



Transfer testing design and procedure

WP2 – Experiment the transfer - Outcome n°06

Michael HENNESSY (P03) – Hanna JOHANSSON - Anita BOIJ (P05)
in collaboration with all project partners

**LEONARDO DA VINCI TRANSFER OF INNOVATION
CONVENTION: 2011-FR1-LE005-24388**



PARTNERS INVOLVED IN 'NEW ADVISERS' LEONARDO PROJECT

Lead partner:

P00 AC3A - Association des Chambres d'agriculture de l'Arc Atlantique – France

Partners:

P01 CEA - Casa Escola Agricola Campo Verde - Portugal

P02 Federacion EFA Galicia – Spain

P03 Teagasc Agricultural and Food Development – Ireland

P04 Bayerische Bauernverband LandSiedlung bbv-LandSiedlung – Germany

P05 Hushallningssällskapet Väst – Sweden

P06 Hungarian Chamber of Agriculture – Hungary

P07 Slovenian Chamber of agriculture – Slovenija

P08 APCA - Assemblée Permanente des Chambres d'agriculture – France

Silent partners:

P09 IALB - Internationale Akademie land- und hauswirtschaftlicher Beraterinnen und Berater – Germany

Coordinateur

P10 Chambre d'agriculture de Loire Atlantique (Nantes – France)

IMPORTANT MENTION

This report engages only the author(s), and neither the Leonardo National Agency nor the European Commission is responsible for any use which may be made.

SUMMARY OF THE DOCUMENT

English

Following the survey on the problems encountered in advisory and training on pesticide reduction, we tested the transfer of advisory tools. The experience has quickly demonstrated the partners' need for comprehensive support.

This document contains the instructions given to the partners on the choice of the right tool according to problem-situations, the organisation of the test and its evaluation (questionnaires completed by participants). It is complemented by some other documents that are directly related:

- Introduction of the concept of problem-situations (Outcome No. 4)
- Detailed description of the tools (Outcome No. 7)

The test results are presented in the Outcome 8.

French

A la suite de l'enquête réalisée dans les différents pays sur les problèmes rencontrés pour le conseil et la formation relative à la réduction des pesticides, nous avons engagé un essai de transfert d'outils de conseil. L'expérience a très rapidement montré la nécessité d'un appui détaillé aux partenaires.

Le présent document regroupe les indications données aux partenaires sur le choix de l'outil en fonction des situation-problèmes, sur l'organisation du test et son évaluation (questionnaires remplis par les participants). Il est complété de deux autres documents qui lui sont directement liés :

- Présentation du concept de situation problème (Outcome N°4)
- Description détaillé des outils (Outcome N°7)

Les résultats du test seront présentés dans l'Outcome 8.

German

Im Anschluss an die Umfrage in den verschiedenen Ländern zu den Problemen in der Beratung und Schulung im Themenbereich Reduktion des Pestizideinsatzes, haben wir geprüft, wie Beratungswerkzeuge zwischen den Ländern übertragen werden können. Die Erfahrung hat schnell gezeigt, dass es notwendig ist eine detaillierte Beschreibung und Unterstützung durch die Partner die das Werkzeug bereits anwenden zur Verfügung zu stellen.

Dieses Dokument enthält Hinweise, wie das richtige Werkzeug zur der jeweiligen Problemsituation ausgewählt werden kann, die Vorbereitung und Durchführung der Tests und der Bewertung (von den Teilnehmern ausgefüllte Fragebögen). Es wird von anderen Dokumenten ergänzt werden, die in direktem Zusammenhang stehen:

- Einführung des Konzepts der Problemsituation (Outcome Nr. 4)
- Detaillierte Beschreibung der Werkzeuge (Outcome Nr. 7)

Die Testergebnisse werden in der Outcome Nr. 8 vorgestellt.

