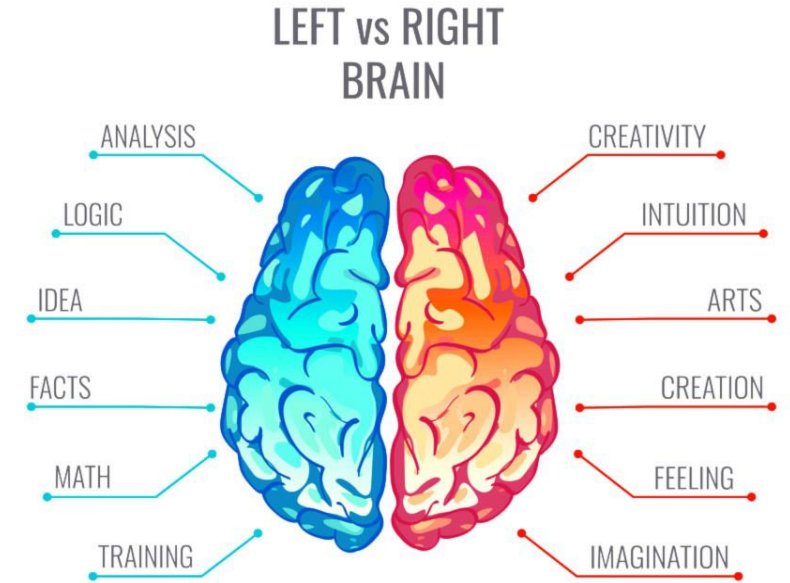
# Different ways of thinking

Our brain is divided into two hemispheres: the left brain and the right brain

Our *left* hemisphere characteristics include judgmental, linear, logical, systematic, and verbal

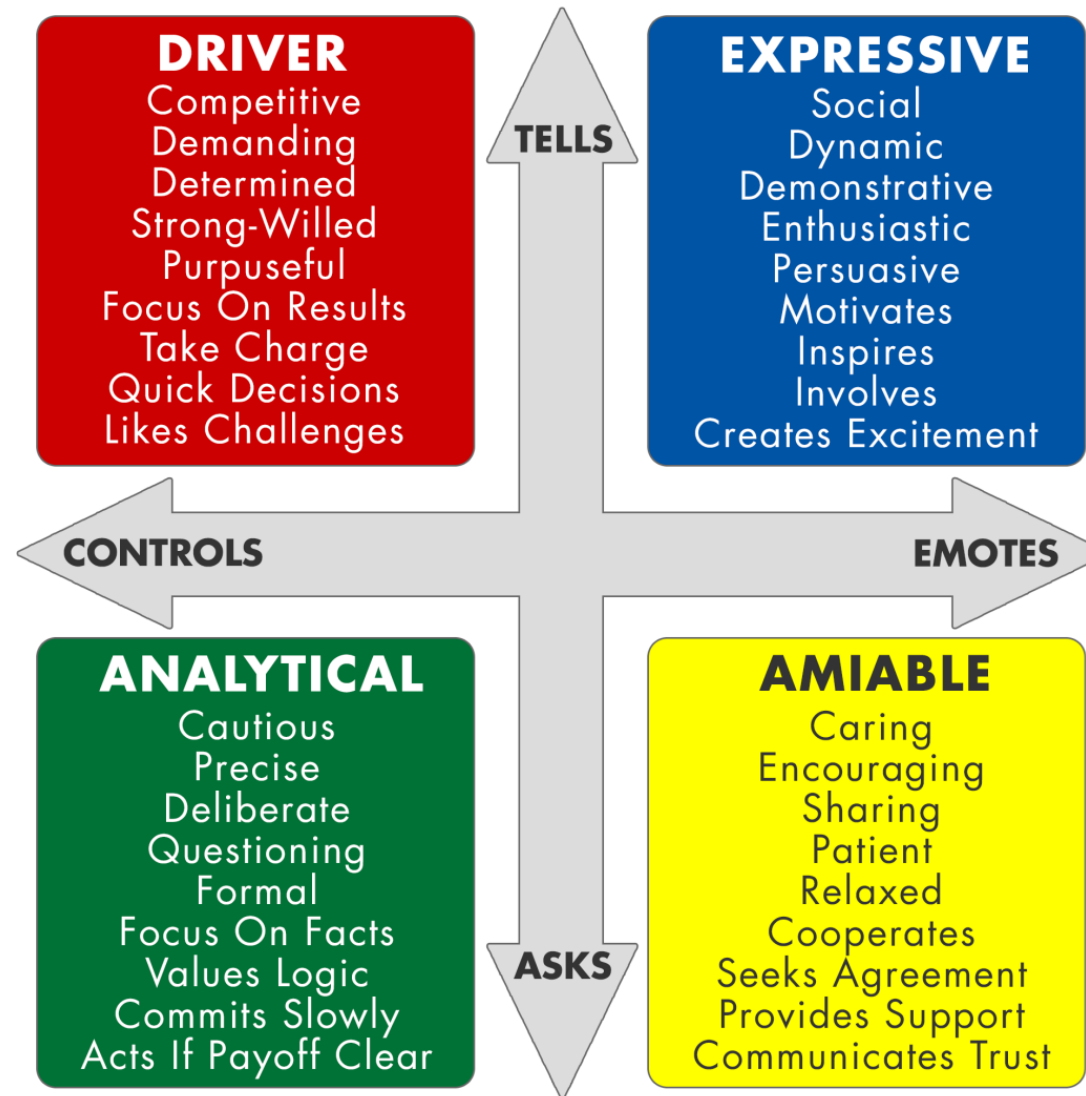
Our *right* hemisphere characteristics include creative, intuitive, holistic, playful, and visual

