

# Capacity Development on Chemical Management Training Programme for Multipliers

FABRIC Pakistan – Didactical Skills workshop (T7)

Promotion of Sustainability in the Textile and Garment Industry in Asia-FABRIC

# Training programme for chemical management multipliers

## Agenda of Workshop „Didactical & facilitation skills (T7) 05 August 2021, Time: 10:00 AM - 13:00 AM

Time	Agenda	Facilitation by
10:00 AM - 10:15 AM	Welcome <ul style="list-style-type: none"><li>• Agenda of the day</li><li>• Purpose</li><li>• Q&amp;A re T6</li></ul>	Arjmand
10:15 AM – 11:00AM	Reflecting on common challenges in reaching out to factory teams <ul style="list-style-type: none"><li>• Self-reflection/Brainstorming</li><li>• Industry perspective (presentation by industry representatives)</li><li>• Collection of issues to be addressed</li></ul>	Jürgen
05 Min Break		
11:05 AM - 11:50 AM	Considering good advisory and training practices <ul style="list-style-type: none"><li>• Group discussion on “Characteristics of a good consultant /good trainer</li><li>• How to enhance quality of outreach as an advisors</li><li>• Putting the industry client into the driver’s seat (Dialogue of Sustainability)</li></ul>	Jürgen/Salman
05 Min Break		
11:55 AM – 12:50 AM	Applying good practices in CM training delivery <ul style="list-style-type: none"><li>• Plenum brainstorming – The disaster training”</li><li>• Distinguishing between teaching students and industry people</li><li>• Relate to nexus of learning/competence needs, learning objectives, learning experience/delivery, learning impact assessment</li><li>• How to moderate and conduct e-learning training</li></ul>	Florian Schindler
12:50 AM - 01:00 Am	Next steps	Arjmand

# Training programme for chemical management multipliers

## Purpose of today`s session

1. To be aware of typical challenges as well as expectation of industry clients
2. To reflect on our roles as consultants as well as good advisory practices (with special focus on Chemical Management)
3. To consider interconnection between competence needs, learning objective, mode learning delivery and learning impact assessment
  - How to formulate good learning objectives
  - How to select learning delivery based on learning objectives
  - How to assess effectiveness of training (based on learning objectives)
4. To apply good practices in moderating and delivery of virtual training

## **Reflecting on common challenges in reaching out to factory teams**

# Reflecting on common challenges in reaching out to factory teams

1. What are common challenges in reaching out to factory teams?
2. What are the possible reasons?
3. How did you deal with such situations/challenges?

Miro  
Board

## Reflecting on common challenges in reaching out to factory teams

What challenges do the industry clients face with advisory and training services provided to them?

Industry guest  
speakers

# Reflecting on common challenges in reaching out to factory teams

## In two groups:

Group 1: What are the characteristics of a good consultant?

Group 2: What are the characteristics of a good trainer?

Miro  
Board

# Reflecting on common challenges in reaching out to factory teams

## Being aware of our different roles

### Non-Directive

Facilitator  
Helps clients help themselves  
Process helper

### Directive

Expert  
Helps clients by providing expert answers  
Content helper



<b>Observer/ Clarifier</b>	<b>Process Facilitator</b>	<b>Problem Solving Partner</b>	<b>Process Resource</b>	<b>Educator, Trainer</b>	<b>Technical Expert</b>	<b>Advocate</b>	<b>Regulator, Enforcer</b>
Observes, gives feedback, raises questions, and helps reframe concerns.	Provides process suggestions to help client(s) find their own best answer.	As equal partner, participates in the problem solving process from beginning to end.	Frames issues, gathers data and suggests new options	Helps client(s) develop new knowledge and skill	Provides expert information and solutions to client(s).	Actively promotes best technical solutions to client(s).	Protects the integrity of the system in the area of content expertise.



# Reflecting on common challenges in reaching out to factory teams

<i>What do you want at the end of the project?</i>
<i>Why do you want this?</i>
<i>How will you know you have what you want?</i>
<i>How will it look/feel/sound when the organisation has this?</i>
<i>What other assistance will the organisation have to reach this goal?</i>
<i>What has stopped you/the organisation doing this until now?</i>
<i>What are the logistical requirements?</i> Date/by date: Maximum number of days: People involved: Location(s) of people involved: Project driver (time/cost/quality): Special requirements:

## Clarifying client's needs: Guiding questions

- (1) What do you want at the end of the project?
- (2) Why do you want this?
- (3) How will you know you have what you want?
- (4) How will it look/feel/sound when your organisation has this?
- (5) What other assistance will/does your organisation have to reach this goal?
- (6) What has stopped you/your organisation doing this until now?

# Reflecting on common challenges in reaching out to factory teams

## Who is your client („Buyer model“)

Typical Client Group	Working Client(s)	Sponsor, Economic, or Financial Client(s)	End User Client(s)	Indirect or Stakeholder Client(s)	Coach Client(s)	Other Clients or Stakeholders
Description	Work directly with you Often on your project team <i>Represent</i> the sponsor client	Approve your proposals Release money Give the organizational "go ahead" The "real" client	Will use your recommendations on the job Will live with the results day-to-day	Have to be involved because your project needs their approval from a policy or technical perspective	Help you to succeed in their client system	Various others who have a stake in your proposal, e.g., your profession, professional group or government agencies
Typical Key Concerns (of Client Group)	Will this project succeed? Will I look good as a result of this project?	Are these proposals organizationally sound? Are these proposals financially sound?	Will this really work in the trenches? Do I have to change? Will I lose something? Do I like the change?	Do these changes fit policy? Are these changes technically sound? What problems can we see with these changes?	How can I help you succeed? How can you reciprocate in the future?	Do these changes fit with our definition of success?
Typical Benefits Desired (from Client's point-of-view)	Clean project guidelines Won't take too much time Career enhancement Project is successful - on time and on budget	Bottom line Cost / Benefit Fits with the organizational strategy Politically easy to sell to more senior management or stakeholders	It works It's easier Makes my job more fun Career enhancement	Fits policy Fits technological strategy	Enjoy working with you Networking Future considerations	Fits our policies and strategies

# Reflecting on common challenges in reaching out to factory teams

## Key factors influencing the willingness to change in client`s company

- degree of dissatisfaction with current situation (D)
- clear or publicly announced desired state (situation) in the future (F)
- awareness about first practical steps into direction of desired future state (situation) (S)
- the 'costs' of change (both financial and emotional) (C)

Change will take place  
when

$$D \times F \times S > C$$

Gleicher Formula

# Reflecting on common challenges in reaching out to factory teams

## Putting the client into the driver`s seat – Example „Dialogue of Sustainability“

- Step 1: Constitution of factory-level Change Management Teams (CMT)
- Step 2: Development of baseline
- Step 3: Development of action plan using six step methodology

1- Identify Problems

• Statement round, checklists, metaplan method, idea generation from workers

2- Cause Analysis

• Fishbone diagram / Pareto principle

3- Goal Analysis

• Flow chart

4- Find solutions

• Brainstorming  
• Best practice

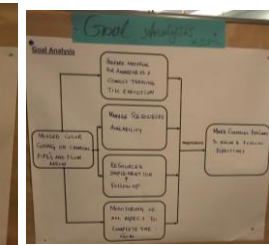
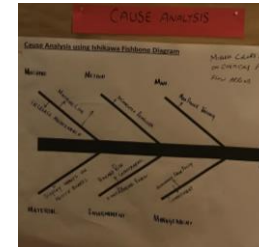
5- Agree on solution

• Voting by dots

6- Action Plan

• Creating action plan

- Step 4: Schedule regular meetings of the CMT members, at least twice a month



**Action Plan**

Thematic Area: CHEMICAL MMTL CMT # 05  
Date: 08-10-2020 Industry Name: Maxxam Tereos, S.p.A.