TABLE OF CONTENTS

Introduction	5
1. Partner Advisory and Training Services involved in the project.....	5
2. Problem situations.....	5
3. Description of tools	6
3.1 Clear Vision (Y Voir Clair).....	6
3.2 Problem Based Learning	6
3.3 Discussion Groups	6
4. Background to the test.....	8
5. The test design	8
6. Testing	10
7. Test reporting	10

Figures

Figure 1 (Fig.1). Suitability of tool / resource Flow Chart	7
Figure 2 (Fig.2). Flow Chart of Testing Process.....	9

References	10
Abbreviations and acronyms	10
Appendix (Questionnaires)	11

Introduction

The New Advisers Leonardo project is focused on testing three advisory and training tools that can be transferred between partner countries: “Clear vision”, “Problem-based learning” and “Discussion group”. (See Outcome 7 – New Advisers Leonardo project, 2013). Guides for each tool were produced in English, which were then translated for local use. The guides were tested using defined <<problem situations>> and success of transfer was reported using questionnaires from participants.

This document outlines problem situations, describes the tools selected, provides a background to the tests and explains the implementation of the tests.

1. Partner Advisory and Training Services involved in the project

Partner	Name	Role	Status
Coordinating Partner Coordinator	Association des Chambres d'Agriculture de l'Arc Atlantique – AC3A Chambre d'agriculture de Loire Atlantique	Rural Development	Not for profit organisation
Portuguese	Casa Escola Agrícola Campo Verde.	Vocational Training	Not for profit
Spanish	Federación EFA GALICIA	Vocational Training	Not for profit
Irish	Teagasc	Research, advisory and training	Not for Profit
German & German speaking countries	bbv-LandSiedlung Internationale Akademie land- und hauswirtschaftlicher Beraterinnen und Berater - IALB	General societal good Representative organisation	Not for profit
Sweden	Hushållningssällskapet Väst (Western Agricultural Society)	Agricultural consultancy	Not for profit
Hungary	Magyar Agrárkamara – Hungarian Chamber of Agriculture.	Advisory, training and regulatory role	Not for profit organisation
Slovenia	Kmetijsko gozdarska zbornica Slovenije – Slovenian Chamber of Agriculture	Public administration & regulatory.	Not for profit
France	Assemblée Permanente des Chambres d'agriculture (APCA)	Rural Development	Not for profit

2. Problem - situations

The test is based on using “Problem Situations” as a way to simplify problems and applying advisory tools as a method of providing possible solutions to the problem situation.

By thinking of a "problem situation", advisers, trainers and farmers themselves, acquire greater collaborative, holistic and heuristic capacity, to develop innovative solutions. A problem can be defined as “a negative impact event that appears or may appear at the expense of some actors or stakeholders” (See Hennessy M. & Delbos C., 2013 – Outcome 4).

A situation in terms of agronomic advisory for the purposes of the project may be defined as any agricultural production scenario.

Examples of problem situations were collected and categorized by the Spanish partner (See Leis Romaris R. & all., Outcome 2, 2013), and in turn were linked to the three advisory test tools: Clear Vision, Problem Based Learning and Discussion Groups.

Examples of problem situations

- *Student trainers need to be up-skilled in the Sustainable Use Directive*
- *Farmers are not keeping cross compliance pesticide records*
- *Lack of pest knowledge by farmers*

A flow chart (Fig.1 page 8) was produced to guide on which tool might be best suited to any given problem situation.

3. Description of Tools (for complete information, see Outcome 7)

3.1 Clear Vision

What is Clear Vision?

A French concept, translated from French "Y Voir Clair", is an analytical tool, taking an analytical holistic approach to a complex agronomical problem. It requires one to one analysis with an advisor and farmer, development of a solution and monitoring of the solution over a period of time. It requires a professional relationship and trust between the farmer and the adviser.

Why use Clear Vision?

For the advisor and advisory body, the aim is to clarify and prioritise the farmers concerns and develop a 'roadmap' to solve the problem.

- The roadmap focuses the advisor to suggest solutions and ensures follow up meetings with the farmer.
- For the farmer the benefits are significant as the advisor; actively listens to problems, questions the farmer, offers an alternative perspective and questions the farmer, builds a customised 'roadmap' built with the farmer and for the farmer.

Clear Vision is an advisory tool which systematically examines the problem from many perspectives (agronomic, socio-economic, family, etc.) and results in a farmer lead solution (e.g. 1-3 year plan).

3.2 Problem Based Learning

What is Problem Based Learning?

Problem Based Learning is a training method, to enable learners to examine a problem as a group, research part of the problem on an individual basis and then to share the information between all learners.