**Both sides should co-operate equally in a positive learning experience**

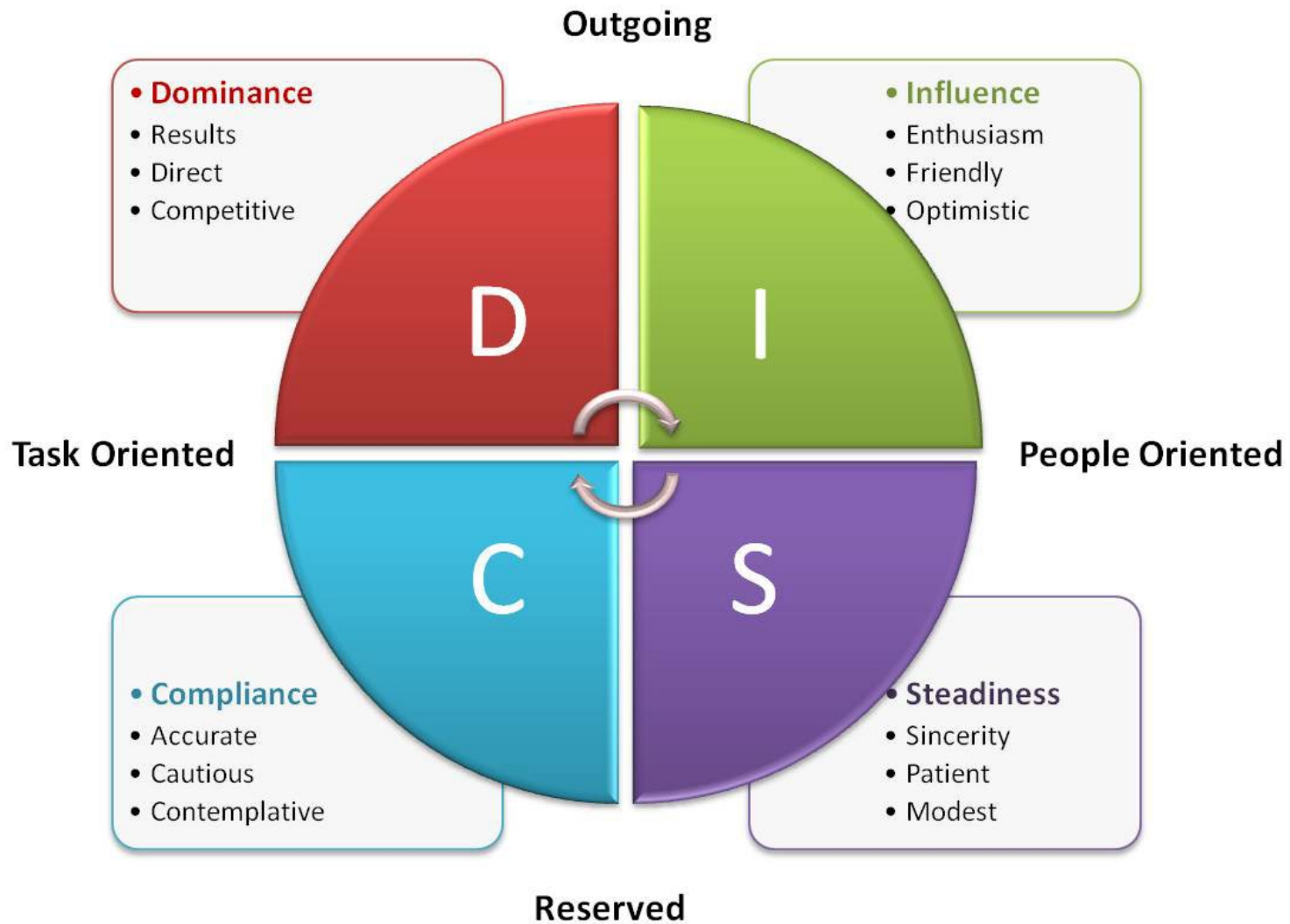


# Different personalities...

## THE FOUR PERSONALITY TYPES



# The DISC Model

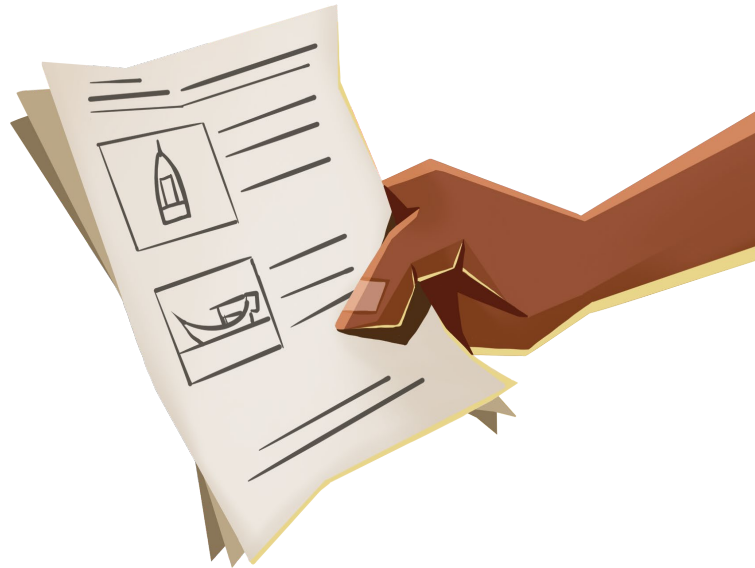


# Different Personalities and Learning

- We are all unique and have different personalities and this impacts on how we learn
- Some people are confident and out-going (extrovert), while others are quiet and reserved (introvert)
- Some people will learn quickly, while others may take more time
- A good and effective trainer will be able to work with different types of personalities
- This can be challenging but all trainees should be treated equally and with respect and courtesy



