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Best Practices in Sanitary and Phytosanitary Training
Assignment of the Framework Contract for evaluation
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Summary Analysis of the Survey

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Introduction

The survey has taken place between March 3, 2010 and May 31, 2010. Fifty two organizations delivering Sanitary and Phyto-Sanitary (SPS) and other training were contacted.

Figure 1 presents the current situation of the survey. Four additional questionnaires are expected to be received in the course of June.

Figure 1: State of play of the survey
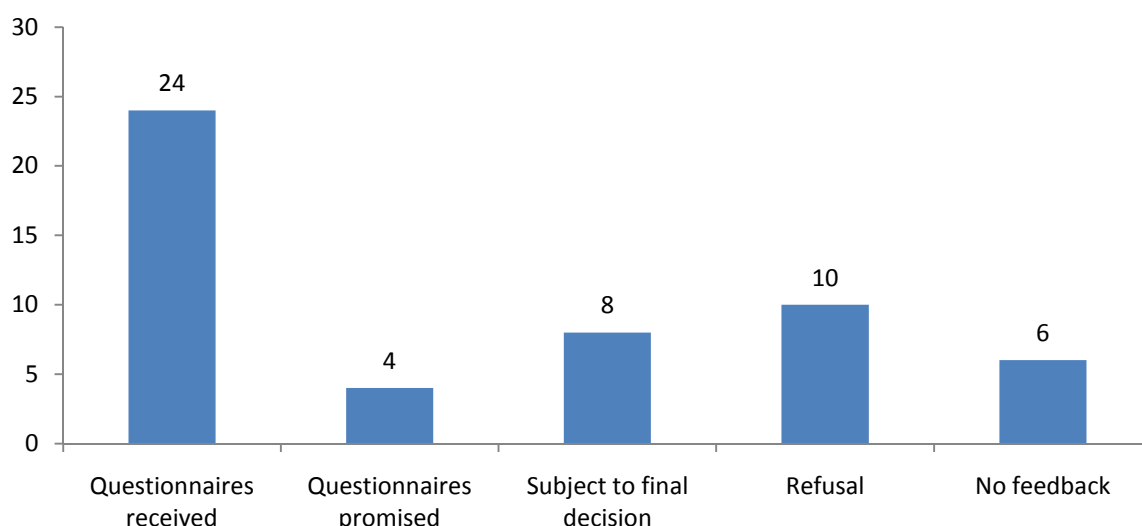
The current rate of answer amounts to 46% and might extend to 54% if the expected questionnaires are received soon. The organizations having responded to the survey are listed below.

From our experience with this survey, three reasons might explain some reluctance to participate in the survey:
- People are usually very busy (we have been targeting the highest level contact points in charge of the targeted training in the targeted organisations, in order to maximize the quality of the response); for these people, completing a quite complex questionnaire is additional workload and is not treated as high priority in their agendas;
- For larger organizations, participating in such a survey might require the authorization of the hierarchy; this is usually a rather burdensome procedure, and is therefore regarded as additional workload;
- Some people/organisations might be reluctant to expose their practice and/or to be compared to others, and/or not to be at ease regarding the respect of confidentiality.

These reasons would support the setting up of what a respondent calls an international community of practice to deliver food safety training.

The following organizations responded to the survey:

AED	Academy for Educational Development (USA)
AQS	Anrika Quality Services (SE)
CABI	Commonwealth Agricultural Bureaux International

|	
CIRAD Montpellier	Centre de Coopération Internationale en Recherche Agronomique pour le Développement (FR)
COLEACP/PIP	Comité de Liaison Europe-Afrique- Caraïbes-Pacifique, Programme Initiative Pesticides
DAFF	Department of Agriculture, Fisheries and Forestry, Australia
EISMV	Ecole Inter-Etats des Sciences et Médecine Vétérinaires de Dakar (SENEGAL)
EUROCONTROL	European Organisation for the Safety of Air Navigation
FAO, Animal health	Food and Agriculture Organisation of the United Nations, Animal production and Health Division
FAO, Nutrition	Food and Agriculture Organisation of the United Nations, Nutrition and Consumer Protection Division
FAO/IAEA	Joint Division of Nuclear Techniques in Food and Agriculture of FAO and International Atomic Energy Agency
Global G.A.P.	Global Partnership for Good Agricultural Practices
ICES	International Council for the Exploration of the Sea
IDB/INTAL	Inter-American Development Bank, Institute for the Integration of Latin America and the Caribbean
IFDC	International Fertilizer Development Center
IOIA	International Organic Inspectors Association
ISTA	International Seed Testing Association
ITCILO	International Training Centre of the International Labour Office
MSU	Michigan State University
USDA APHIS	US Department of Agriculture, Animal Health Inspection Service
USDA APHIS	US Department of Agriculture, Plant Health Inspection Services
WL	World learning (USA)
WTO	World Trade Organisation
WUR	Wageningen University & Research centre (NL)

Analysis of survey results

The analysis is based on 24 completed questionnaires and proceeds according to the different questions of the questionnaire.

1. Identification of respondents and training activities

Most respondents (74%) are public organisations; one respondent is a private company and six describe themselves as other: the inter-state school of Dakar, the PIP programme managed by COLEACP, the International Seed Testing Association (ISTA), CABI, World Learning and the Academy for Educational Development.

The respondents can be allocated according to the following broad technical areas of their training activities, having in mind that some of them are active in more than one area (41 areas mentioned):

Figure 2: Distribution of the technical areas covered by respondents (N=41 mentions)
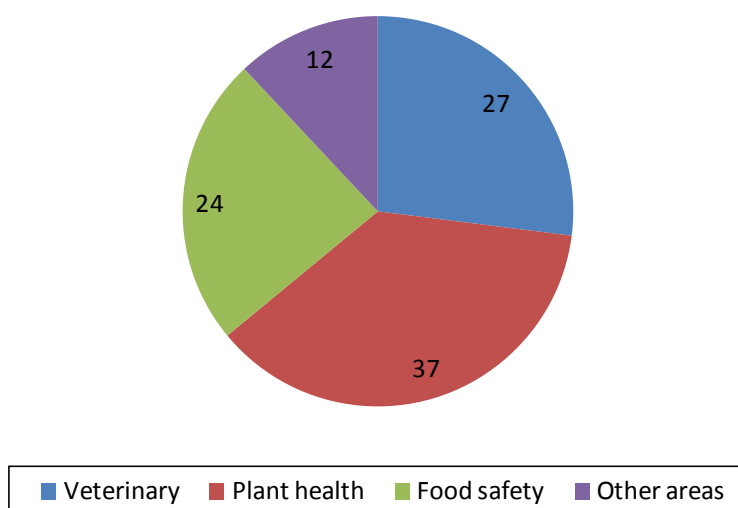
All organisations provide training involving participants from several countries, even though this might not be an objective as such for some of them who mainly target participants from one country.