Used in Sweden and Canada, Problem Based Learning requires group management by an advisor or tutor. In its purest form, a problem situation is posed to a group. On an individual basis, each member analyses the problem and reports their findings to the group at the next meeting. Each member therefore learns from each other by sharing information. The information gained by the group may be further analysed until a solution to the problem is found.

A variation of Problem Based Learning is using the internet as the communications tool and was tested by some countries. A further variation provides problems to students to solve, either as a group or on an individual basis, as part of self-directed learning.

Why should Problem Based Learning be used?

The Sustainable Use Directive will require new knowledge to be disseminated to various actors (trainers/advisors/students). Problem Based Learning allows trainers to effectively transfer this new knowledge to groups of learners in an organised environment. It suits trainers-students or advisor-advisor formal learning.

3.3 Discussion Groups

What are Discussion Groups?

Already used in some European countries, the Irish model was used for the test. A group with common problems meet. The group is facilitated by an advisor. The job of the facilitator is to ensure good discussion from the group, and not to guide the discussion. The group determines the topic (problem situation), the level of discussion and the development of the

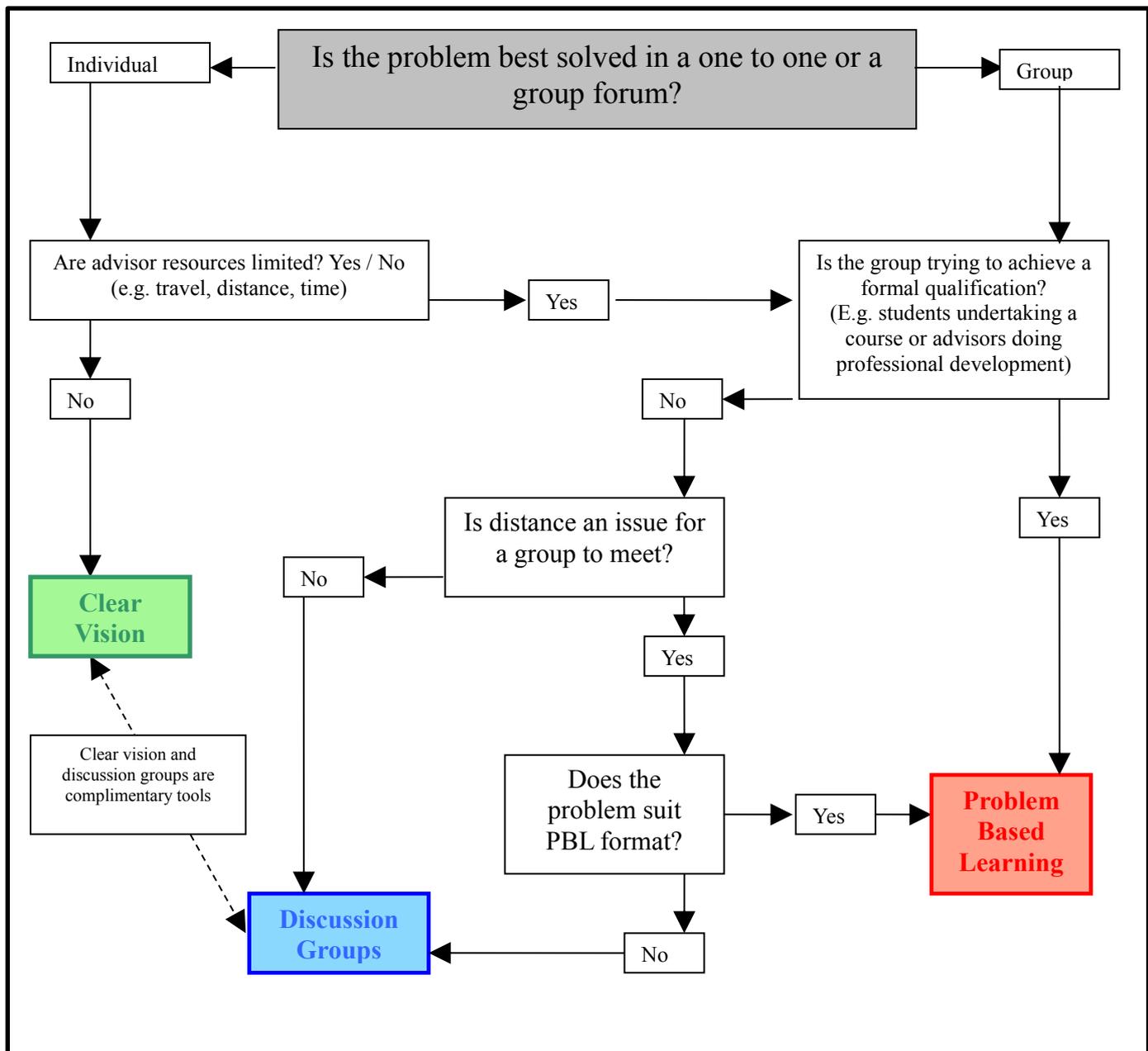
discussion. Through discussion, the group learns from each other and provides solutions to the problem situation.