# Training Material



# Using Training Material

## **Handouts**

- Can supplement a training session but should be relevant to the material being presented
- Keep these concise with graphics as appropriate
- Leave room for trainees to make notes
- Use clear headings, font and number as appropriate for easy reference
- Handout during breaks or at the end of a session topic to avoid distraction

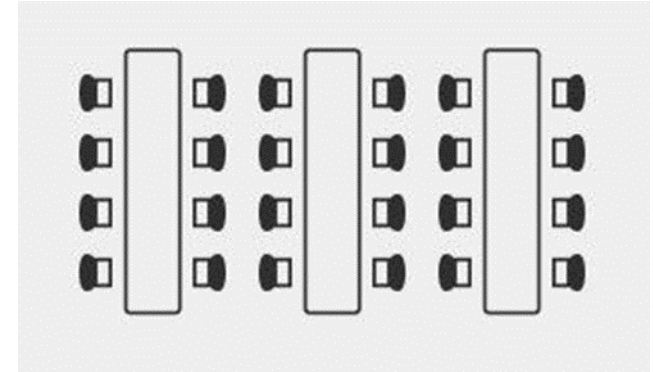
# Using Training Material

## **PowerPoint/Overhead Slides**

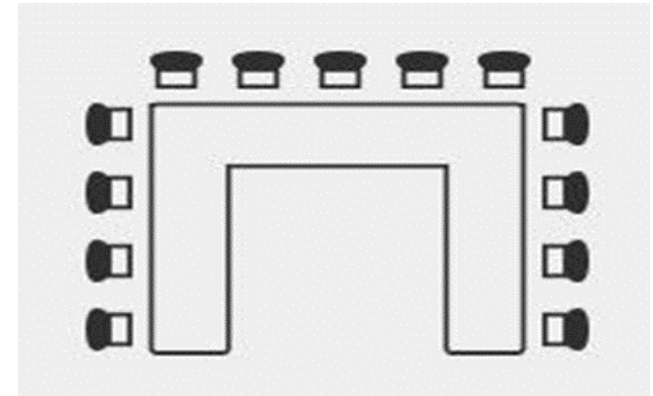
- To outline key points of presentation with graphics as necessary
- Provide an overview of each topic before starting the slide show
- Avoid reading straight for the slides
- Practice with slide show beforehand
- The slide show is a tool only – it is important to ensure you remain connected with the audience throughout