A large majority of organisations (92%) are active in another hosting country by delivering their training there, while 63% deliver this at their own premises.

There are two main reasons for organizing the training in another hosting country:

- Cost and logistics-related reasons, such as easy access and available facilities (55% of reasons);
- Training needs of the hosting country justifying its selection as host (45% of reasons).

The sample of respondents can be characterized according to three criteria: the volume of training days offered, the average number of tutors involved and the costs of organizing the training.

Volume of training days offered:

This volume is defined as the number of participants' training days offered per year. *Four size classes are considered as illustrated in the figure below:*

Figure 3: Size classes of the respondents (N=21)
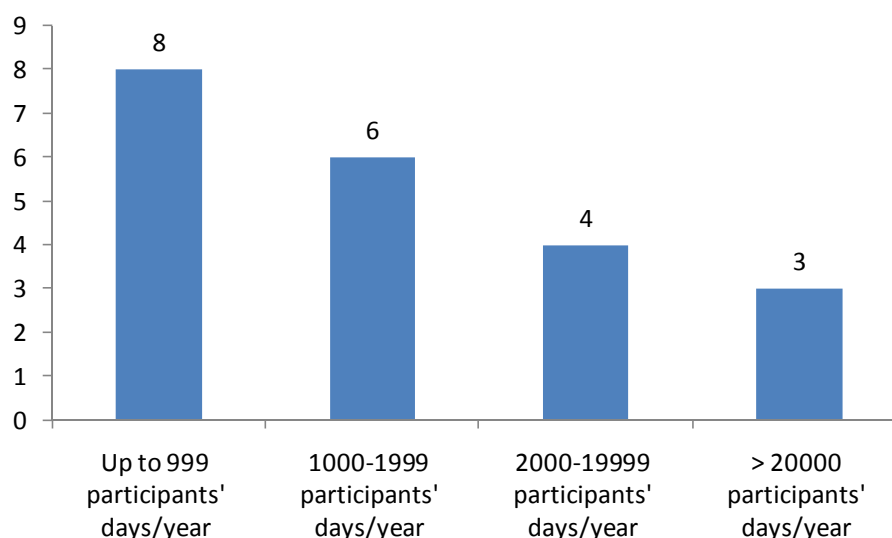
For comparison purposes, in 2008 BTSF delivered 27 121 participants' training days.

A number of institutions apparently delivering a limited number of trainees' days have in fact a larger activity which has not been taken into account in the response to the survey.

Average number of tutors:

63% of the organisations work with 2 or 3 tutors per workshop. A minority (8%) work with one tutor and 29% work with 4 to 7 tutors. These differences can in particular be explained by cost considerations and the complexity of topics taught.

Costs of organizing the training:

The cost referred to here is the cost per participant per day for organizing the workshop and it is all inclusive, i.e. cost of training materials, tutors, logistics, accommodation and travel. The figures are independent of the fact that part of the fees may or may not be paid by the participants (much variation exists regarding this aspect).

Of the 17 organisations providing usable figures, 2 have a very low cost per participant/day due to factors such as the fact that most participants originate from the country, accommodation and travel are not covered by the training organizer, use of in-house tutors, etc.

Fifteen organisations have a cost per participant/day varying between 150 € and 1 120 € but these costs are not all comparable, firstly due to the fact that the figures mentioned do not cover the same elements, and secondly some training is not international and travel and accommodation therefore account for small sums. More comparability of cost figures will be an objective of the case studies.

The cost figures provided by 7 respondents are comparable (including with BTSF) due to the coverage of the same aspects, i.e. location, translation, materials, trainers, and travel and accommodation of trainees. These costs range from 154 € to 1120 € per participant/day with an average of 611 €. These figures will however be refined and validated in the context of the case studies.

For comparison purposes, the BTSF 2008 average weighted figure amounted to 634 € per participant/day (560 for training in EU27 and 700 for training in Third Countries).

The training activities selected by respondents as representative for the survey are briefly described hereafter, in terms of the technical topics of the training, the objectives pursued and needs addressed, and the audience targeted.

Technical topics of the training:

Table 1: technical topics of the training activities of the respondents (N=22)

Veterinary products, legal and regulatory issues, public health
Very diversified in the SPS area
Plant protection
SPS agreement, committee and TBT
Risk analysis, SPS agreement, IPPC standards
Seed health testing
Good Agricultural Practices
Avian influenza and zoonotic diseases
Plant and animal health, SPS awareness
Air Traffic Management
Food safety
Food safety law and regulation
Human resources and institutional capabilities development
SPS and TBT issues, HACCP, GAPs and GMPs
GMPs/HACCP training
Fishery science, e.g. fishery management, stock assessment
Basic Food Safety Principles and Management
Food safety standards, quality control, laboratory operations
Volunteerism, health care (management of health care, insurance)
Organic inspection training
SPS related issues
Water and sanitation

It appears that SPS and food safety related topics are the most frequent while five topics (in blue) are peripheral to this scope i.e. air traffic management, human resources and institutional capabilities development, fishery science, volunteerism and health care and water and sanitation. The first of these topics involves security issues, the second capability development, the third food and environment preservation, and the fourth and fifth refer to a key issue for developing countries.

Objectives pursued and needs addressed:

Usually, the training pursues several objectives simultaneously, most frequently acquisition of general knowledge and skills. The frequencies of mention of the specific objectives and needs addressed are presented in Figure 4.

