Agenda

- The evolution of training methodologies in a 16–year experience in the framework of the BTSF programme
- The principles of adult learning
- Application to training methodologies
- Assessment
- Preparation of teaching materials

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Reference Centre World Organisation for Animal Health Founded as OIE

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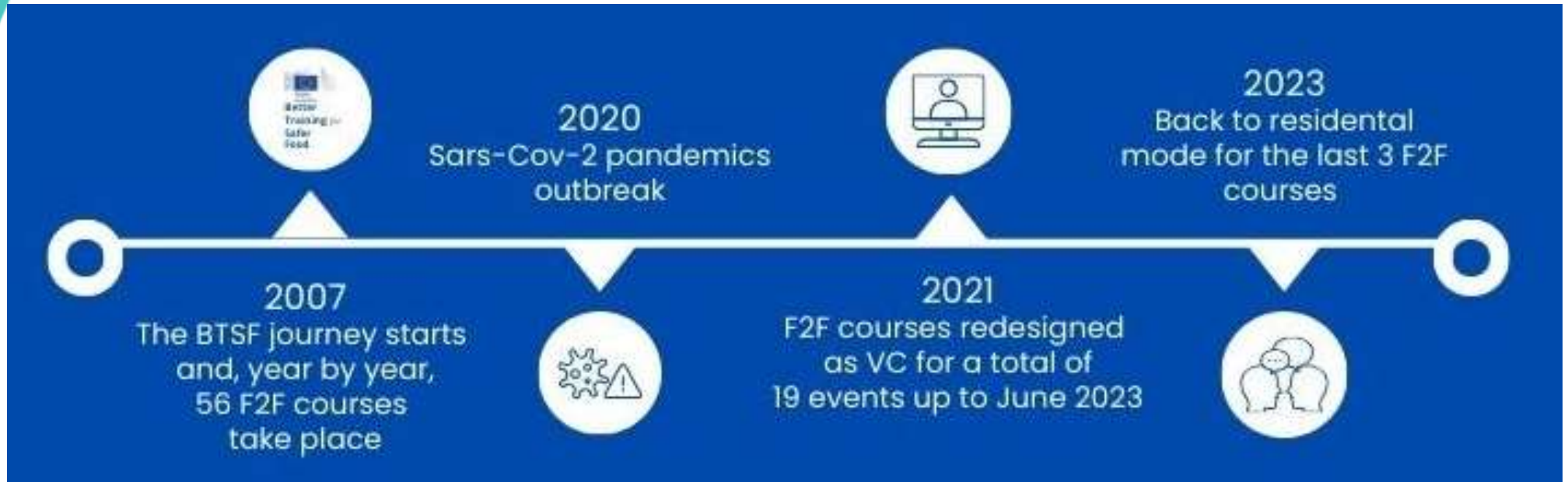**Better Training for Safer Food**

European Commission

THE EVOLUTION OF TRAINING METHODOLOGIES IN A 16-YEAR EXPERIENCE IN THE FRAMEWORK OF THE BTSF PROGRAMME: SCALABLE AND TRANSFERABLE LESSONS LEARNED AND BEST PRACTICES