Problem	Causes	Goals
CONTAMINAZIONE IN LINEA DI PRODUZIONE IN UNO DEI REATTORI (SOSTANZA)	<ul style="list-style-type: none"> <li>1. LINEA DI PRODUZIONE SOSTANZA CHE NON È SUFFICIENTEMENTE PULITA</li> <li>2. MANUTENZIONE INADEQUATA DEI REATTORI</li> <li>3. MANUTENZIONE INADEQUATA DEI REATTORI</li> </ul>	<ul style="list-style-type: none"> <li>1. RIDURRE IL RISK DI CONTAMINAZIONE IN UNO DEI REATTORI</li> <li>2. RIDURRE IL RISK DI CONTAMINAZIONE IN UNO DEI REATTORI</li> </ul>

CMT Members:  
 1. SIMONE BIANCHI  
 2. ANDREA BIANCHI  
 3. RICCARDO BIANCHI

#	Agreed measures	Who	When	Target KPI
1	Prevedere un stop alla produzione durante la manutenzione ordinaria	Maxxam Tereos	09-10-2020	0%
2	Verificare il risultato della manutenzione ordinaria	Maxxam Tereos	10-10-2020	0%
3	Implementazione di procedure per la manutenzione ordinaria	CMT	10-10-2020	0%
4	Monitoraggio di Contaminazione in uno dei reattori	CMT	10-10-2020	0%
5	Monitoraggio di Contaminazione in uno dei reattori	CMT	10-10-2020	0%
6				

# Applying good practices in CM training delivery

# Applying good practices in CM training delivery

“ *The disaster training* “



or

– better: How to avoid a disaster  
....., but it would be too easy – so  
let us start “vice-versa”:



Miro Board  
1

*Exercise: How can we make sure that our training fails* =



# Applying good practices in CM training delivery

## Applying good practices in CM training delivery

- Plenum brainstorming – “The disaster training”
- Distinguishing between teaching students and industry people
- Relate to nexus of learning/competence needs, learning objectives, learning experience/delivery, learning impact assessment
- How to moderate and conduct e-learning training

# Applying good practices in CM training delivery

Distinguish between teaching students and industry people

Adult learners from industry	Students
Senior with a lot of working experience	Young, with less or no working experiences
Very short time slots for learning	Abundant time to study and learn
Reflection of the learnt content with the work environment / industry	No or little reflection with the „practice“ /industry
Preference for experiential learning	Preference for comprehensive theoretical learning





# Applying good practices in CM training delivery

Distinguish between teaching students and industry people

1. Adult learning principles
2. Using concept of experiential learning



# Key Adult Learning Principles

Our basic assumptions on adult learning are:

## Experts from industry:

- Want to demonstrate their own willingness to learn,
- Prefer self-directed learning
- Desire to bring their experiences into the learning process,
- Aim to solve the problems of their everyday life based on learnt content

	Pedagogy	Andragogy
The learner	Depending on teacher	Self-directed
Experience	No experience	Lots of different experiences
Readiness to learn	Told to have to	Need to or want to
Orientation	Acquiring prescribed subjects	Organised around life/work situations, task focused
Motivation	External pressure, grades	Usually internal motivation, self-actualisation,
Role of teacher	Designs learning process and decided subjects	Facilitator, enabler

# Key Adult Learning Principles

## 1. Adults learn by doing.

Act as a facilitator.  
The ultimate learning experience comes from getting people to throw themselves into the task at hand.

# Key Adult Learning Principles

**1. Adults learn by doing**

**2. Use realistic examples**

So use examples that they can relate to.  
Adults relate their learning to what they already know

# Key Adult Learning Principles

**1. Adults learn by doing**

**2. Use realistic examples**

**3. Variety is the spice of life.**

- Use tone and pace during the course of training
- Resort to various delivery modes to get the message across with fun and flair.

# Key Adult Learning Principles

1. Adults learn by doing
  2. Use realistic examples
  3. Variety is the spice of life
  4. Conduct training in informal environment
- Provide for friendly learning environment.
  - Simple social activities or get-together sessions

# The Ideal Learning Environment...based on key adult learning principles

- Good audiovisual support
- Appropriate seating pattern
- Comfortable chairs
- Good writing surface (depends)
- Room temperature and ventilation
- Windows if possible
- Good supply of coffee/tea and lunches
- Adequately sound proof room and free of other disturbances (telephone, walk-through)
- Natural daylight, at least 500 lux lighting

# Key Adult Learning Principles

1. Adults learn by doing
  2. Use realistic examples
  3. Variety is the spice of life
  4. Conduct training in informal environment
  5. Inform learners of learning objectives.
- Establishing clear objectives = key
  - Allow learners to keep track
  - Communicate at beginning and reflect at end



# Key Adult Learning Principles

1. Adults learn by doing
  2. Use realistic examples
  3. Variety is the spice of life
  4. Conduct training in informal environment
  5. Inform learners of learning objectives.
  6. Guide and prompt; do not tell.
- Provide all the help learners need – Giving examples, demonstrations, using multimodality approach
  - Allow participants to think through the lesson on their own and discover the answer
  -