Figure 4: Objectives of the training activities (N=46 mentions)

- ■ Acquisition of specific skills and technical know-how
- ■ Acquisition of general knowledge/information
- ■ Awareness raising
- ■ Networking
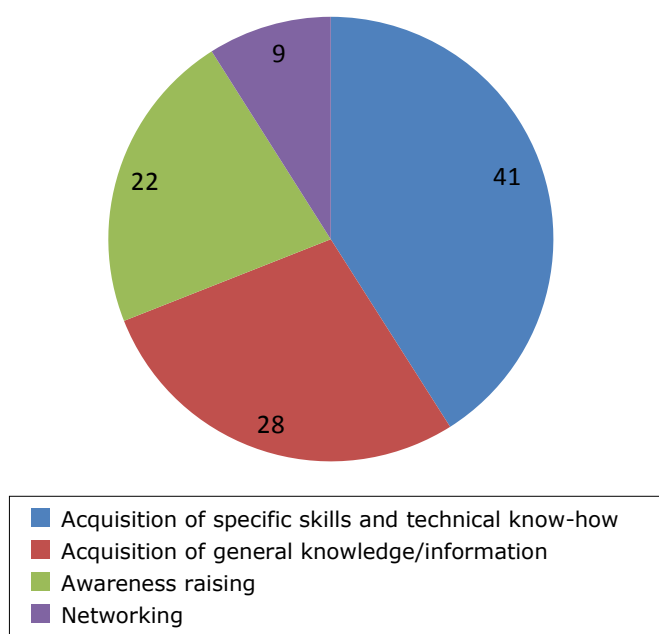
Audience targeted:

The training activities frequently target a diversified audience, somewhat more often the public sector (20 mentions) than the private sector (15 mentions). Less frequently mentioned targets include in particular trainers and academia (3 mentions each), veterinarians and certifiers (2 mentions each). About 50% of the training activities explicitly target a multinational audience (11 mentions). In terms of basic/advanced level of knowledge and among those who explicitly mention this aspect, there is a balance between those who target basic as well as advanced levels (5 mentions) and those who target advanced levels only (4 mentions)

2. Definition and management of needs

There is a wide diversity in the way the training needs are identified. We present hereafter these ways in decreasing order of frequency:

- Country or authorities requests or suggestions: 12 mentions;
- Studies and inquiries carried out by training organisations, including visits of experts and training needs assessments (through questionnaire, workshop or discussion): 10 mentions;
- Requests or suggestions from private organisations: 6 mentions;
- Discussions with stakeholders: 5 mentions;
- Training closely linked to other projects: 2 mentions;
- Others (related to the emergence of a disease, identified in the follow-up evaluation, consensus between several countries, growing need of inspectors): 4 mentions.

In most cases these needs are identified in a consensus process between training providers, participants and donors based on, for example, consultations, focus groups and committee meetings.

In situations characterized by competing or different needs, how do the respondents prioritize or manage these differences?

One third of respondents considers this question as not relevant or applicable to their training activities, e.g. because they are demand-driven.

A second third arbitrates between competing needs based on diverse criteria, such as the level of risks in case no training is provided, the intensity or urgency of the training needs, the respective donors resources, the frequency of requests or a mix of criteria (including independent evaluations, technical feasibility of training, avoidance of duplicated training, identification of priorities in common, and absorptive capacity of participating countries).

Another third manages the issue by different means, such as organizing separate training sessions, adapting the learning paths and approach, implementing collaborative learning based on exchange of experience, implementing coordination actions, or postponing the training.

One respondent did not answer this question.

3. Selection of participants

Criteria for participants' selection:

The criteria's average ranks are presented in Figure 5 below (1 representing the highest, 0 the lowest). Motivation of participants ranks highest while upper limit to the number of participants ranks lowest.

Figure 5: Importance of criteria for participant's selection (24 respondents)
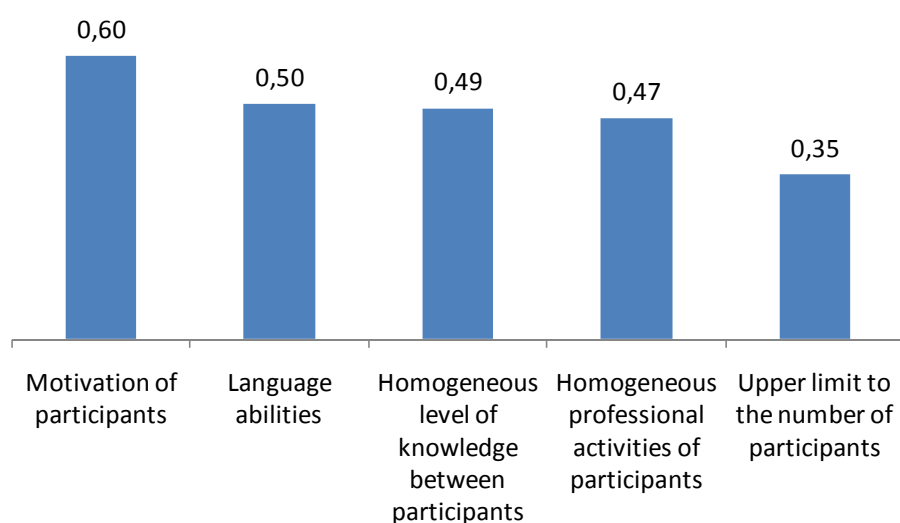
Homogeneity of professional activities of participants is particularly justified in cases of training on specific topics that require also homogeneous levels of knowledge between participants.

One respondent states that homogeneity in the level of knowledge amongst the participants is the primary target, since the structure, content, target audience, pre-requisites, exercises and materials are adjusted to this parameter.

These considerations on homogeneity are however not systematically shared: some respondents focus instead on whether the training is really needed and that the skills acquired will be actually used in the job.

Some respondent are in favour of heterogeneity; e.g. one states that "the selection of participants aims at gathering people with different backgrounds: this favours exchanges between participants what is made possible by the generalist profile of the training".

A couple of respondents stress the importance of language skills ("Language is one of the major barriers when training in cross-cultural environment"), while others refer to simultaneous interpretation facilities.

For one respondent, the "most important is participant's ability to provide change within their organisation".

Seven respondents rank high other selection criteria for participants such as: company request (in case of training for companies), decision-making level, training responsibilities, relevance of training to national or regional needs or to address an issue, country of origin (in case of limited number of participant per country).

Some respondents specify the upper limit to the number of participants, e.g. 15 for practical training and up to 60 for theoretical/initial courses.

All this shows a great diversity of criteria due in particular to the diversity of training activities' objectives, topics and formats.

How to ensure audience homogeneity?

Here again the spectrum of answers is quite wide. Almost all organisations have their own approach to ensure audience homogeneity: examples are publishing a training description, considering language fluency, relying on organisations sending participants, referring to membership of association, etc.