BTSF is a **European Commission initiative** to improve the knowledge and implementation of EU **rules**, designed for staff of Competent Authorities in Member States, Candidate and selected non-EU Countries involved in official controls.
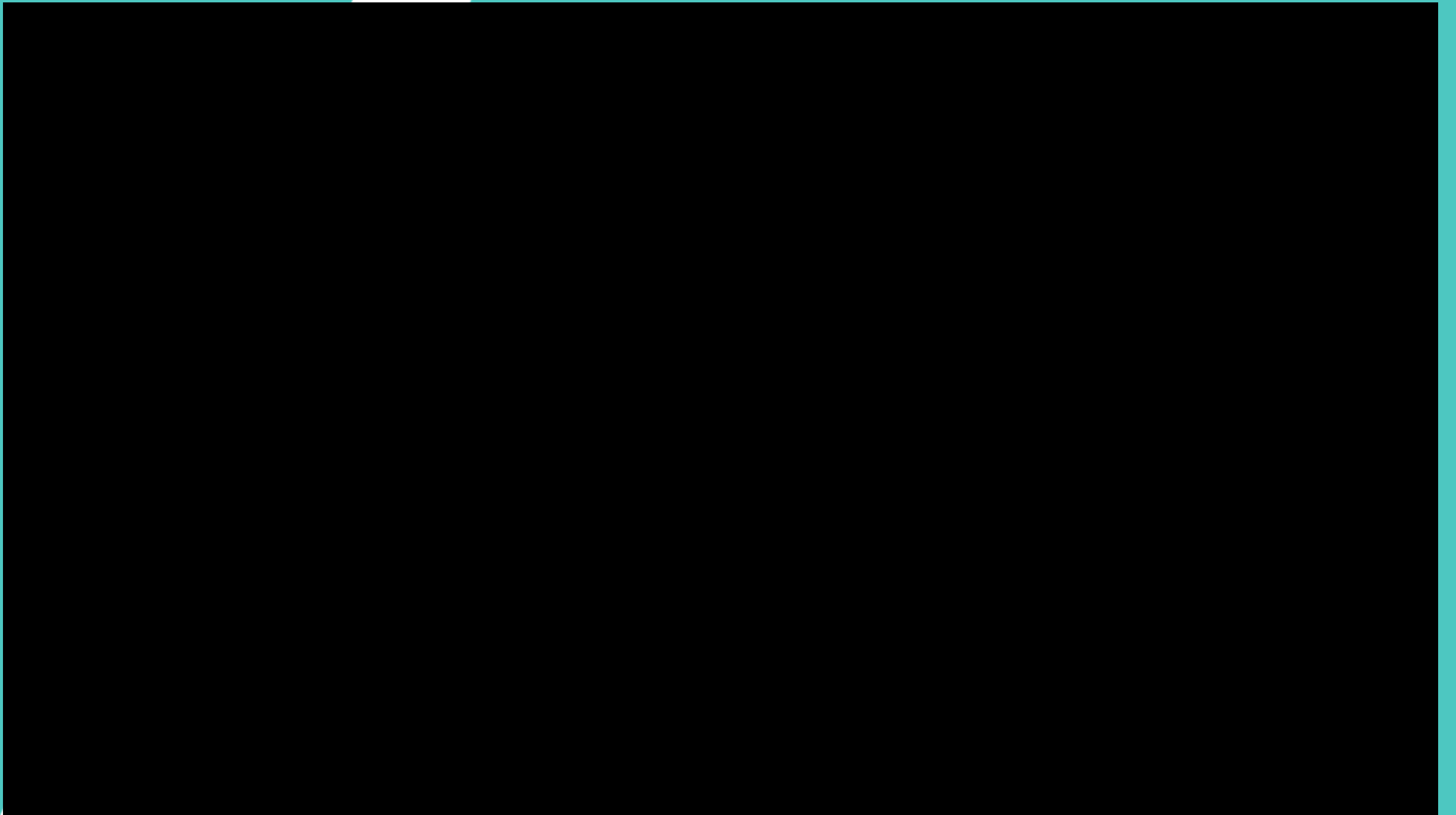
IZS Teramo as EU Commission provider 2017-2023

BTSF training sessions	Total		AW at slaughter	
	No of courses	No of pax	No of courses	No of pax
eLearning courses	385		84	
Face to Face events (F2F)	75		14	
Virtual classrooms (VC)	19	25,369	6	7,160
Total	**479**		**104**	

WOAH Collaborating Centre for veterinary training and capacity building

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Different declinations

- Different basic and advanced level courses
- Different formats: F2F Workshops, VC, eLearning asynchronous modules
- On slaughter:
  - Focus on pig, cattle, sheep and goat farms
  - Focus on broiler farms
  - Specific lectures on AW during religious slaughter practices

WOAH Collaborating Centre for veterinary training and capacity building

Reference Centre — World Organisation for Animal Health (Founded as OIE)

Participant

- Knowledge and understanding of the EU legislation on AW increased
- Ability to conduct audits and inspections on farm, at slaughterhouse, and during transport enhanced
- Capacity to provide guidance to business operators for guaranteeing the respect of the EU legisltion on AW developed
- Skills to promote and deliver cascade training in this fields at country level acquired
- Networking power improved

Member State

- Knowledge disseminated through cascade trainings from the participants in the project to central and local control staff
- Control activities on AW at farm, slaughter, in killing for depopulation purposes and during transport improved
- Assistance to business operators for guaranteeing the respect of the EU rules on AW provided
- Cooperation with the stakeholders (Road Police, NGOs etc.) enahanced
- Protection of livestock in the country increased