Why should discussion groups be used?

The 'discussion group' is a forum for allowing the farmers to 'grow' their skills. It renews and expands the advisers 'actions. Research (in Ireland) has proven that group participation improves farmers' technology uptake and are a very suitable advisory method where advisor numbers are limited. Discussion groups are very complimentary to one-to-one advisory visits.

Example of a Discussion Group: Discussion groups work best where farmers have a common focus and their advisor wants to help the farmers change their practice. Under SUD this may include: integrating IPM into farm systems, complying with record keeping or learning a new skill, etc.

Fig. 1 - Suitability of tool/resource Flow Chart



4. Background to the test

Due to the diverse nature of cultures, languages, backgrounds, advisory and training services and resources of each of the partner countries, a common theme to link each partner had to be found.

The problem situations identified in the partner countries were often common across several countries, and could be linked directly to the Sustainable Use Directive (Directive 2009/ 128/ EC).

The Sustainable Use Directive (SUD) provided a common theme and goal for all partners in that the Directive is to be implemented in all EU countries and has strands common to all of the partner's businesses, namely:

- Training (IPM, Storage and Use of Pesticide)
- Advisory (IPM and Use of Pesticide)
- Regulatory (Cross compliance)

This would mean that the tools should not conflict with any partner's business goals.

Each partner had at least one of the strands within their organisation, with many partners having two or even all three strands within their organisation.

5. The test design

Linking Partners to problem situations and tools

Partner organisations in the project have different focuses which vary from advisory to training of students to cross compliance guidance for farmers/students or a combination of these areas. Two partner organisations main focus concerns vocational training and two others major focus is cross compliance guidance, the remaining partners focused on a combination of these subject areas. Linking each partners organisation focus/resources to tools the tools to be tested to a common set of the problem situations proved a major challenge.

The design of the test endeavoured to construct a test which could accommodate each partner's strengths to achieve a common goal. By choosing problem situations which generally encompassed farmer advice, training, and regulation we can then link these to advisor organisations. These three "problem situations" were

- Training (IPM, Storage and Use of Pesticide)
- Advisory (IPM and Use of Pesticide)
- Regulatory (Cross compliance)

All partner organisations could test a number of tools under one or more of these headings focusing on a "problem situation" specific to their country circumstances

Each partner is to:

1. Test, if possible, three advisory tools Discussion Groups, Clear Vision and Problem Based Learning in their countries, using a part of the Sustainable Use Directive as the focus,
2. Identify three problem areas <<Problem Situations>> in their country (under the main headings of training, advisory or regulation) and use the tools to help resolve the problem situations,
3. Report back on the testing.

If a country did not have the resources to test all three tools, they were to replicate the tests they could carry out and report on the results.

Basing the tests on the three problems (training, advisory or regulation) under the heading of Sustainable Use Directive also provided a common basis for testing the tools, reducing possible variables in the test results.

Each country identified and reported problem situations within their own situations. The Irish partner suggested which tools might work, and the partner countries then were to try to use the tools to help resolve the <<problem situation>>.

The flow Chart below (Fig.2) outlines the testing process using SUD as the basis for testing and provided for a possible 9 tests from each partner country.

Fig.2 Flow chart of testing process

Flow chart WP2 (Testing and evaluating methods/tools/resources in all partner countries)

Steps

1 Selection of methods/tools/resources to be tested

Initial tools to be tested

- 1 Discussion Groups
- 2 Problem based learning
- 3 Clear Vision' or 'Y void Clair pour agric'

Tools/methods selected

Each member country who proposed a tool/method will produce supporting information to help partner countries to test the tool

Method	Proposing country
Discussion Groups	Ireland
Problem based learning	Sweden
Clear Vision'	France

Supporting material will include guides, testimonials, examples, videos etc.