Two approaches are shared by several respondents:

- Selection based on professional background and/or CV, sometimes coupled with pre-defined participants' profile or consideration of probability of further use of the knowledge acquired in the training: 9 mentions;
- Selection considering professional activity in order to favour diversity for better exchange of experience: 6 mentions.

How to address language heterogeneity?

Different approaches are implemented.

Some respondents include the language in the selection of participants (6 mentions).

Others organize the training events in function of language heterogeneity: simultaneous interpretation (7 mentions), language specific sessions (3 mentions) and use of the country's local language (3 mentions), the last two approaches requiring a multilingual staff.

Some respondents address the issue with the help of the training format, i.e. by working in small groups and relying on mutual support between participants (5 mentions) or by relying on the patience of tutors (1 mention). Translating learning material or delivering material that is easy to understand and translate are also mentioned (1 mention each).

How to address differences in knowledge levels of participants?

Such differences are managed before the training or in its course or both ways.

Before the training, the approaches mentioned are pre-course mentoring or monitoring (4 mentions) and pre-requisite such as self-training (5 mentions).

But organisers also frequently manage the differences during the courses: methods used include organizing different sessions according to knowledge levels (5 mentions) and working in small groups and applying collaborative learning methodologies (5 mentions).

How are the local competent authorities involved in the selection of participants (when relevant)?

For seven respondents, the question is not relevant.

When it is relevant, the most frequent involvement is the direct designation of participants or the involvement in their selection (e.g. in a dedicated committee) (9 mentions) or the designation of applicants (3 mentions). In some cases, local authorities participate in the training steering committee (2 mentions) or they provide some training or trainers (2

mentions). They may also invite stakeholders or participate in training needs assessment (1 mention each).

Checking whether applicants will be in a position, after the training, to implement acquired knowledge and skills in their working context:

Those who do, implement various approaches:

- Checks <u>before the training</u> consist of the following: if the training is demand-driven and the participant is sent by his/her hierarchy, there is a fair probability that the knowledge acquired will be used (6 mentions); this issue is part of the very selection of participants (4 mentions); the position of the applicants in the chart of their organisation and the relation between the training and the professional activities are looked at (respectively 2 and 1mentions);
- The issue is addressed <u>during the training</u> by preparing a post-training project or action plan or devoting sessions on after-training applications (respectively 2 and 3 mentions);
- In some cases there are ex-post monitoring of this, formally (part of evaluation, 5 mentions) or informally (networking, 1 mention).

Six respondents indicate that they do not check this aspect.

Appropriateness of requiring a commitment from the applicant and/of his/her hierarchy that he/she will seek to implement acquired knowledge and skills in his/her working context?

Fifteen respondents do not require such commitments: those who explain the reasons for this underline the difficulty to monitor the enforcement of the commitment.

In four cases, such commitments are part of the formal selection process.

Five respondents address this issue with the help of action plans: before or during the training, participants are invited to develop an action plan for the future use of the knowledge and skills acquired and in three cases a follow-up review of the implementation of the action plan is foreseen.

4. Training content

Who decides on the training content and according to which process or procedure?

The respondents show very diversified answers in terms of bodies/departments involved and procedures applied, corresponding to the ways the organisations concerned operate.

These answers consist of various combinations of the following bodies and agents:

- Trainers and training teams (16 mentions);
- Donors, sponsors and organizers of training (15 mentions);
- Technical and local experts and partners (10 mentions).

Some respondents indicate the source of the choice of the training content, i.e. a training needs assessment (8 mentions) and an examination of the participants' feedback from previous workshops (2 mentions).

When preparing and delivering the training, how to focus on the subsequent effective implementation of the acquired knowledge and skills in the trainee's working context?

Two main modalities are experienced by respondents to address this point:

- Expecting from participants that, during the training, they develop a practical exercise, implementation plan, action plan, follow-up activities, etc. that supports the future use of the knowledge and skills acquired (9 mentions);
- Focusing the training on participative and practice-oriented methods, such as case studies, simulation exercises, manipulations, exchanges of experience, focus on workplace needs, etc. (11 mentions).

Other approaches are mentioned by 1 respondent each such as: intermediate testing of knowledge, drawing lessons/feedback from past workshops, demand-driven training or involving heads of departments.

How is the training content made adaptable to the country's local conditions, the audience, etc.?

This is achieved by several means, the two most frequent being:

- Contents and techniques taught are adapted and customized to local conditions (13 mentions);
- Local experts play a particularly important role as training organizers, leading instructor or trainers; training of trainers is also mentioned here (altogether 6 mentions).

In some cases, the adaptation results also from the fact that the workshop focuses on participants' exchanges on their own experiences and thereby the content is customized (4 mentions).

Other means include a country-specific background study carried out before the training (4 mentions), the fact that the training content has been customized in the framework of the needs assessment (1 mention) or the fact that the knowledge and skills taught are so generic that no adaption to local conditions is needed (1 mention).

How is a coordination of the training content ensured when there are several tutors and speakers involved in the training activity?

There are two main ways to address this issue:

- Tutors receive beforehand individual or general instructions or terms of reference from the training manager or coordinator (17 mentions); this is the usual approach of larger and/or more established organizations;
- There is also a more informal approach characterized by collaborative design by the tutors, and meetings or other forms of contact between them before the training workshops (12

mentions): this approach is more frequently used by smaller and/or less established organizations.

In both approaches, but a bit more frequently in the 1st one, the different contents to be taught are checked/validated before the training starts to ensure adequacy of contents, avoidance of overlaps, etc. (11 mentions).
Some organizations rely on a small number of tutors (1 or 2) or on the nomination of a leader to ensure the coordination of contents taught (4 mentions).
Finally, in 3 cases, a review takes place during the training activities, with programme coordinators participating in the workshop and/or debriefing and reporting as part of the quality system.

5. Delivery of training activity

5.1. Learning approach

a) Are trainees requested to study some material before attending the training session?

For training activities delivered by half of organisations, participants are usually or sometimes requested to study some material prior to the training course, e.g. based on reading lists or course materials. For four organisations, this preliminary study consists of a basic e-learning course which ensures a sufficient and more homogenous level of knowledge of participants.

For the other half of organisations, participants are not requested to study some material prior to the training course. Two respondents mention that from experience, participants do not prepare the training in advance. In several cases (4 mentions), participants are given bibliographic references in advance, even though no preparation is required and it is up to the participant to study the material in advance or not.