European Union

- Networking / cooperation among MSs and other countries consolidated
- Compliance in the areas covered by the EU legislation on Animal Welfare achieved
- Consistent implementation of standards across the Union ensured
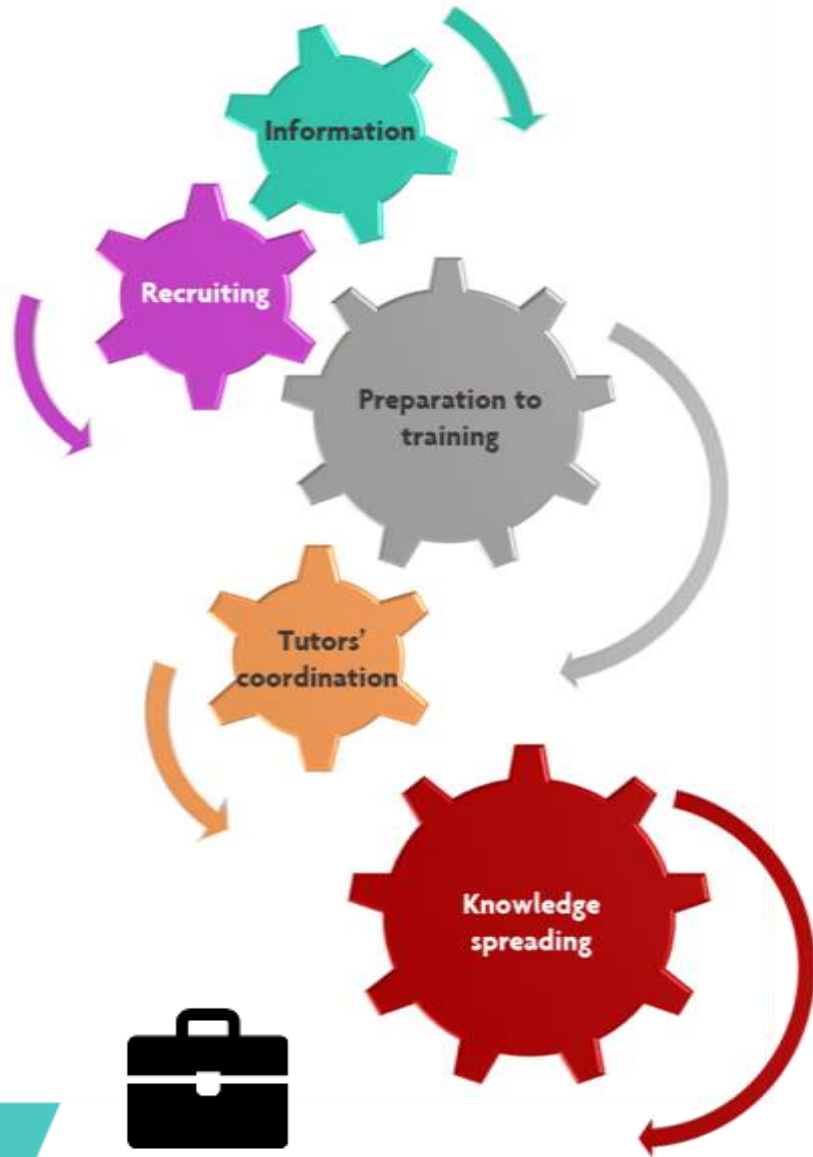- Good and best practices on control activities at farm, at slaughter plants and during transport and related operations exchanged
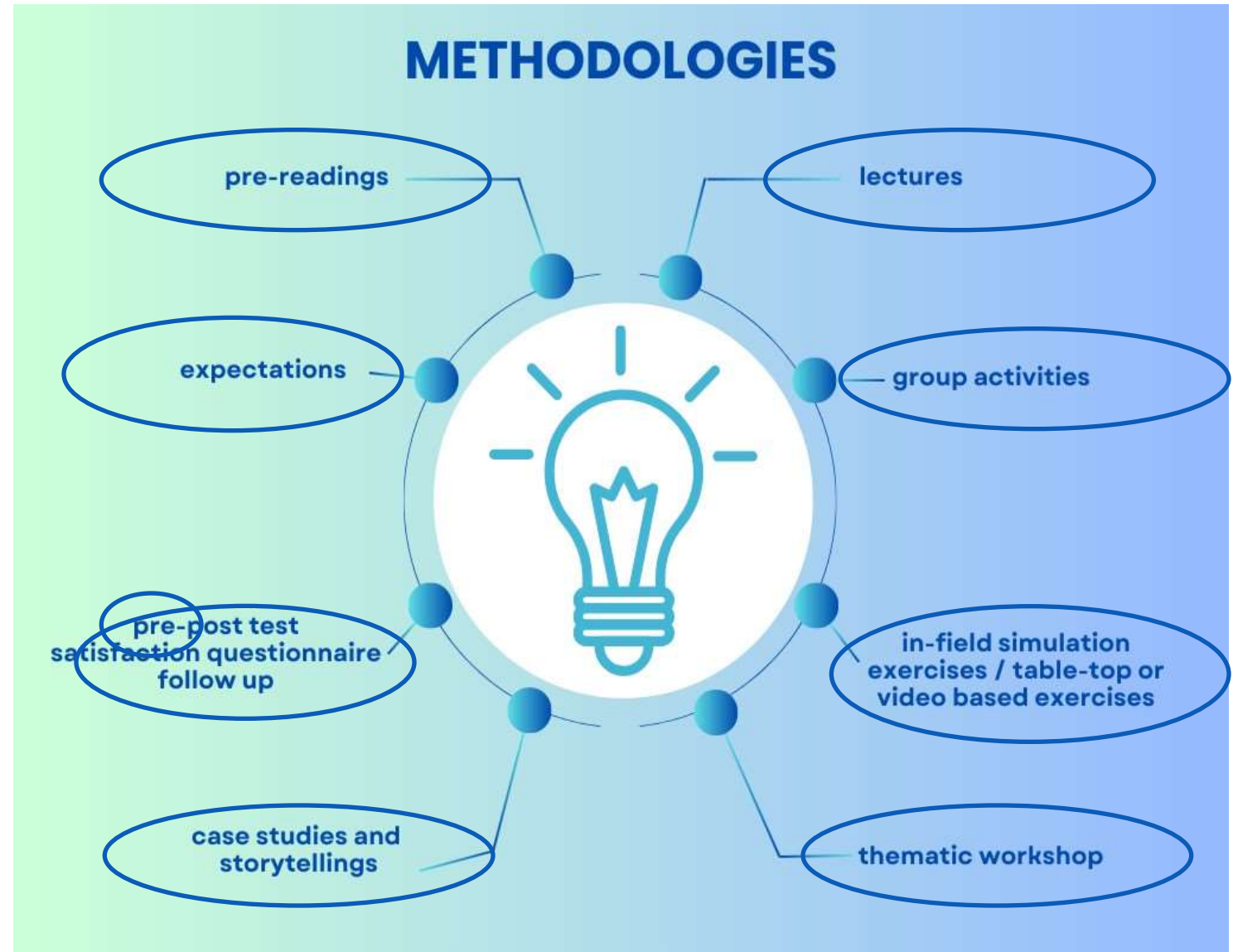- Welfare conditions of live farmed animals in Europe improved
- EU rules on Animal Welfare in Candidate and Non-EU Countries exporting in Europe respected
- Constructive dialogue among the interested parties stimulated