# The Effectiveness of “Learning through Experience” –

## 1. Adult - Experiential Learning

When learning, you remember by



hearing / listening

20%



seeing

30%



hearing / listening and seeing

50%



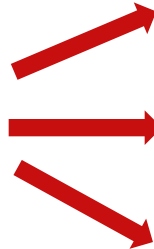
discussing / expressing yourself

70%



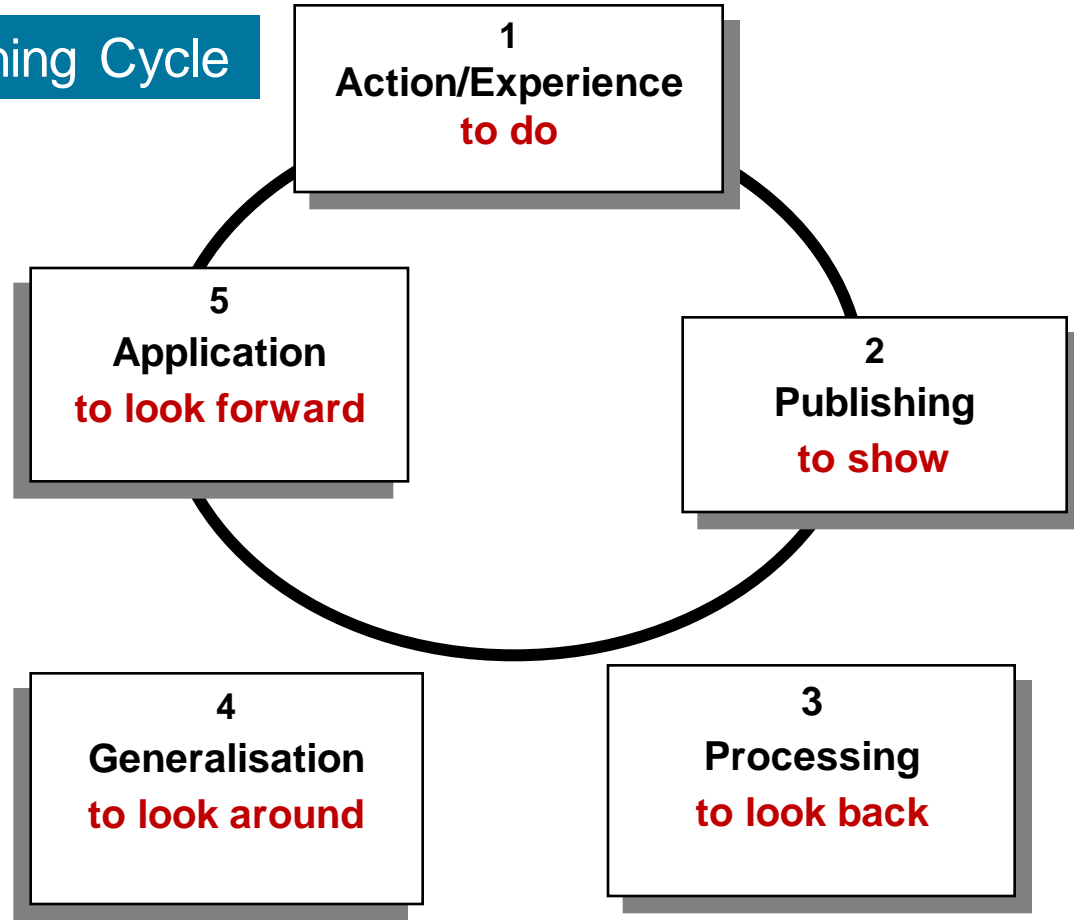
application /making personal experience

90%



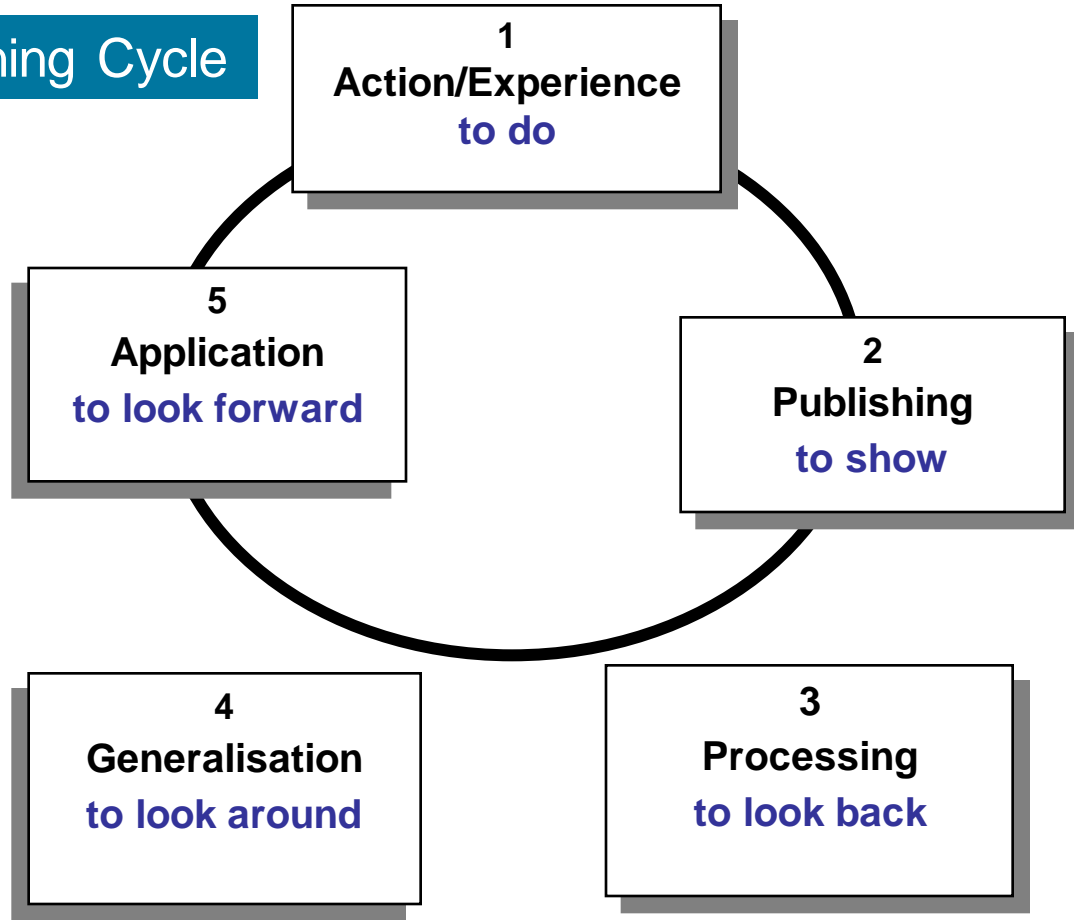
# Experiential Learning Cycle

## The Experiential Learning Cycle



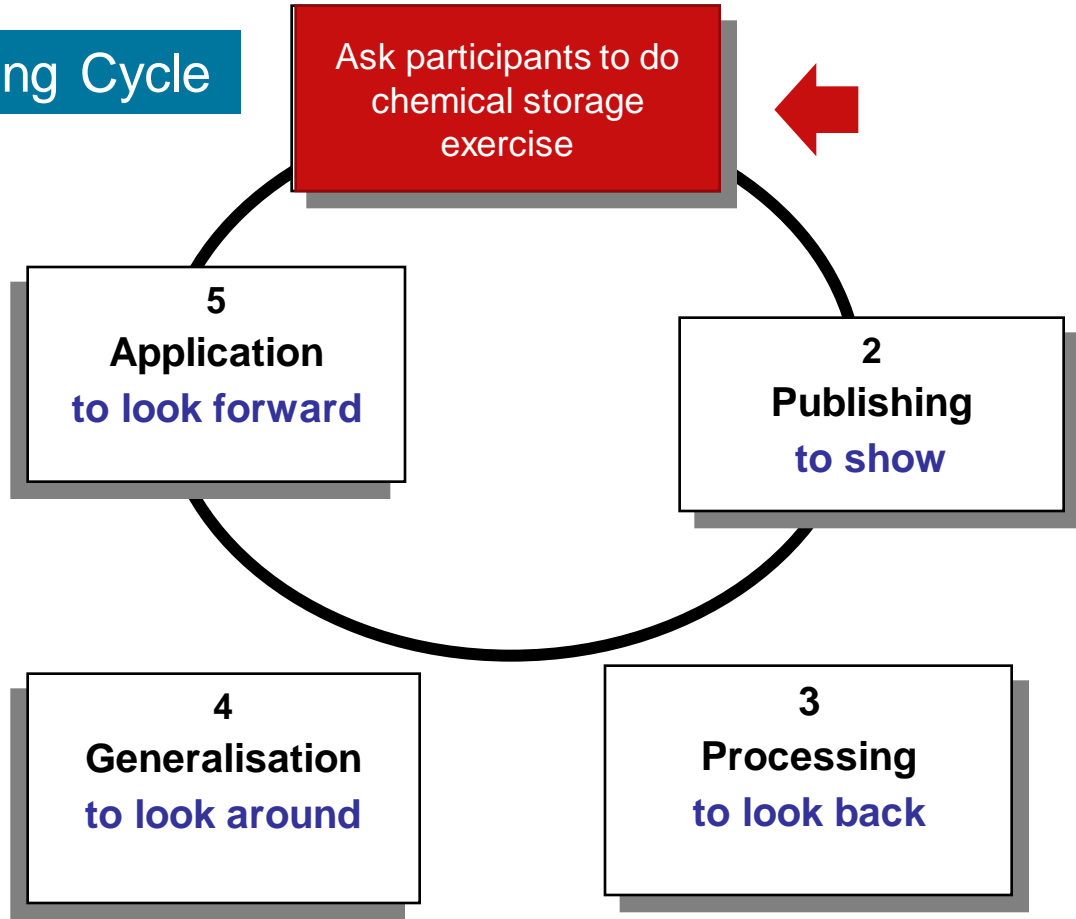
# Experiential Learning Cycle

**Example -  
Safe Storage  
of Chemicals**



# Experiential Learning Cycle

**Example -  
Safe Storage  
of Chemicals**



# Experiential Learning Cycle

Ask participants to do  