Even if they do not require the study of material, three organisations require participants to prepare some work in advance: this might be a presentation of the situation in their country and/or the preparation of an action plan to be implemented after the training.

b) Is the training activity provided in parallel with distance learning methods, e.g. e-learning or web-forum?

Training activities are often or sometimes combined with distance learning methods: 70% of respondents mention the use of such methods for several or all training courses delivered, either through e-learning tools (7 mentions), the use of a CD-ROM (1 mention) and/or a web-based platform allowing interactions (forum) and/or containing reading material and exercises (4 mentions). One organisation has not developed its own distance learning system, but is using the e-training tool of another one.

The other 30% of organisations do not use distance learning methods, but two are planning to develop such system (one e-training, one online platform) and the other five do not further specify their answer.

c) Are different methods applied to training activities with different objectives (e.g. awareness raising, acquisition of general or specific skills)?

Most respondents (92%) apply different methods, depending on the objectives and audience of the training: methods used are chosen according to contents to be delivered, as well as to the type of participants targeted. Training aiming at awareness-raising is mainly based on lectures, PowerPoint presentations and discussions, while the acquisition of skills requires laboratory and computer-based exercises, case studies, field visits, presentations by participants, etc. The size of the audience also depends on these objectives: larger groups or e-learning for awareness-raising, smaller groups for acquisition of skills.

Two respondents (8%) do not take into account the objectives of the training when they choose their learning methods, since they use a mix of all methods based on the key concepts and skills they want to deliver.

d) How differently (in terms of audience, materials, etc.) are different training activities managed, e.g. a training focusing on a well defined subject area such as avian influenza, compared to a training devoted to a more general issue such as disease control?

A first group of 7 respondents do not answer this question.

One respondent indicates that they do not change anything in their training, another that the different training activities are not managed differently, only the areas differ.

Four respondents state that the more precise the subject of the training, the more practical the training will be.

The other 10 respondents report that they adapt their training, more particularly the content (7 mentions), the further customization of the whole programme (3 mentions) and the selection of trainees (2 mentions).

e) Is the training of trainer (ToT) approach implemented? If yes, for which reasons? What are the key characteristics of such ToT approach (e.g. tasks of the trainers and of the trainees, methods applied, etc.)?

The ToT approach is implemented by 71% of respondents. For 3 organisations, the approach is carried out on a small scale, while for one organisation, the activities consist in mentorship of a new trainer by an experienced trainer. Reasons for implementing ToT activities are the increased outreach and dissemination of knowledge (10 mentions), the limited time and resources available in relation to the will to reach a larger public (5 mentions) and the long-term viability of the programme which is to be taken over by local organizers (1 mention).

Two other organisations (9%) do not currently organize ToT activities, but plan to develop this approach.

The remaining 20% of responding organisations do not train trainers and do not explain why.

Participants at train the trainer workshops are often carefully selected (4 mentions), with consideration of their commitment, their ability to teach and their professional environment (favouring such activity or not). Improvement of technical background is only a limited part of the training of trainers (2 mentions), as the focus is more on adult learning techniques,

didactics and communication skills (7 mentions). Training if often very practical and participants receive learning material that they can use later on.

5.2. Learning materials and format

a) What learning materials are being used such as supporting audiovisuals, guides for the trainee and for the trainer, support for train the trainer courses, etc.?

Organisations use multiple learning materials for their training activities. These consist most often of manuals for trainer/trainees and background documentation (20 mentions), and PowerPoint presentations (13 mentions). Additional materials include audiovisual support (9 mentions), CD-ROMs, software and computer-based exercises (7 mentions), handouts of presentations (6 mentions), technical books and exercises (5 mentions), flip charts (2 mentions), toys such as puzzles (2 mentions), equipment kits and toolkits (2 mentions), databases (1 mention), and the use of a reward system (1 mention).

b) Ranking of the formats in which the trainees are actively involved during the training activity, 1 being the most important and 0 the least important one:

Case studies are the most widely used learning format. This is closely followed by practical exercises, interactive presentations and practical discussions (see Fig. 6). Brainstorming ranks average, while role plays and serious games rank low. Other formats are mentioned by only a few respondents and are left on the right side of the graph. They include field visits (3 mentions) and laboratory sessions (2 mentions) ranked high as well as problem solving exercises (1 mention) ranked low.

Figure 6: Ranking of formats in which trainees are actively involved (22 respondents)
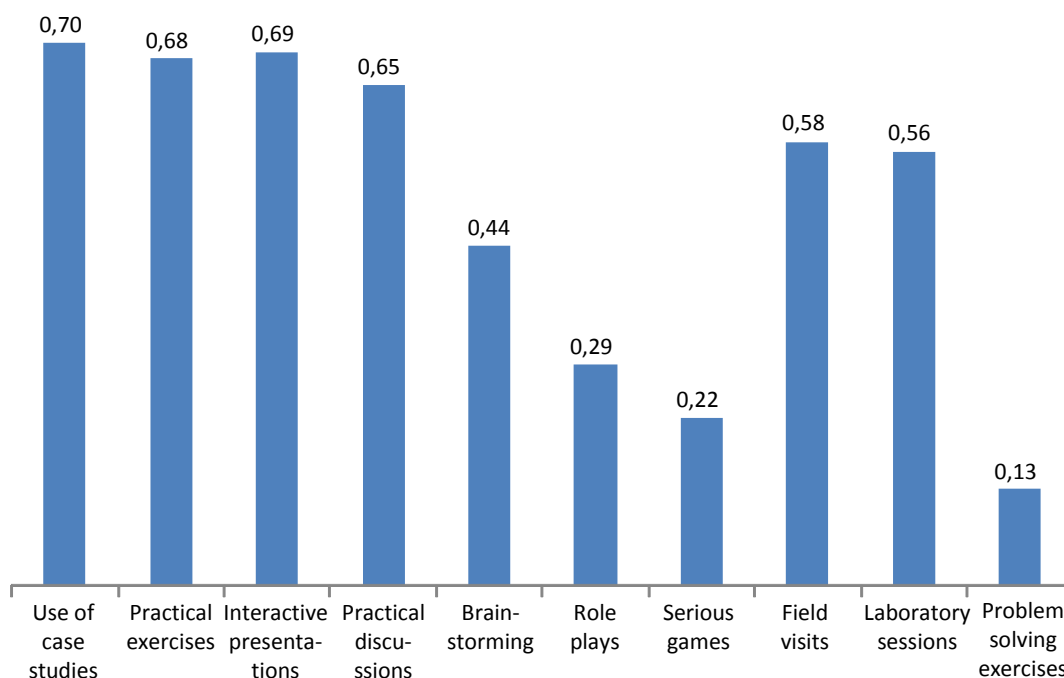
c) At the end of the training, do the trainees receive a copy of the session in paper, in a USB key, or with another support?