# Seating Arrangements

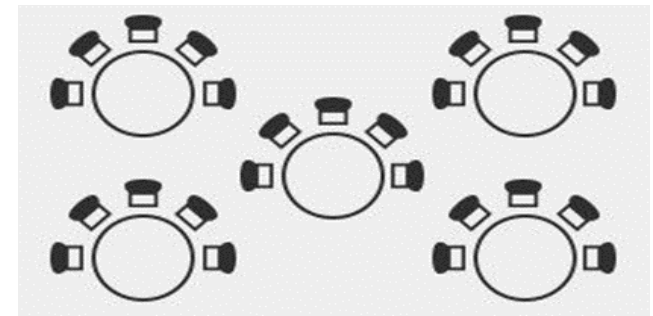
**Square** for large groups



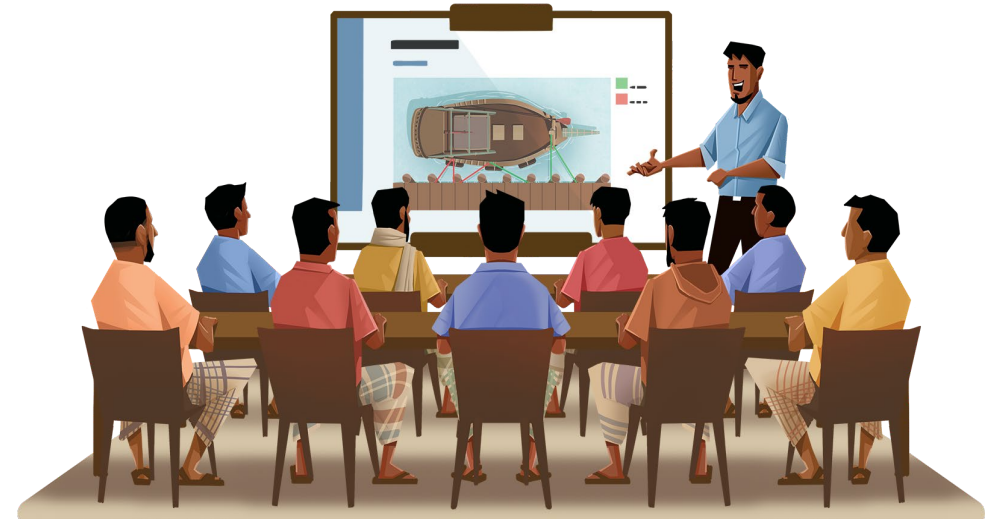
**Horse shoe** Instructor can monitor each student more closely and encourages participation



**Circular** for smaller groups  
Informal and group participation



# Conducting an Effective Training Session



# Professional Image



- Dress in appropriate attire – usually best to go with what is suitable to your audience
- Maintain good personal hygiene
- Maintain a professional demeanor in the words you speak and your actions
- Be fair, respectful to all regardless of their background
- Be politically and religiously neutral while training

# Presenting the Training

Training is more than simply providing information – the trainer must “connect” with trainees

**Eye contact:** This helps to regulate the flow of communication and signals interest in others and increases the speaker's credibility – opens the flow of communication (be aware of cultural differences though)

**Gestures:** If you fail to gesture while speaking, you may be perceived as boring and stiff and fail to capture attention

**Posture / body orientation:** Try and stand erect / leaning forward communicates that you are approachable, receptive, and friendly

**Voice:** Use a lively pitch and avoid speaking in a monotone voice

# Presentation Skills

- 'Practice makes perfect' – go through your material and practice presenting it
- Try and make presentation interesting as your trainees will not be used to classroom training
- Be on time for your session, welcome trainees as they arrive and allow introductions to occur as this will help trainees feel at ease
- Make sure you adequately cover all topics and allocate the correct time for each topic
- Use stories of your work experiences where appropriate but make sure this relates to the topic discussed and is of value to the training



# Presentation Skills

- Believe in the material you are presenting and explain why safety at sea is important to you
- Discuss how you may have dealt with safety issues when working at sea or any relevant personal experiences
- Consider team teaching with another trainer until you build your confidence
- Have a routine for your training preparation
- Enjoy the challenge of training and making a difference in the lives of those you train

# Make Training Enjoyable

- Training should be a rewarding and enjoyable experience as this will help the trainees to be enthusiastic about learning
- Use humor where appropriate to lighten the mood and to make a point, but avoid telling jokes just for the sake of it
- Make sure your training material is tidy and looks professional
- Encourage group discussion and participation. This helps maintain the interest of the trainees
- Using the training session to help build and encourage the confidence of trainees

# Qualities of an effective trainer

- **Good communicators:** Well spoken and express their thoughts clearly and have an engaging presentation style
- **Knowledgeable:** The trainer understands the concepts, knows the details and can answer questions
- **Experienced:** The trainer knows what they're talking about and will have real world experience in the subject matter
- **Good with people:** The trainer enjoys working with people and can manage groups
- **Interested in learning:** The trainer knows the value of learning in their own lives and want to help others learn