chemical storage  
exercise

5  
Application  
to look forward

Present the results

4  
Generalisation  
to look around

3  
Processing  
to look back

Example -  
Safe Storage  
of Chemicals

# Experiential Learning Cycle

Ask participants to do chemical storage exercise

5  
Application  
to look forward

Present the results

Discuss the results  
and get further inputs

Think does this relate  
to own situation

Example -  
Safe Storage  
of Chemicals



# Experiential Learning Cycle

Ask participants to do  
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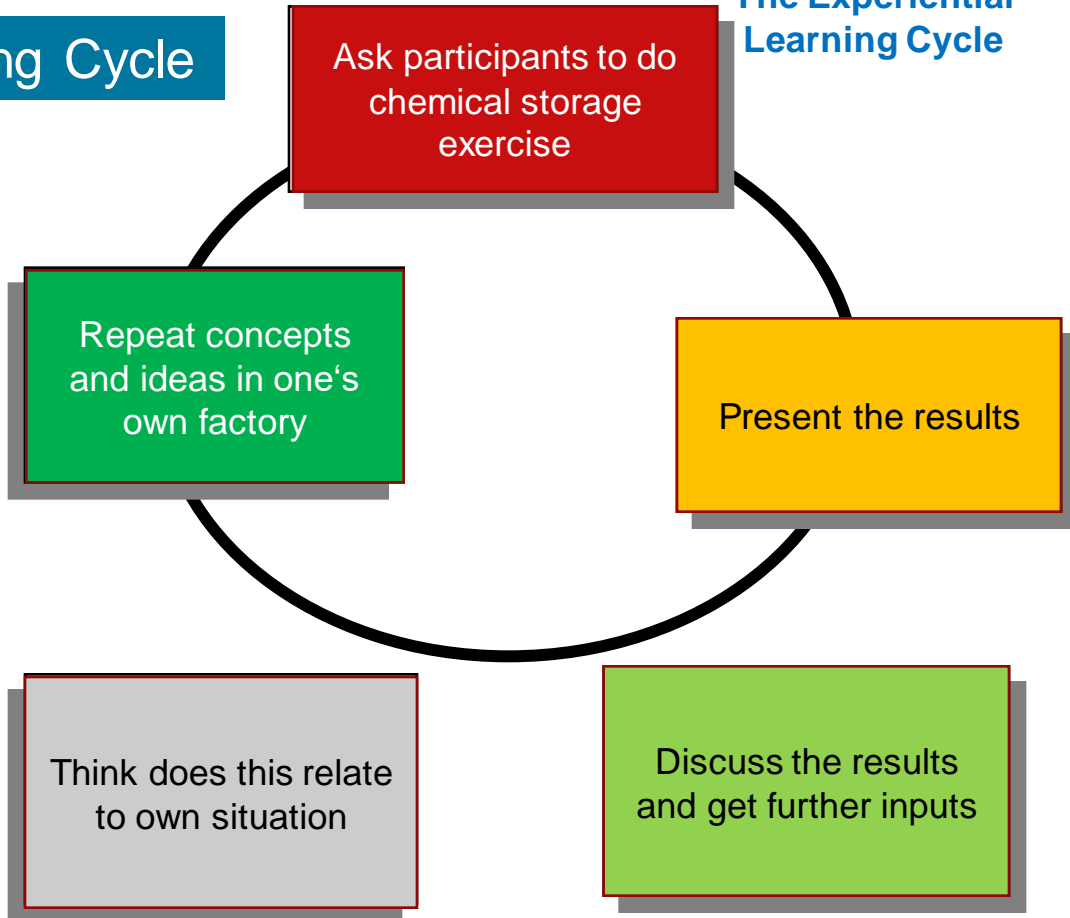
Example -  
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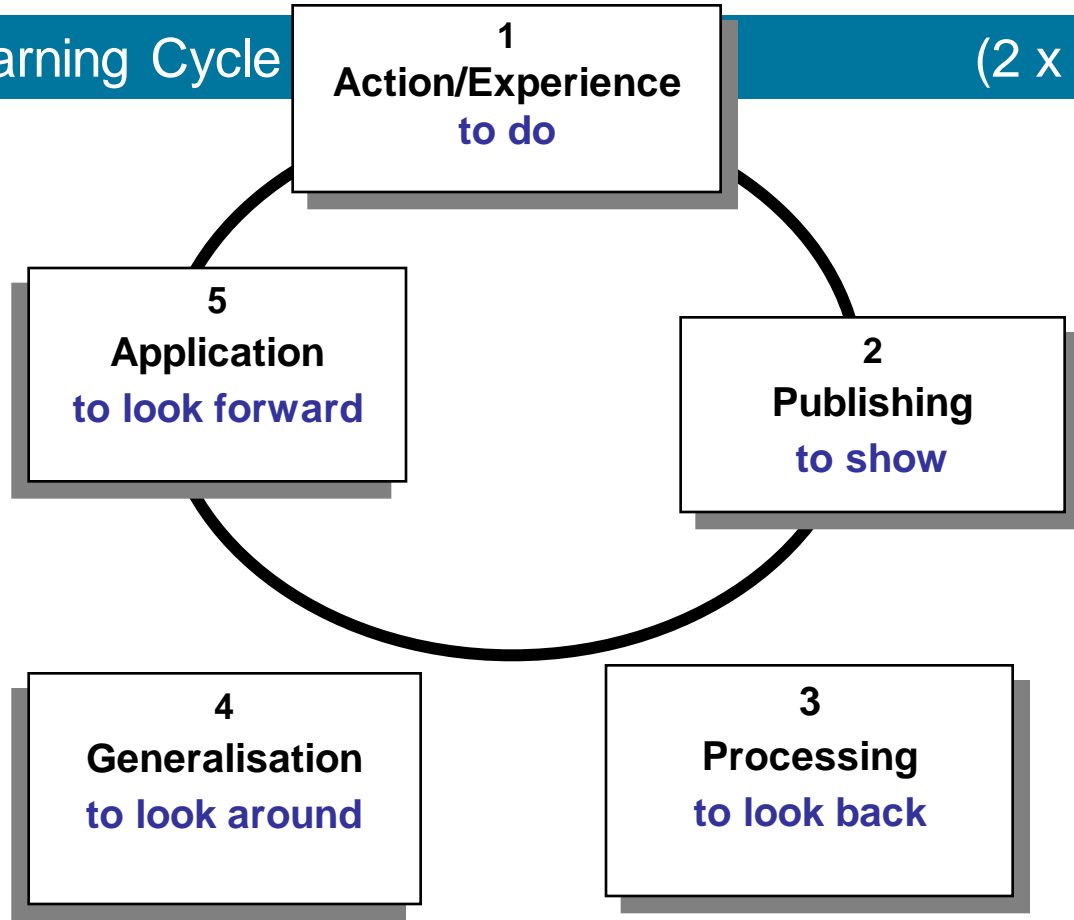