For all training activities, participants receive a copy of the training sessions. It can be handed out as a hardcopy (3 mentions), electronically (6 mentions) or in both formats (10 mentions). Five respondents do not specify the format used.

Electronic copies include one or several of the following formats and may vary from one workshop to another: CD-ROM (11 mentions), USB-key (6 mentions), online platform (3 mentions) to be copied to the participant's own USB-key (3 mentions), e-mail (2 mentions). One respondent stresses out it is "important that participants have information to take away with them".

5.3. Tutors

a) Are some formal procedures applied to select the tutors?

Selection of tutors is usually little formalized: internal staff are selected based on experience and specific skills, such as didactic skills, languages, etc. (2 mentions); external trainers are selected based on a detailed analysis of their curriculum (5 mentions) or through networking relations (4 mentions), including previous participants in workshops, recommendation of member countries or collaborating organisations, and people encountered during country missions.

Several organisations request that the future trainer has previously followed a training activity of the organisation (3 mentions) or a specific train the trainer course (4 mentions).

Two organisations (1 systematically, 1 for some trainers only) apply a more formalized approach for selecting tutors through the organisation of international competitions. Another organization issues for each workshop a profile of the skills requested from tutors.

b) Are tutors selected within the respondent own organisation or are they recruited externally, from public or private organisations?

The majority of organisations (67%) use both internal tutors where available and external ones (to enlarge experiences, perspectives and expertise) when necessary (6 mentions) or in order to have local tutors in the trainers team. About 25% of organisations use only internal tutors and 8% of respondents state that they recruit exclusively external tutors.

c) Ranking of the criteria for the selection of tutors, 1 being the most important and 0 the least important one:

As illustrated by Figure 7 below, the most important criterion for the selection of tutors is the scientific and technical knowledge. This confirms the conclusion of the previous question that external tutors are selected for their specific skills. Then comes a combination of skills, illustrating the fact that tutors should present a comprehensive panel of skills.

Further come communication/pedagogical skills and field expertise, also ranked high. Three other criteria rank average to low: personality adaptable to diversity, qualifications and language skills. A respondent adds that these more general skills are less looked at as they

never really create a problem. Another one mentions that language problems can easily be worked out by other ways.

Figure 7: Importance of criteria for tutor's selection (22 respondents)
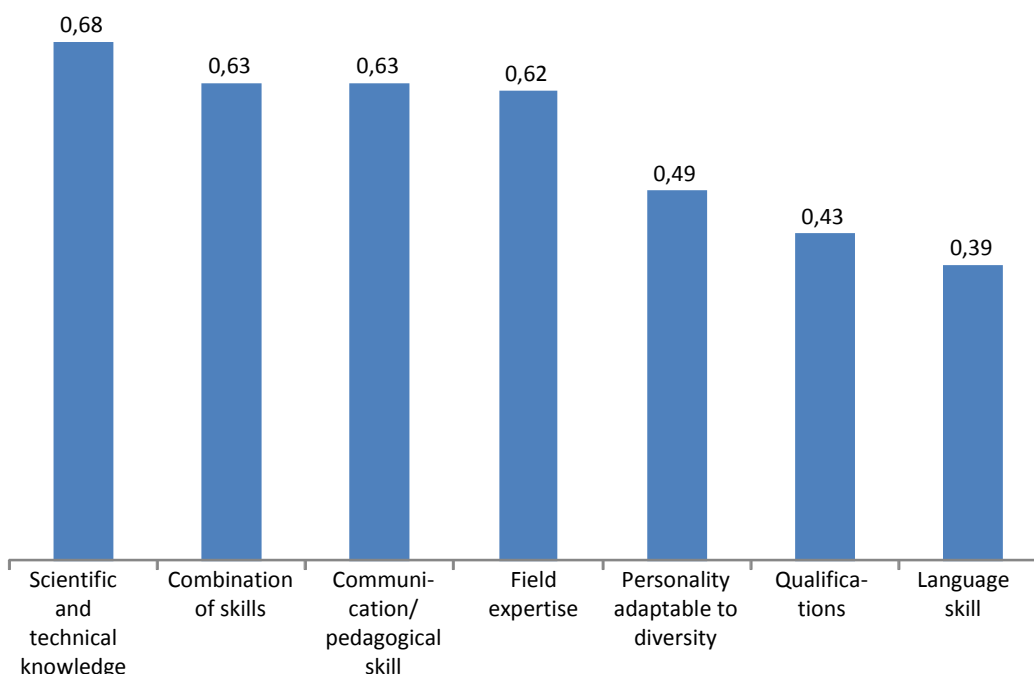
Additional criteria for selection mentioned by respondents include training experience (4 mentions), recommendations (2 mentions), availability (1 mention) and knowledge of the region where training is delivered (1 mention).

A respondent specifies that it is very challenging to find a tutor which has experience in adult education and another one says that "experts can't always teach effectively or be understood by an audience". The importance of ability to pass on messages to an audience is stressed out several times (7 mentions).

One respondent underlines that the relative importance of the different criteria may vary according to topics taught and areas covered.

d) How is the diversity of the team of tutors ensured, e.g. with different national backgrounds and experiences?

Of the 23 respondents to this question, 74% manage to obtain a well-diversified team of tutors, either through the international background of the organisation itself (5 mentions) or through the use of their network (6 mentions). Six organisations also aim at selecting local tutors, one organisation refers to the use of guest lecturers to obtain this diversity, while two organisations also pay attention to have a sufficient share of female tutors in the team.

Among the other organisations (26%), 13% select tutors exclusively on the basis of a list of selection criteria without overall look on the resulting diversity, 9% try to select a diversified

team but find it very difficult as there is a limited potential of tutors, and 4% consider their internal tutors as being polyvalent.

e) Which methods do tutors use to tailor the training to participants' professional needs and specific working context?

Methods used by tutors to adapt the training activity to the participants are diverse and one organisation may make use of several methods (the sum of the percentages exceeds therefore 100).