# Qualities of an effective trainer

- **Patient:** The trainer understands that people learn in different ways and at different paces
- **Open-minded:** The trainer respects other points of view, will listen and know that there are often many ways to achieve the same objectives
- **Creative:** The trainer creates an environment in their training sessions that encourages learning and inspires trainees to reach beyond what they already know to explore new ideas and methods
- **Well-prepared and organized:** The trainer knows their material, their objectives, and their plan of presentation and can time manage
- **Flexible:** The trainer is able to adjust their training plan to accommodate their audience and still meet all training objectives

# Essentials of Effective Training

- **Relevance:** Trainees want to understand their vessels, their work environment, the relevant procedures and expectations, and the hazards and controls to the tasks they do every day
- **Hands-on activities:** Trainees should handle the hardware that they will use, operate the equipment under the tutelage of an experienced operator, and try on the protective equipment they need
- **Feeling connected:** Trainees need to feel involved and this is where group discussions and activities play a crucial part
- **Real Life Examples:** Trainees will enjoy hearing accounts of real-life events that have occurred at sea from the trainer and other participants
- **Questions:** Trainers should ask questions of the audience about work and safety situations to elicit comments and discussion

# Practical Training Skills

- **Conducting the Training Session:** Provide a clear overview of the training session at the start
- **Practice Makes Perfect:** Practice exercises for trainees are ideal
- **Provide Regular Feedback:** Provide constructive feedback to trainees on their exercise work and problem solving
- **Offer Solutions:** If a trainee has made an error, be positive and offer a solution
- **Avoid Conflict:** Be diplomatic and avoid arguing with a trainee as this will cause the potential for disharmony and disruption amongst the trainee group
- **Encouragement:** Use your skills to encourage a trainee and assist them to feel empowered by their learning experience

# Questioning Techniques

**Effective questioning techniques can encourage discussion and interaction and stimulate thinking**

**Open-Ended Questions:** These stimulate thinking and discussion or responses including opinions. The control of the discussion is passed to the person responding

- **Use leading words:** Use “why, what, how” as this will help to open-up discussion
- **Examples:** *“How do you feel about following safety rules?”*  
*“Describe the characteristics of your vessel”*  
*“What do you see as the main risks to safety when at sea?”*

# Questioning Techniques

## *Tips:*

- **Keep questions concise** - cover a single issue in your question
- **Keep questions reasonable** - cover what the trainees should know
- **Keep questions challenging** - try and provoke thought and discussion
- **Keep questions relevant** - try and avoid going off topic



# Questioning Techniques

- **Clarifying Questions:** Use where necessary to clarify an answer and to gain more relevant information, example: “ *“You said you prefer to work on the deck of the vessel, rather than the engine room, why is that?”*”
- **Closed questions:** These usually require a one-word answer and close off discussion and are only used to gather facts or information
- **Leading words for closed questions:** Use words such as “is”, “can”, “how many” or “does”
- **Examples of closed questions:** *How many life jackets do you have on your vessel?*  
*Do you know how to perform CPR?*
- **Paraphrasing:** Use to check your understanding of what has been said. Example: “*If I hear you correctly...you are saying...*”

# Presentation Skills

- **Interact with the audience:** Use open gestures and walk around the room to engage with your audience and avoid stances such as folding arms and make eye contact
- **Show your enthusiasm:** The best trainers will not only have knowledge but also a genuine interest in the subject matter and are enthusiastic about helping trainees learn
- **Remember always the core message:** The core messages or outcomes of the training should be kept in mind and reinforced throughout your presentation
- **Target the needs of your audience:** Focus on what your audience needs to get out of the training
- **Relax and enjoy:** A good trainer will enjoy the challenge of training and have a relaxed manner

# Difficult Situations

*Identify strategies that you / your group believes would work in eliminating or reducing the problem behavior(s) described*

**Scenario 1:** Frank dominates the class discussion of proper accident investigation procedures and answers all the questions the trainer asks before anyone else in the group has a chance to speak

**Scenario 2:** Sarah is continually interrupting the trainer's lecture on the elements of the hazard communication program to debate technical details of the subject; her information is quite accurate and indicates she has a good understanding of the program

**Scenario 3:** John is responding to an open question related to safety accountability with a lengthy diatribe including "war stories" that have nothing to do with the subject

# Difficult Situations

- Be assertive when needed to keep things on track but be polite and respectful and remain calm and avoid being aggressive
- Allow trainees to have their say on a topic as this can contribute positively to the training, if comments are irrelevant, inappropriate or disruptive be prepared to take control and step in quickly to move the training on
- If a trainee wants to continue discussion on a topic and you need to move on, advise them you are happy to continue the discussion during a break or at the end of the training
- Do not panic if you do not know the answer to a question from a trainee, advise you will check on the answer and come back to them
- Maintaining control is important as the trainer but don't lose the trainees' confidence