# Experiential Learning Cycle

**Example -  
Safe Storage  
of Chemicals**

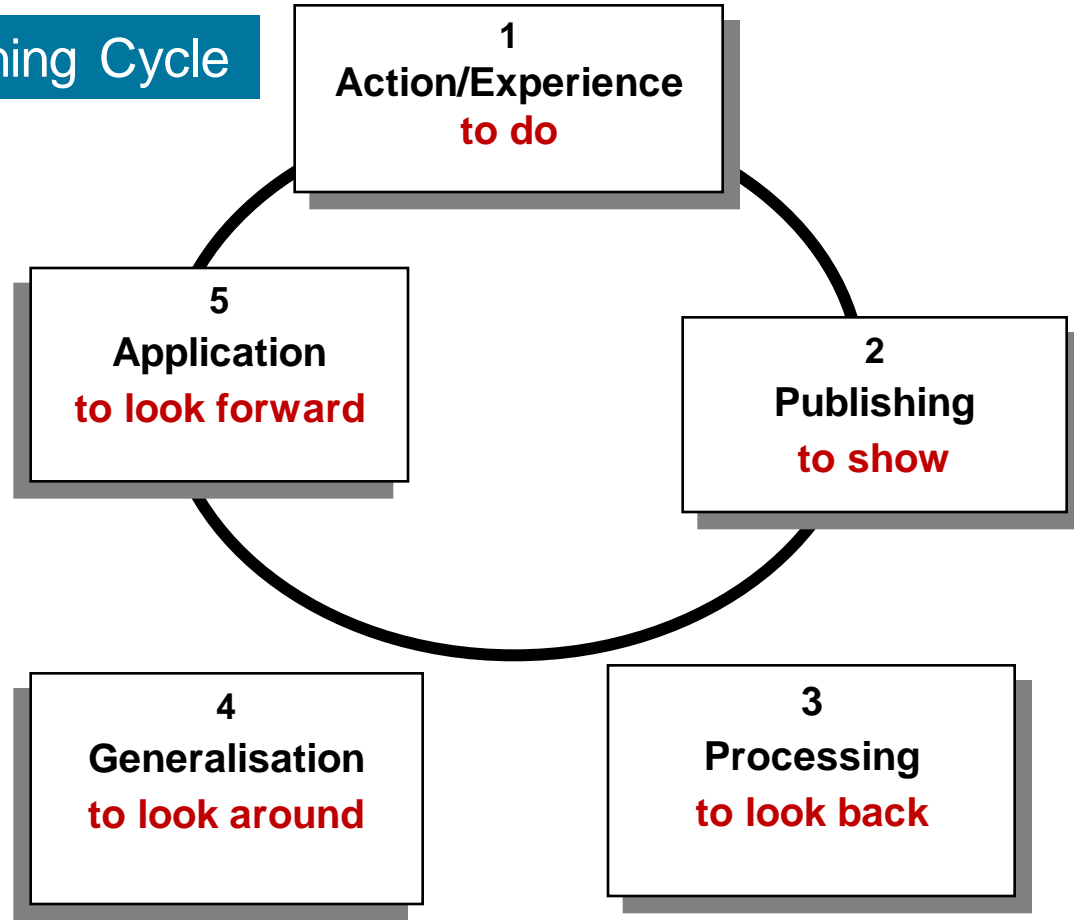


**The  
Experiential  
Learning  
Cycle**



# Experiential Learning Cycle

## The Experiential Learning Cycle



# Applying good practices in CM training delivery

Relate to the nexus of learning objectives-  
learning experience-learning impact

**Exercise:**

**How do you think the formulation of learning objectives influences the learning delivery as well as impact and assessment methods?**

- **How to formulate good learning objectives**
- **How to select learning delivery based on learning objectives**
- **How to assess effectiveness of training (based on learning objectives)**

# Applying good practices in CM training delivery

## **Formulate strong learning objectives**

“At the end of this training/workshop/presentation, the participants will be able to...”

## Formulate strong learning objectives

“At the end of this training/workshop/presentation, the participants will be able to...