Nearly half of organisations (44%) use their preliminary needs assessment and cooperate with the beneficiaries to make sure the training activity meets their expectations. Several organisations also have a training programme allowing sufficient time for exchanges, discussions and interactive presentations (33%). Others use exercises and case studies which focus on problems specific to the regions from which participants originate (17%), they select the training methods in function of the objectives of the training (17%), they select tutors which work or have worked in the field (11%) and/or use heuristic teaching methods (6%).

5.4. Logistics and organisation

a) When organising the training activity (agenda, catering, etc.), to what extent are the cultural/religious background of participants, the need for social events, etc. taken into account?

Cultural/religious backgrounds and the need for social events are tackled to different extents by the various organisations. Half the respondents (50%) take into account the various cultural and religious backgrounds of participants by paying attention to catering (7 mentions), prayer time (5) and religious holidays (3). Additionally, 2 organisations say that they only consider these aspects when they are notified in advance. About the same proportion of organisations (45%) considers the need for social events (10 mentions) and pays attention to the scheduling of work sessions (2 mentions). Concerning the other organisations, 4 take these aspects into account to a limited extent, 3 leave the management of these aspects to the local organizer and 1 associates the participants to address them.

b) How accessible from the location of the training are the technical facilities (e.g. laboratory, factory, etc.) required for the practical activities of the training?

For 20% of organisations, there is no need to visit technical facilities, either as no field visits are scheduled in the planning (12%) or because all facilities are on the training location (8%). Another 17% of organisations have part of the facilities at the training location, while the highest share (50%) organises field visits to locations which are close by, usually within 50 km or 1 hour drive maximum.

The remaining organisations can not reply to this question as it is up to the host country/local organisers to take care of these aspects (13%).

c) For training involving mostly participants from developing/in transition countries, does the training take place in a developing/in transition country or elsewhere and why?

For half the organisations (50%), training takes place completely or mostly in a developing/in transition country. A respondent specifies that this is done "in order to maximize the number of participants from that country or from a specific region". Two respondents (8%) only provide training at their premises in a developed country, while the rest (42%) provide training at locations in both developed and developing/in transition countries. The mentioned reasons for choosing the location depend on a number of factors: cost-effectiveness (5 mentions), availability of equipment, supply and adequate facilities for field visits (5 mentions), request from donor (2 mentions), interest of local organiser to provide proper training (2 mentions), interest of host country in receiving training (2 mentions), political stability (2 mentions). A respondent also suggests that if the aim is to "provide maximum change of attitude", the training is more effective when held in a developed country.

d) Is the organisation of the training sufficiently flexible in order to tackle late changes such as last-minute cancellation by a participant? If yes, how is this flexibility ensured?

Flexibility seems to be of major importance to most participants (92%): this is ensured by the use of reserve lists (4 mentions) or last-minute substitutions of participants (4 mentions), a case-by-case handling of the situation (4 mentions), a prior assessment in case of a critical situation in order to decide whether the activity is maintained or not, an assessment of the expectations of participants which may change the process of the training, or a last-minute finalisation of the training modalities (1 mention each).

One respondent mentions the availability of a special fund set up to tackle these last-minute changes. According to 5 respondents, substitutions of participants can only occur if a cancellation is made sufficiently in advance to arrange for visas, travel, etc.

6. Evaluation of the training

a) At the end of the training, is the training and/or the tutors evaluated by the trainees? If yes, is this evaluation formalized (e.g. using a standard sheet with pre-defined items) or free formatted?

All respondents ask participants to evaluate the training activity. In almost all cases, this is done by using a pre-defined formalized evaluation form (96%), containing open questions or room for comments (5 mentions). Two respondents specify that this evaluation is sometimes web-based. Some respondents also mention that they carry out daily or weekly evaluations (4 mentions) and two organisations additionaly asks participants to evaluate the training through the use of sticky labels and poster boards. One organisation uses non-standardized evaluation tools, but intends to be more systematic in their evaluation approach in the future.
One organisation also asks trainers to evaluate participants.

b) Is the level of knowledge of trainees checked before and after the training?

A small majority of respondents assess the knowledge of participants: 54% check almost always the knowledge of participants, of which some only before the training activity (3 mentions), one only after, and several others both before and after (6 mentions). Others did

not specify. Another 28% of the organisations do it sometimes but not sytematically (of which one only after), while the remaining organisations (18%) never assess the knowledge of participants. One reason mentioned for this is that the training organisation does not want to "put participants in a test situation".

The assessment of knowledge of participants may take various forms and organisations may use several of them simultaneously: the most frequent one is through a test or examination (6 mentions), including open and multiple choice questions and practical exercises, followed by specific questions on the evaluation form (2 mentions), specific questions on application forms (2 mentions), the use of an evaluation matrix (1 mention) and follow-up activities (1 mention).

c) Are the following elements systematically monitored/followed-up? Dissemination of the acquired knowledge and skills, Replication by the trained trainers (if relevant), Networking effects of the training for the trainees, Application of the acquired knowledge and skills in the trainee working context, Impact of the training on the performance of the organisation of the trainee.

Monitoring and follow-up activities are very diverse from one organisation to another and more than half of respondents (54%) complete some kind of monitoring or follow-up. Obstacles to performing evaluation are notably linked to the (un) availability of budgets (2 mentions) and the difficulty in obtaining the information after the training (1 mention).

The application of the acquired knowledge and skills in the trainee working context is being monitored by 67% of respondents; the replication by the trained trainers by 63% of those organisations delivering training for trainers; the networking effects of the training for the trainees is being monitored by 63% of respondents; the impact of the training on the performance of the organisation of the trainee by 58%; and the dissemination of the acquired knowledge and skills is being monitored by 50%.

Of all respondents, 23% do not perform any follow-up on training activity; 36% restrict their evaluation to some of the elements above; 41% perform a more in-depth follow-up including 4 or 5 elements surveyed. Organisations which evaluate only some elements, follow-up particularly the networking effects of the training for the trainees (6 mentions out of 8 organisations) and the application of the acquired knowledge and skills in the trainee working context (5 mentions out of 8 organisations).

Two organisations assess the training as part of a general assessment of the participants' companies, one as part of a certification process, the other one in order to link the company performance to the knowledge level of participants, i.e. employees of the surveyed companies. Another organisation follows trained trainers before giving them a certificate of competence.