# Training Methods



# Training Methods

There are different types of presenting and delivering training:

- **Discussion presentation:** This interactive experience is facilitated by the trainer with the use of PowerPoint slides, flipchart or sticky notes
- **Group work:** Trainees are divided up into small groups to work towards specific goals to allow a high level of participant involvement
- **Quiz:** The trainer has a set of questions and answers for the topic for the trainees to complete
- **Case Study:** The trainer provides a fact case scenario and the trainees work to problem solve
- **Role playing:** This is where trainees are assigned set roles to act out in a fact case scenario

# Role Play Scenarios

A good role-playing scenario for safety training is dealing with the aftermath of an accident

Different roles can be played, including:

- Accident victim
- Skipper
- Witness
- Vessel owner
- Investigating official



Trainees can be broken into different groups to each have turns to perform the scenario and then observe the next group, with feedback given at the end

# Role Play Scenarios



An accident case should be one well known to you or that you were involved with:

- Advise the group of just a few key points and facts based on what happened
- The why it happened is for the group to discuss and report back
- Decide on your scenario before the training so you are prepared and provide information to trainees via a written exercise
- Provide feedback on answers

*Remember that the purpose is for the trainees to find the real cause of the accident*



# Training Methods

When preparing for training, think about the following:

- Methods of delivering training will vary depending on the size and experience of your audience
- When training fishermen, keep in mind that training may be new to them as may be the classroom training experience
- For those who have literacy issues, a visual and pictorial approach will be the most effective
- Hands on training will also be effective where participants actively partake in using safety equipment such as life jackets, buoys and first aid equipment



# Core Message

Regardless of the method used, ensure that the core message/purpose of the training is being covered:

- Constantly monitor trainee reactions and use your judgment to determine if the core message is being received
- Be flexible and modify your method as required to ensure the core purposes are being delivered to the trainees
- Ask yourself whether the trainees are “getting it”
- Repeat messages as needed

# Concluding the session

Conclude with core messages at the end of each topic you are covering and then at the conclusion of your training session

It may seem like you are repeating what has already been covered but this is one way of ensuring the important points are delivered

Thank the participants for attending and for their contributions to the discussions and activities

Mention that there will be follow up with the trainees to evaluate the training and gather feedback

Allow time for trainees to approach you with any questions and comments after the training has finished

# Training Day Checklist

Tips to keep in mind for training day:

- Time keeping – arrive early to prepare
- Check the seating arrangements with chairs and tables
- Check your presentation material is in order, including notes, slides and handouts
- Check the audio visual and technology equipment and that all chords used are not creating a trip hazard
- Check and layout the relevant classroom supplies
- Greet and welcome the trainees as they arrive



# Training Assessment

Assessments help ensure that the learning has been achieved and this can be undertaken in different forms:

- Observation of tasks
- Question/Answer sessions
- Scenario Exercises
- Group activities
- Written tests

Assessment can occur during or at the end of the training session

End of topic assessments are effective during training

# Training Evaluation

In order for training to be effective, it needs to be evaluated regularly

Feedback from trainee participants is a crucial part of evaluation

Feedback is usually gained by:

- Trainee feedback forms
- Trainee surveys
- Interviews with participants
- Training observation/peer review

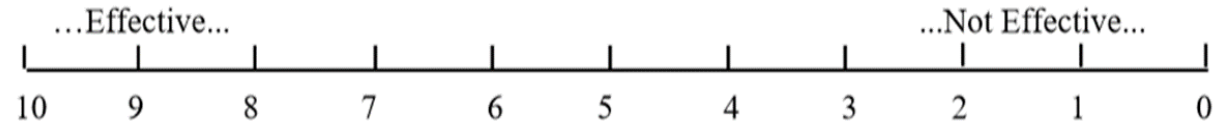
Information gained from training observation will determine the effectiveness of the training, whether trainees are gaining needed skills, and if the material used needs to be improved or modified

# Evaluation – example form

Agree Disagree

## Rate the Course Content

- ☐ ☐ 1. The information presented was easy to understand and useful.
- ☐ ☐ 2. The information presented will help improve the effectiveness of our safety committee and/or safety and health program.
- ☐ ☐ 3. The course materials provided were helpful.
4. Please rate the overall effectiveness of this workshop in helping you better understand and apply this safety and health subject:



Comments: (Please take the time to explain all "no" or "not effective" responses.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Evaluation – example form

Agree Disagree

## Rate the Instructor

☐☐

1. The Instructor provided quality training (relevant, interesting, applicable, etc.) and was knowledgeable about occupational safety and health.