### Avoid These Weak Verbs

Conceptualize  
Memorize  
Comprehend  
Recognize  
Feel  
Understand

Self-actualize  
Capacity  
Perceive  
Experience  
Thank  
Intelligence

Believe  
Listen  
Depth  
See  
Hear  
Know

# Applying good practices in CM training delivery

## Formulate strong learning objectives

“At the end of this training/workshop/presentation, the participants will be able to...”



### *Examples*

#### **Application**

Apply  
Classify  
Compute  
Demonstrate  
Determine  
Dramatize

Employ  
Find  
Operate  
Perform  
Predict  
Record

Schedule  
Search  
Sketch  
Solve  
Use  
Write

#### **Comprehension**

Cite  
Clarify  
Discuss  
Explain  
Express  
Extrapolate  
Generalize  
Give examples  
Illustrate  
Interpret


Locate  
Paraphrase  
Rearrange  
Recombine  
Reconstruct  
Regroup  
Rename  
Reorganize  
Reorder  
Report


Reproduce  
Restate  
Restructure  
Retell  
Rewrite  
State  
Summarize  
Tell  
Translate  
Verbalize

# Applying good practices in CM training delivery

## Formulate strong learning objectives

“At the end of this training/workshop/presentation, the participants will be able to...

 *Understand the different PPEs while dealing with chemical XYZ*

Identify the required PPE for chemical XYZ by consulting the safety data sheet 

Demonstrated the correct use of the specific respiratory protection

Explain how to detect end-of-life of as PPE

Explain the procedure for replacing the respiratory protection



# Applying good practices in CM training delivery


## Formulate strong learning objectives

“At the end of this training/workshop/presentation, the participants will be able to...

**X** *Understand the different PPEs while dealing with chemical XYZ*

**Q1: How will you deliver this training?**

**Q2: How will you assess the learning impact?**

Identify the required PPE for chemical XYZ by consulting the safety data sheet 

Demonstrate the correct use of the specific respiratory protection

Explain how to detect end-of-life of as PPE

Explain the procedure for replacing the respiratory protection

## Formulate strong learning objectives

“At the end of this training/workshop/presentation, the participants will be able to...”

**x** *Know about safety data sheet and labels as sources of information about chemicals*

Let us improve the wording of this learning objective



Miro Board 2

# Applying good practices in CM training delivery

## Managing virtual moderation and e-consulting

- Challenges
- Good practices

# Welcome to the „Digital Age“

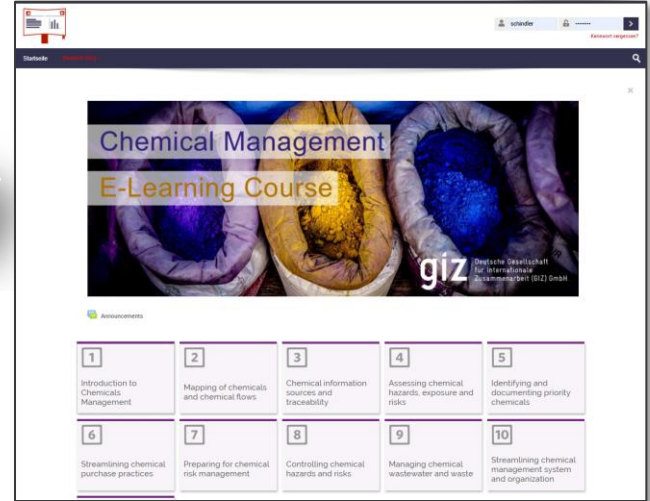


# Managing virtual moderation and e-consulting

## Analogue



## Digital



# Good practices - Modern Hybrid Didactic Design

Self-Study Materials	Online Lectures	Exercises
News Forum Organizational Forum	Virtual Work Groups	Video Podcasts
Written Assignments	On-Campus-Time	Technical Forums
Final Exams	Chat and Messaging	Central Helpdesk





# Good practices - Online Group Presentation

Online Group Work  
and  
Subsequent  
Group Presentation  
(online - interactive)

The screenshot shows an Adobe Connect meeting window. The main content area displays a presentation slide titled "MM92 TOTAL PRODUCT COSTS". The slide includes a methodology section and a table of costs.

**Methodology**

- First step: the table below shows the total product costs of Repower for all business segments. All values are extracted from the „annual report FY 2010/2011“ – see reference 2
- Second step: the total costs of onshore products are calculated as: 74% of total costs
- Third step: the total costs of MM92 WT family are calculated as 56% of onshore total costs

Cost type	Total costs	Total onshore	Total MM92 costs mEUR
Costs of material	950.00	705.71	393.23
Personnel costs	118.40	87.95	49.01
Equipment depreciation / Repair	21.28	15.81	8.81
Other OPEX	128.48	95.44	53.18
Financing expenses	4.70	3.49	1.95
<b>TOTAL</b>	<b>1,227.08</b>	<b>911.54</b>	<b>506.18</b>

The interface also shows a chat window with messages from Sija Krüschke, a list of attendees, and a video gallery at the bottom.



# Recording of lectures

Recording of Lectures (asynchronous / offline possible)

**adelphi** **giz** **I-DEAR DAAD**

**El Convenio de Minamata sobre el Mercurio, Fuentes y Emisiones**

El Convenio de Minamata sobre el mercurio, Fuentes y Emisiones

**Convenio Internacional - MINAMATA**

Prof. Dr. Florian Schindler,  
Professor de la Beuth Hochschule, Universidad de Ciencias Aplicadas, Berlín, Alemania  
en cooperación con I-DEAR DAAD  
Prof. Dr. Hernán Mariño, Prof. Dr. Andreas Heiser, Prof. Dr. Stefan Heilmann,  
Organizadores dentro del programa I-DEAR  
Universidad Católica de Argentina y Beuth Universidad de Ciencias Aplicadas, Berlín

Prof. Schindler (online)

**Videopodcast der Einführungsveranstaltung zum Modul „Dynamik / Schwingungen technischer Systeme“**  
Dozent: Prof. Dr.-Ing. Schlenzka  
Fachbereich Maschinenbau, Verfahrens- und Umwelttechnik der Beuth Hochschule für Technik Berlin

**Übersicht**

- 01 Aufstellen der BDGL
- 02 Parameter der DGL
- 03 Beispielaufgabe Pendel (Drehschwingsystem)
- 04 Das Massenträgheitsmoment
- 05 Die Dämpfung
- 06 Beispielrechnung zur Dämpfung
- 07 Aperiodischer Grenzfall
- 08 Lösungsansatz BDGL
- 08 Starke Dämpfung ( $D > 1$ )
- 10 Fortführung Beispiel Pendel
- 11 Verfahren der komplexen Ergänzung
- 12 Fortsetzung komplexe Ergänzung
- 13 Beispiel Einsendeaufgabe
- 14 Anmerkungen Fouriertransformationen

1  Aufstellen der BDGL	2  Parameter der DGL	3  Beispielaufgabe Pendel (Drehschwingsystem)	4  Das Massenträgheitsmoment
5  Die Dämpfung	6  Beispielrechnung zur Dämpfung	7  Aperiodischer Grenzfall	8  Lösungsansatz BDGL

# Good practices - Game- based Learning

IFAF Berlin: C.Cat

Nicht sicher | www.ifaf-berlin.de/projekte/c.cat/

Apps Platzieren Sie Ihre Lesezeichen hier in der Lesezeichenleiste, um schnell auf sie zugreifen zu können. Lesezeichen jetzt importieren...