For three organisations whose training involves the development of an action plan or project by participants, a follow-up session/workshop is organized 6 or 7 months after the delivery of the training. This allows participants to implement their action plan or project and discuss progress and obstacles encountered, with the trainers or organizers of the training.

d) If and when you implement such monitoring/follow-up, is the hierarchy of the trainees surveyed to evidence impacts of the training at work?

Half of organisations (50%) involve the hierarchy of participants in the follow-up activities, of which 4 organisations only on a selective basis (non-systematic follow-up with the hierarchy) and 2 in an informal way (through personal contact and feedback). Four respondents specify that this follow-up is done through questionnaires, interviews or site visits, while another organisation does it by sending a letter to the superiors. The other organisations (50%) do not contact the hierarchy for follow-up.

7. Implementation context

a) How do the respondents monitor their context, in particular other organisations' training or enabling activities, e.g. to avoid duplication or overlaps or to inspire from successful training?

Monitoring of context is mentioned by several respondents as a key issue and this is done by 71% of them. This monitoring is mainly done through contacts and coordination with other organisations providing training activities (11 mentions), systematic documentation on/benchmarking with other organisations' activities (3 mentions), ad-hoc investigations (3 mentions), dissemination of own activities to other organisations (2 mentions), and reporting on activities attended which were delivered by other organisations (1 mention). One respondent underlines that communication with other organisations is difficult due to a tremendous competition between them for getting projects and funds.

29% of respondents do not systematically monitor their context. The usual reason mentioned is the fact that similar training does not exist to their knowledge (5 mentions). The reason provided here is interesting as monitoring training in other areas may bring awareness about training techniques/practices implemented by others and can provide inspiration for improvement.

b) Is the training of respondents in line with procedures and standards of international organisations? If yes, on what basis is this evidenced?

Out of 18 responses to this question, 72% are in line with procedures and standards of international organisations (see below), 18% are informally complying and the remaining 10% is not. Of the 16 respondents which are in line (including informally), 4 organisations set up themselves the international standards, so they comply with their own rules. Two organisations collaborate with national and European authorities in order to make sure they are in line with international standards.

International organisations whose rules the respondents are in line with include IPPC (3 mentions), OIE (3 mentions), WTO (2 mentions), Codex (2 mentions), UN (1 mention), FAO (1 mention).

c) How long in advance (number of weeks or months) do the respondents start preparing the training activity, i.e. by initiating the needs analysis?

About one fifth of the organisations (21%) set up regular work planning on a biannual (1 mention), annual (3 mentions) or 3-years basis (1 mention). Activities scheduled are then

progressively prepared: one organisation specifies that it takes then 2 to 3 months to implement an activity, another one talks about 12 to 18 months for a new training course.

For the remaining organisations (79%), the preparation of an activity starts 6 weeks to up to 3 months in advance (30% of respondents), up to 6 months in advance (25%), up to 1 year in advance (20%), and over 1 year (4% or 1 organisation).

d) What are the respective shares of time and resources allocated to the preparation of the training, to the delivery of sessions and to the follow-up?

Few data on this were received from respondents. This may come from the fact that it is difficult to assess time and resources spent for preparation as this is often spread over various people and over several months and may vary from one activity to another and from one tutor to another.

From the qualitative information and rough estimations provided and considering the weights given to follow-up activities, it can be concluded that all respondents agree to allocate 10 to 20% to these activities. Regarding the respective shares of preparation and delivery of training activities, respondents have diverging views.

e) Is the training a stand-alone activity or does it make part of a set of activities including e.g. continuous education, conferences, sustaining training missions, other projects, etc.? If it makes part of a set of activities, what are the other components.

From the responses received to this question, and based on an overall assessment of the activities of the responding organisations, it appears that training is always part of a broader project or mission. Training activities of a small majority of respondents are integrated in a capacity building or technical cooperation project (54%). Another 17% aim at industry development, for example market development, certification of companies, international uniformity of procedures. For a small fraction of respondents, training is part of an educational process (8%). The remaining organizations (21%) combine their training activities with other activities or events, such as conferences, work groups, trade events, research, etc.

8. Self assessment

a) Does the respondent assess the training delivered as good or best practice? If yes, on which criteria is this assessment based?

The most frequently mentioned criteria on which organisations assess their practices are:

- Trainees satisfaction: 10 mentions;
- Results of evaluations, comparisons, impact assessments: 7 mentions;
- Evidence based on awards, accreditation, linkage with industry: 3 mentions.

b) Which aspects of the training provided does the respondent intend or plan to improve?

There are numerous aspects that respondents would be willing to improve:

- Selection of participants: better selection and categorization of participants (4 mentions), better preparation of participants (2 mentions), better information provided on the training activities (1 mention);
- Training topics: better and updated needs assessment (3 mentions), develop more advanced training (1 mention) and intermediate training (2 mentions), develop new topics and omit others (1 mention), cluster a couple of existing courses into learning events (1 mention);
- Training methods: develop distance learning (4 mentions), select/develop better and more effective case studies and exercises (3 mentions), find new excursions (1 mention), develop training tools (1 mention), develop on-site basic training (1 mention);
- Logistical aspects: increase financial resources (3 mentions), reduce costs (1 mention), change facilitator (1 mention), implement more training in developing/in transition countries (1 mention), facilitate logistical support issues (1 mention), more in advance preparation of training activities (1 mention), increase training frequency (1 mention);
- Evaluation: better follow-up (6 mentions), including follow-up on the acquisition/assimilation of skills and knowledge (2 mentions) and the assessment of the training as part of national development goals (2 mentions), increase impact of training (1 mention);
- Implementation environment: incorporate training in national university curricula (1 mention), increased recognition by authorities (1 mention).

c) If some of the constraints that apply to the respondents' training were removed, what kind of training would they like to deliver? Do they know an organisation offering such kind of training?

The responses to this question include a wide diversity of wishes without any trends. Regarding the identity of organizations which would offer the kind of wished training, 1 respondent mentions 2 names, 5 state that they do not know any and the 18 others do not respond.

9. Additional information

The majority of respondents do not add any information. Five organisations give additional information on their working processes and refer to internal documents or websites.

Beside this, several respondents point out interesting elements:

- Training activities are enriching for tutors and organisers too, as participants share different experiences and perspectives;
- Demand for basic training remains stable over time, even after years of delivering the activity;
- In order to be effective, training needs to be part of a larger process of institutional change: without the willingness to change of the institution of the trainee, training may be counter-productive;
- International training collaboration needs to improve: setting up network(s) could help.