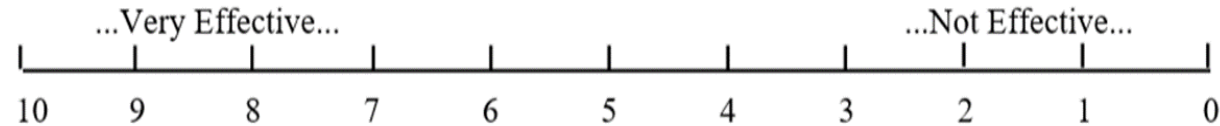
☐☐

2. The Instructor was able to answer questions adequately or make a referral.

☐☐

3. The Instructor encouraged participation.

4. Please rate the overall effectiveness of the Instructor in helping reduce your safety and health problems:



Comments: (Please take the time to explain all "no" or "not effective" responses.) \_\_\_\_\_

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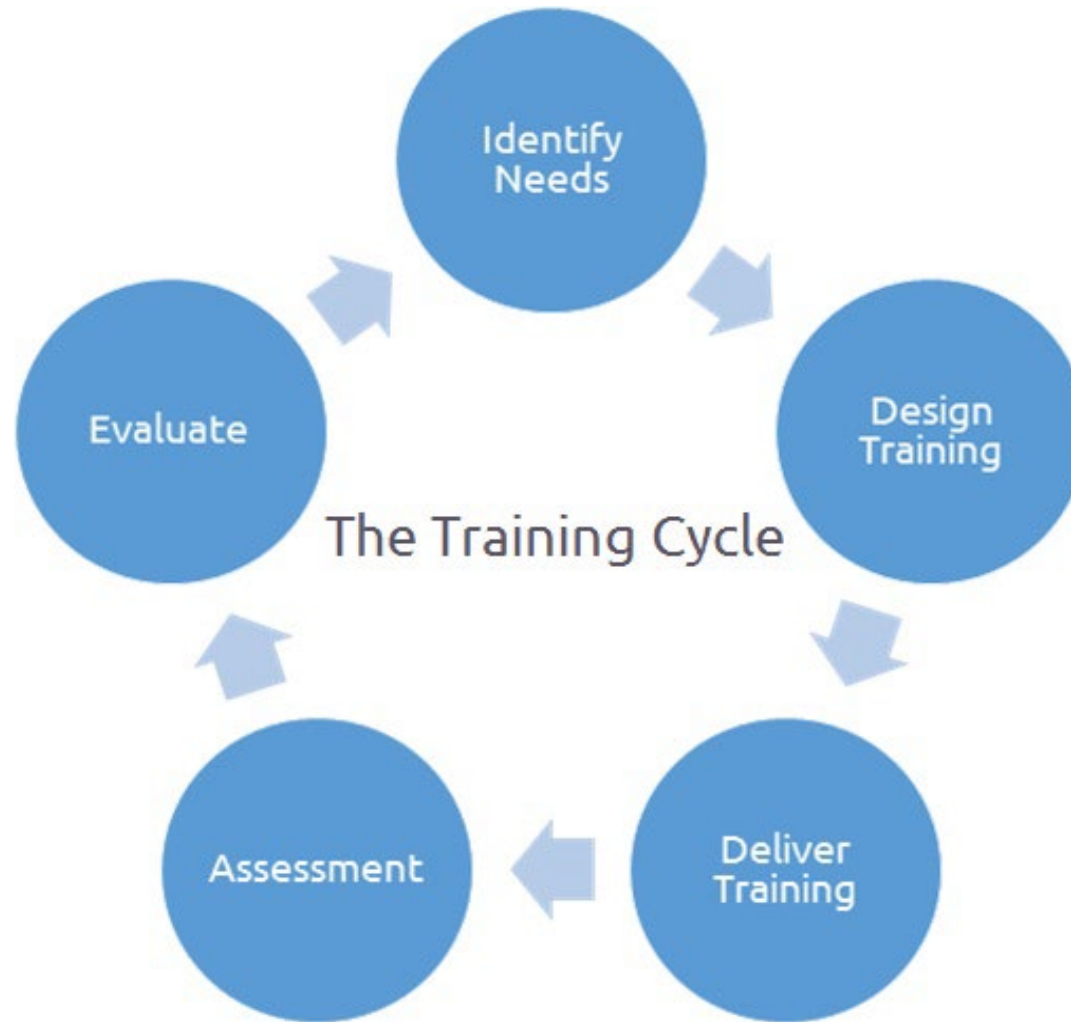
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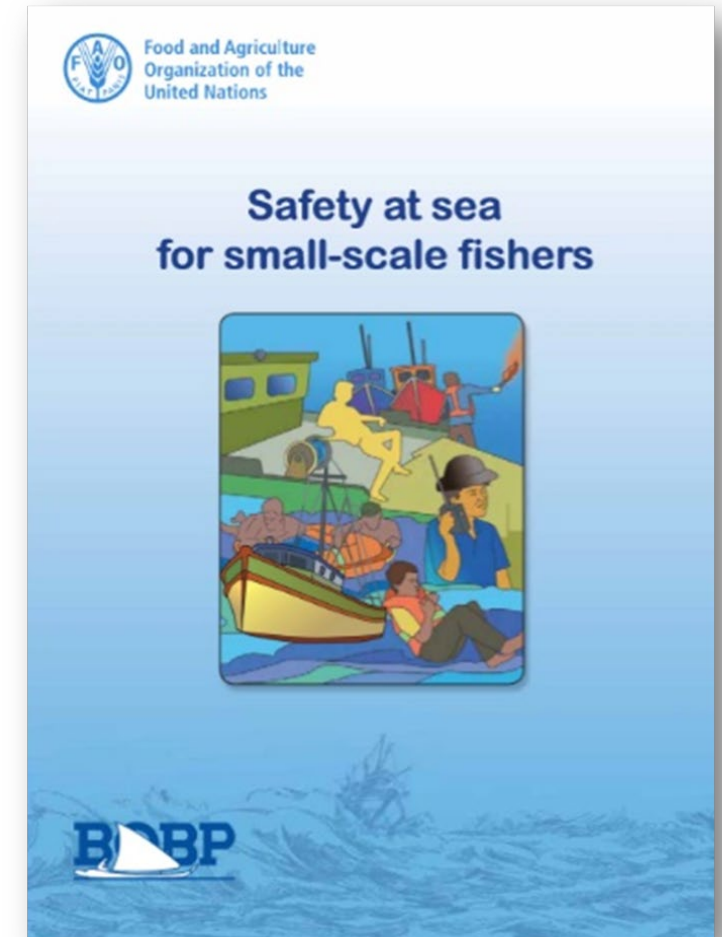
# The Training Cycle