2 Work area concerning pesticides

Potential areas of work

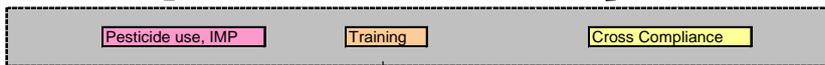
Many potential problems in each country

Agreed at meeting in Spain

Sustainable Use Directive (SOD)

3 Select 2-3 problem areas

Agreed at meeting in Spain



4 Survey Submitted by January 15 will give:-

All partners to propose 3 problems under the SOD umbrella

	France	Ireland	Sweden	Germany	Spain	Portugal	Hungary	Slovenia
Problem 1	1	1	1	1	1	1	1	1
Problem 2	2	2	2	2	2	2	2	2
Problem 3	3	3	3	3	3	3	3	3

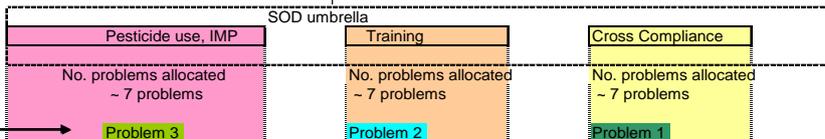
All partners propose methods/tools/resources

to help advisors/trainers incorporate the SOD into their work

	France	Ireland	Sweden	Germany	Spain	Portugal	Hungary	Slovenia
Resource 1	1	1	1	1	1	1	1	1
Resource 2	2	2	2	2	2	2	2	2
Resource 3	3	3	3	3	3	3	3	3

5 Ireland will allocate each problem to one of the general area (if this is possible)

(if this is possible)



7 Ireland (plus France & Sweden) will suggest the best methods/tools/resources for each problem

example	Spain	Problem	methods/tools/resources to test (suggested)
		1	Discussion Groups
		2	Problem based learning
		3	Clear Vision' or Discussion Groups

8 Initial test

Each partner country will initially conduct 3 tests (1 per method/tool/resource) and fill out the evaluations
 Test to be completed from 1st March to 27th April
 Evaluation of initial test to be sent to Ireland by May 11th

9 Ireland will report on initial tests at meeting 2 in Nantes France

10 Additional half days training will be delivered by Ireland, France and Sweden on the 3 tools at the Nantes meeting upon request

11 After the Nantes meeting every partner will conduct further tests on each tool

Number of tests

No.	Test type	total tests (and evaluations completed)
3 x	Discussion Groups	3
3 x	Problem based learning	3
3 x	'Clear Vision'	3
		<u>9</u> per partner country

Total evaluations submitted to Ireland following tests **72**
 All evaluations should be submitted to Ireland by December 31st 2012

12 Ireland to report on test findings at the meeting in Germany in February 2013

6. Testing

An Initial test was carried out so that the partner countries could implement the test and report progress to the second meeting (Nantes). The Irish Partner developed a guide to using the tools which was to be used in conjunction with the initial tests.

After initial testing, in Nantes, partner countries has to report on tests carried out and difficulties encountered. Some of the partners may not be able to carry out testing but are confident that they would be able to do so. On foot of partner countries looking for improvements on the guide so that it would transfer to other EU countries more easily, the Irish Partner further developed the guide as part of work package 2 - "Experiment the Transfer".

Partner countries then should test and report on testing at the third meeting in Germany.

7. Test reporting

Reporting the tests is by means of questionnaires. The questionnaires will be the same in all countries. It is emphasized that learners and trainers fill in the questionnaires and answer all the questions as truthfully as possible, since this is the only way to determine how the methods work. Answers are to be sent to an external evaluator and are anonymous.

The evaluator has to analyse the replies and draw conclusions which will be disseminated to the project partners through the Swedish partner.