INSTITUT FÜR ANGEWANDTE FORSCHUNG BERLIN

IFAF BERLIN

IFAF Berlin Förderung **Projektübersicht** Presse&Medien Downloads Kontakt

**C-Cat - Cohesion Catalyst. Entwicklung eines webbasierten Software-Tools zur Visualisierung von Multikollektivität innerhalb einer Gruppe oder eines Teams**

**Projektaufzeit:** 01.10.2014 bis 31.12.2016

**Projektleitung:** Prof. Dr. Stefanie Rathje (HTW Berlin)

**Projektpartner:** ESMT Customized Solutions GmbH, Daimler AG, Abteilung Corporate Academy (beratend)

**Projektwebseite:** cohesion-lab.com

**Dokumente:** Projektposter, Projektexposé

**Kurzbeschreibung:**

Phänomene der Kooperation zwischen Menschen unterschiedlicher Herkünfte und Identitätszugehörigkeiten gewinnen rasant an Bedeutung. Wirtschaftlicher Erfolg hängt zunehmend davon ab, wie es Organisationen gelingt, globale Zusammen-arbeit zu meistern. Gesellschaftliches Zusammenleben benötigt Antworten auf die Herausforderungen von Migrationsprozessen.

Um Menschen darauf vorzubereiten, würden in der Vergangenheit häufig sogenannte interkulturelle Trainings eingesetzt. Deren Wirksamkeit wird jedoch zunehmend in Zweifel gezogen, da sie Problemsachen primär in den kulturellen Unterschieden zwischen Gruppen vermuten und dadurch Stereotype sowie abgrenzende Gruppendynamiken eher verstärken.

Im Rahmen des Projekts C-CAT wurde eine Software-Applikation (Cohesion Catalyst) entwickelt, die es ermöglicht, Zusammenhalt unter Unbekannten zu stiften, ohne kulturelle Attributionen vorzunehmen. Die Software kann in Workshops und Trainings eingesetzt werden und unterstützt die Teilnehmenden dabei, in kürzester Zeit ein Zusammengehörigkeitsgefühl zu entwickeln. Dabei lässt der Cohesion Catalyst die Teilnehmenden intuitiv Gemeinsamkeiten mit den anderen Teilnehmenden entdecken.

Um die Applikation auf niedrigschwellige Weise in der Öffentlichkeit einsetzen zu können, wurde ein runder, visuell ansprechender Medientisch gestaltet (Cohesion Table), der sechs Teilnehmenden und einem Moderator die gleichzeitige Anwendung der Applikation ermöglicht.

Neben dem Einsatz des Cohesion Catalyst im Rahmen von internationalen Personalentwicklungsmaßnahmen in Organisationen erscheint die Untersuchung und Gestaltung menschlicher Kohäsionsprozesse vor allem vor dem Hintergrund zunehmender Flucht- und Migrationsbewegungen notwendiger denn je. Zukünftige Forschungsbereiche des Cohesion Catalyst legen daher in der Entwicklung eines empirischen Modells zur Beschreibung der Entstehung menschlicher Kohäsion und ihrer Erprobung in gesellschaftlichen Inklusionsprozessen.