# Safety at Sea for Small-scale Fishers - Overview

The package of training is presented as follows:

- The latest version of the FAO / BOBP “Safety at Sea for Small-Scale Fishers” handbook is used as base material with introductory training
- There are specialist courses that can be presented as stand-alone packages as required



# Safety at Sea for Small-scale Fishers - Overview

Specialist Courses are as follows:

- Emergency Preparation
- Safety Risk Management
- Safe Operation of Outboard Engines
- Boat Handling
- Emergency First Aid
- Communications
- 'Rules of the Road'

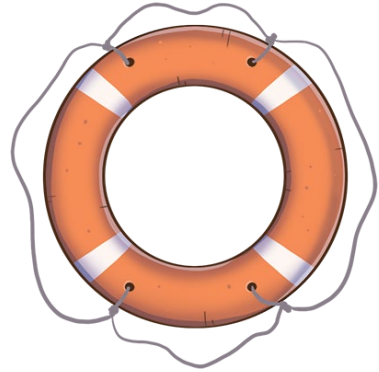
# Specialist Courses

**Emergency Preparation:** Covers skipper duties, essential safety items, training for emergencies, planning for emergencies, emergency response and essential tips for survival

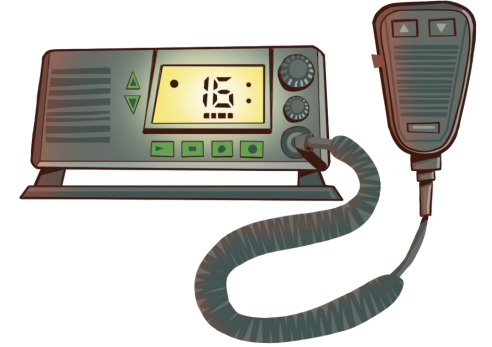
**Safety Risk Management:** Covers effective safety risk management on board, including recognizing hazards and risks while at sea

**Safe Operation of Outboard Engines:** Engine safety and basics is covered, along with trouble shooting tips and recommended tools to be taken on board

**Boat Handling:** Focuses on terminology and boat handling techniques



# Specialist Courses



**Emergency First Aid:** This is a specialized topic that requires an in-depth comprehensive approach

**Communications:** Provides an overview of marine communication systems – from VHF to mobile phones

**‘Rules of the Road’:** This comprehensive course covers the international rules and regulations for marine traffic at sea.

# Exercise: Investigation Report

## The *Pop's Pride* Investigation

Read the investigation report and determine:

- The key facts
- What went wrong and caused the accident?
- What are the lessons that can be learned?
- How would you get the safety lessons across to trainees?