REFERENCES

- [1] Hennessy, M. & Delbos. C, 2013. The "problem situation in agronomic advisory. WP2 – Experiment the transfer – Outcome N°4. New Advisers. Leonardo Da Vinci Transfer of Innovation Convention: 2011-FR1-LE005-24388.
- [2] Leis Romaris R., et al., 2013. Problems and needs for advising in pesticide reduction - New Advisers project – Outcome N°1 – 41 pp

ABBREVIATIONS AND ACRONYMS

- ⇒ EU: European Union
- ⇒ SUD: Sustainable Use of plant protection products (PPPs) European Directive (2009/128/EC)
 - IPM: Integrated production management (I.P.M.):
 - T: Training
 - CC: Cross-compliance
- ⇒ WP1, WP2, WP3, etc. : Different work packages in the Leonardo 'New Advisers' project

APPENDIX: Questionnaires**Note:**

Please read the questionnaires before starting the test, as the trainer must be familiar with the questions asked. All trainers and learners must fill out the questionnaire after the test is completed and return it to Hanna or Anita. See instructions about questionnaires

Fill out the questionnaires as follows

Tool	Time scale to fill out questionnaire
Discussion Group	At the end meeting
Problem based learning	At the end of module
Clear Vision	When the Action Plan is agreed with the farmer

As this part of the project is to test and evaluate tools/resources the questionnaires must be completed or the exercise is fruitless!!

Instructions for the questionnaires**All countries**

- Translate the questionnaires. It is important that the numbering is kept and correspond to the same question as in the original. If you have any hesitation about how to translate ask Hanna or Claude.
- Translate the trainers part of this instruction
- Send the two questionnaires and the instruction to trainers by email or letter

Trainers

- Print and bring questionnaires to the meeting/lesson/training
- Remember to leave time at the end of the training for filling in the questionnaire. 5-10 minutes at the least.
- Inform learners shortly about the project and why their opinions are important. For example:

This is a part of a European project where different pedagogical methods are tested. The project is called New Advisers and aims to find new ways to change and improve farmers and advisers approach to using and handling pesticides. The project ends in autumn 2013. Tests are conducted in France, Ireland, Germany, Hungary, Portugal, Slovenia, Spain and Sweden. The questionnaires are the same in all countries. It is very important that learners and trainers fill in the questionnaires and answer all the questions as truthfully as possible, since this is the only way to determine how the methods work. Your answer will be sent to the external evaluator. Of course your answer will remain anonymous. Thank you for your cooperation.

Hand out questionnaires at the end of lesson/meeting

Go through the first questions 1-4 and tell respondents how to answer questions 1-4

Leave time for respondents to answer the following questions

Collect the questionnaires.

Fill in the trainers' questionnaire the same day

Put the questionnaires (both learners and trainers) in the same envelope and seal it

Write date and place on the envelope

If more tests are made in a short period of time, keep each session in its own envelope and send the envelopes together in a package.

Send to: A Boij AB, Anita Boij, Skattegården 5 Hallum, s-54194 Skövde, Sweden

Or Hanna Johansson - Hushållningssällskapet Väst, Edsvägen 1 B, Box 17, 462 21 Vänersborg, Tel 0521-72 55 00, Fax 0521-72 55 99 - www.hush.se/opn/

Alternative forms of the questionnaires are on Google Docs at the following address

https://docs.google.com/#folders/0B-PEgj_25IOoN1ZfbU1ZeF9SMEtmMS1vNTdBaXJodw

Questionnaire for trainers

Completing the questionnaire

All responses will remain anonymous.

Please tick only one box unless otherwise noted.

The small numbers by the check boxes are for the processing of the questionnaires.

THANK YOU FOR YOUR COOPERATION!

1. I am

1. Female
 2. Male

2. My age is

1. 20 - 29
 2. 30 – 39
 3. 40 – 49
 4. 50 – 59
 5. Older

3. My profession is

1. Teacher at vocational school
 2. Teacher at university
 3. Trainer for advisers
 4. Adviser
 5. Other

4. Time of training was

1. Daytime more than 1 day
 2. Daytime 4- 8 hours
 3. Daytime less than 4 hours
 4. Evening more than 1 occasion
 5. Evening 1 occasion

5. What was the main topic of training?

1. The training is about the best way to use pesticides
 2. The training is about alternatives to pesticides
 3. The training is about Integrated Pest Management
 4. The training is about keeping records
 5. The training is about using spraying equipment
 6. The training is about recognising the weed, pest or disease