IMPRESSUM | DATENSCHUTZ

Zur Suche Text hier eingeben

15:03 26.09.2018

## Burj Khalifa



### Technical Data:

**Height:** 828 m

**Highest floor:** 638 m

**Highest with lift:** 584.5 m

**Rank (height):** 1st place (world)

**Lifts:** 57

**Floors: Usable:** 163 **Total:** 189

**Floor area:** 517,240 m<sup>2</sup>

**Construction materials:**

Reinforced concrete, steel

**Facade:** Aluminium, glass

**Construction costs:** > 1 billion Euros

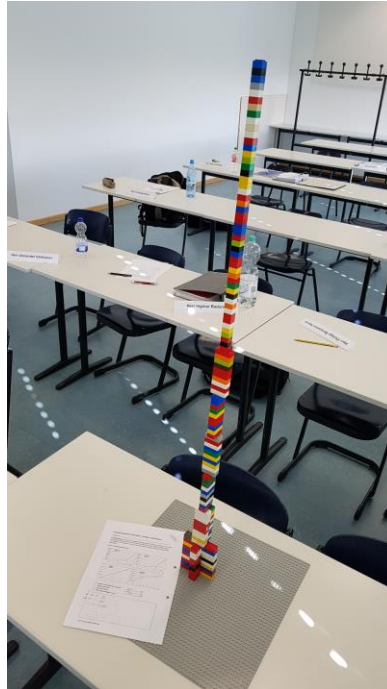
180,000 cubic metres of concrete

# Blended Approach

Online – lecture

Materials send home

Parallel (synchronous) online group work  
and joint examination



## Evaluation:

**Height:** 138 cm

**Highest floor:** 137 cm

**Highest with lift:** 584.5 m

**Rank (height):** 1st place (time wise)

**Construction planning**

**Floor area:** 517,240 m<sup>2</sup>

**Construction materials:**

Reinforced concrete, steel

**Facade:** Aluminium, glass

**Construction costs:** > 1 billion Euros

180,000 cubic metres of concrete

# Evaluation - transparent

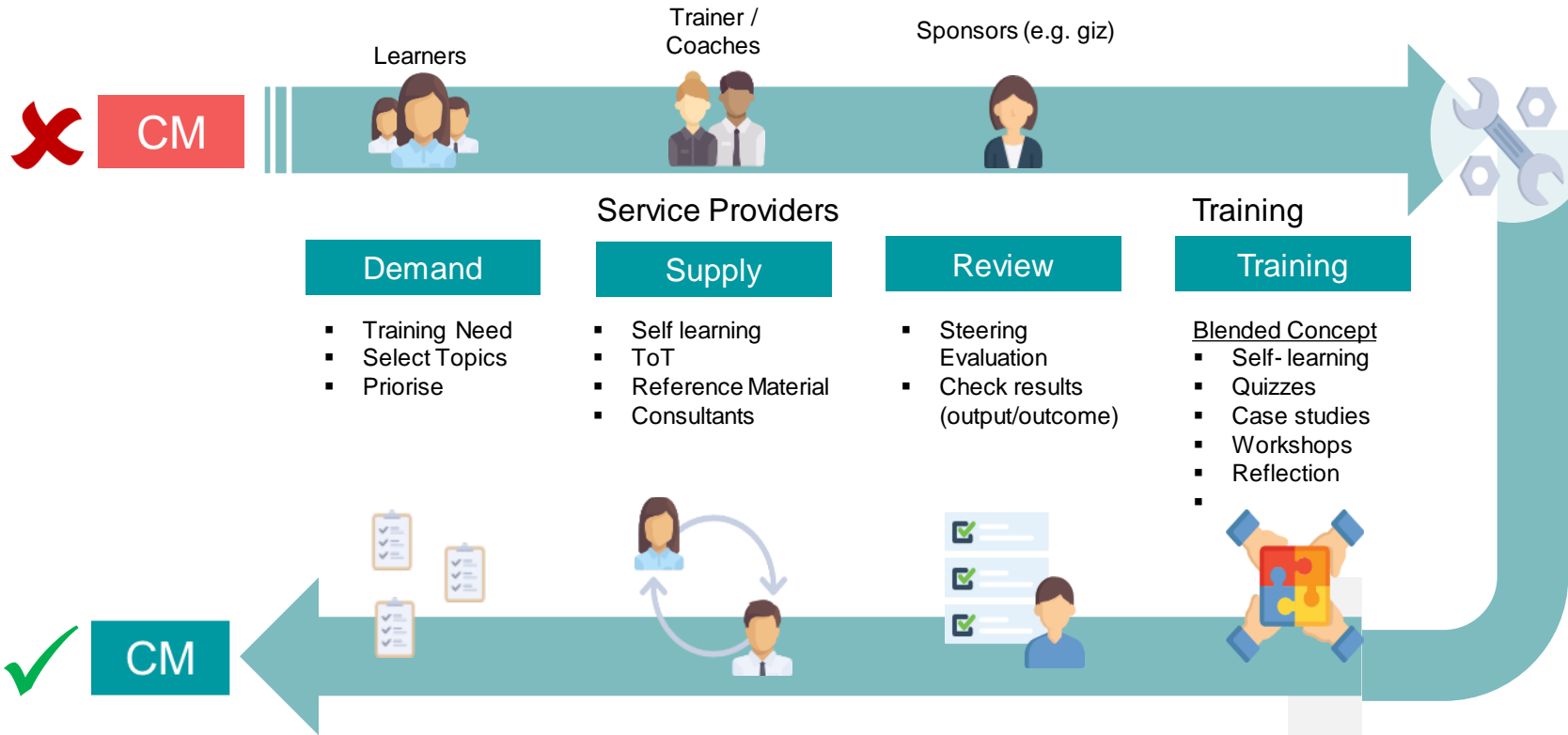
Joint evaluation –

Group discussion on Lessons Learnt

(all online, interactive)



# Applying good practices in CM training delivery



# Next steps

# Training programme for chemical management multipliers

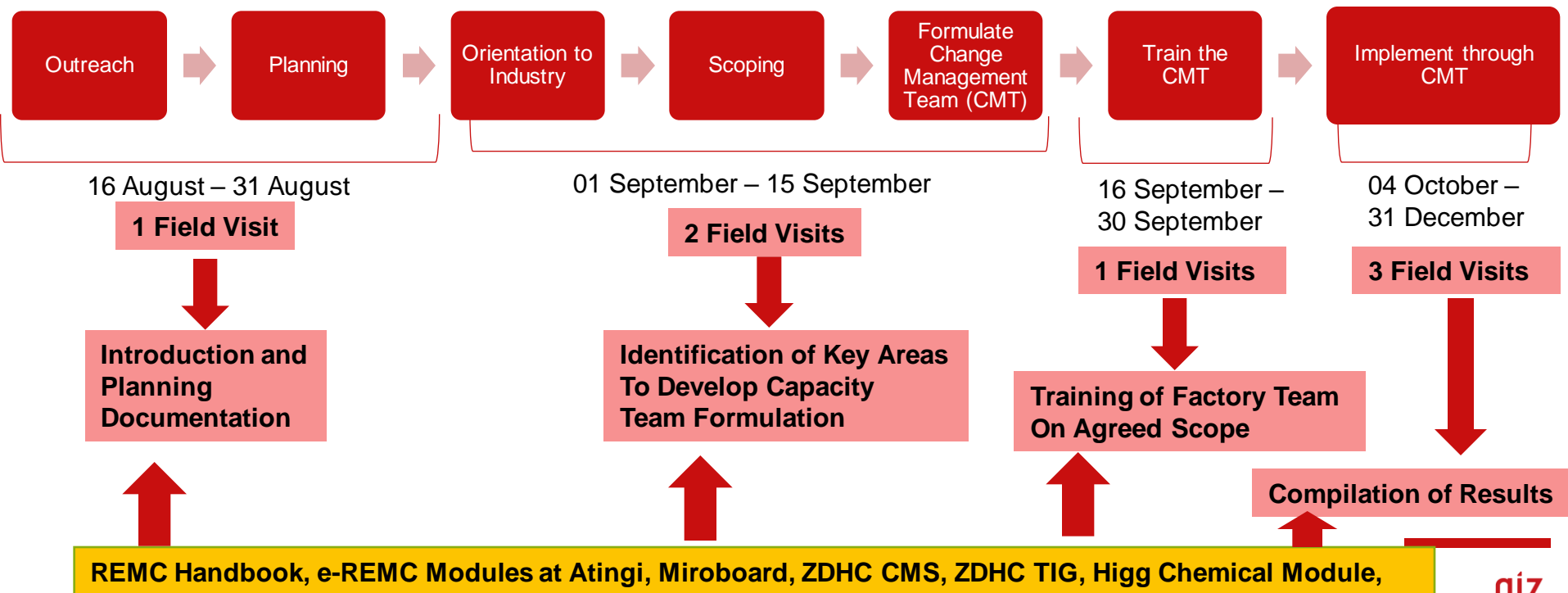
## Next steps

#	Activity	Deadline
8	Makeup (3 hr) session	Between 09 – 13 August 2021
9	Practical application	16 August 2021 – 31st December 2021



# Training programme for chemical management multipliers

## Next steps



# Training programme for chemical management multipliers

## Next steps

### ▪ **Project Expectation**

- to which extent the service providers have incorporated such additional tools (e.g. e-REMC/CM self-learning materials into their outreach services
- to which extent service providers have adjusted their approach to the delivery of the factory outreach services, and if at all
- level of factories´ recognition of an enhanced quality of the service providers´ outreach
- number of service providers (i) proceeding to becoming ZDHC certified trainers and (ii) feedback of ZDHC partners on improved level of candidates applying for ZDHC certification (e.g. are the candidates better qualified than earlier).

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