6. What method was applied to the problem?

1. Clear Vision (Y voir clair)
 2. Discussion Groups
 3. Problem based learning

7. I have performed this method

1. This is the first time
 2. 1 – 2 occasions before
 3. 3 times or more before

8. How many from each category took part? Insert figure in box

Farmers
 Advisers
 Students
 Pesticide providers
 Others

9. Rate how many people actively took part

1. Less than 1/3 of the group
 2. Most of the people in the group
 3. All of the group

10. Questions about the method and the manual/guide

Tick one box for each statement

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
a. The guide was easy to understand	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. The guide was useable the way it's made.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. The guide was better than other guides in the same subject.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

d. I will use *the guide* again in a similar situation. 1. 2. 3. 4.

11. If you answer 'slightly disagree or strongly disagree' to 10a, 10b, 10c or 10d , please give reasons why

- 1. Language was un-clear
- 2. Layout was un-clear
- 3. Worked examples were not useful
- 4. I could not understand the guide
- 5. I followed the guide but the method did not work

Other: _____

12. More questions about the method and the manual/guide

Tick one box for each statement

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
a. I will use <i>this method</i> again in a similar situation.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. I will use <i>this method</i> again in another issue or situation.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

13. If you answer 'slightly disagree' or 'strongly disagree' to either 12 a or 12 b, please give reasons why

- 1. Lack of resources
- 2. Lack of skills/training
- 3. Not suitable to culture
- 4. Wrong age/skills of learners
- 5. Learners did not fully understand the concept
- 6. There will be a change in my duties

Other _____

14. What would you do differently if you were delivering the training again?

15. What other forms of training could be used?

16. Please select one country.

This training happened in

France	Spain	Germany	Hungary	Ireland	Sweden	Slovenia	Portugal
<input type="checkbox"/>							

THANK YOU FOR ANSWERING!

Questionnaire for learners

Completing the questionnaire

The project New Advisers aim to test and improve pedagogic methods in teaching and training in agriculture and to change attitude in pest control matters. This questionnaire is to find out your opinion about the training you have taken part in.

All responses will remain anonymous. Please tick only one box unless otherwise noted.

The small numbers by the check boxes are for the processing of the questionnaires.

THANK YOU FOR YOUR COOPERATION!**Please ask your trainer to help filling out questions 1-4****1. What method was applied to the problem?**

1. Clear vision (Y voir clair)
 2. Discussion Groups
 3. Problem based learning

2. Time of training was

1. Daytime more than 1 day
 2. Daytime 4- 8 hours
 3. Daytime less than 4 hours
 4. Evening more than 1 occasion
 5. Evening 1 occasion

3. What was the main topic of training?

1. The training is about the best way to use pesticides
 2. The training is about alternatives to pesticides
 3. The training is about Integrated Pest Management
 4. The training is about keeping records
 5. The training is about using spraying equipment
 6. The training is about recognising the weed, pest or disease

5. I am

1. Female
 2. Male

6. My age is

1. Less than 20
 2. 20 – 29
 3. 30 – 45
 4. 46 – 59
 5. Older

7. I am a

1. Teacher
 2. Adviser
 3. Student
 4. Pesticide provider
 5. Other

8. I have used this method before

1. Yes
 2. No

9. Questions about your knowledge

Tick one box for each statement

	No knowledge	A little knowledge	Some knowledge	Full knowledge
a. Please rate your knowledge on the training subject	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

before training

b. Please rate your knowledge on the training subject 1. 2. 3. 4.
after training

10. Questions about the method and the training

Tick one box for each statement

	Poor	Fair	Good	Excellent
a. The method of training was	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. Training covered topics	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. Training notes were	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. The trainer/teacher performed	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. The trainer/teacher was proficient	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f. The trainer/teacher was engaging	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g. Compared to other training dealing the same subject I found this method	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

11. Rate the training from the statements

Tick one box for each statement

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
a. The training resulted in new knowledge	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. The training resulted in new understandings	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. The training will change my approach	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. The training will change some of my practices	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

12. Please select one country.

This training happened in

France	Germany	Hungary	Ireland	Portugal	Slovenia	Spain	Sweden
<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.	<input type="checkbox"/> 6.	<input type="checkbox"/> 7.	<input type="checkbox"/> 8.

THANK YOU FOR ANSWERING