METHODOLOGIES

- pre-readings
- lectures
- expectations
- group activities
- pre-post test satisfaction questionnaire follow up
- in-field simulation exercises / table-top or video based exercises
- case studies and storytellings
- thematic workshop

Information
Recruiting
Preparation to training
Tutors' coordination
Knowledge spreading

Toolkit for cascade training

In-field simulation exercises

- To improve the necessary skills for **conducting veterinary inspections** on animal welfare

- In case of **biosecurity risks** on farm and during the COVID-19 crisis, they have been replaced **by table-top documentary checks**, primarily based on **pedagogical videos** structured in a way that fully reproduce the actual scenarios.

VC simulation exercise – example

# Elearning simulation exercise – example

At the end of the training

- **POST-TEST**, with the same questions of the pre-test, to assess anonymously the general improvement of the trainees' knowledge.
- **TOOLKIT FOR DISSEMINATION** (training materials, methodologies, syllabuses) to enhance the promotion of uniformity in control practices in MSs through cascade training.
- **SATISFACTION QUESTIONNAIRE** to tailor future training to the learners' needs.
- **FOLLOW UP** to monitor the use of knowledge acquired and the type and level of dissemination activities.

Successful aspects, scalable and transferable lessons learned and best practices

- open, friendly and helpful environment
- general organisation
- ice-breaker exercises
- thematic and customised discussions
- storytelling sessions
- case studies
- interactive workshops
- risk management
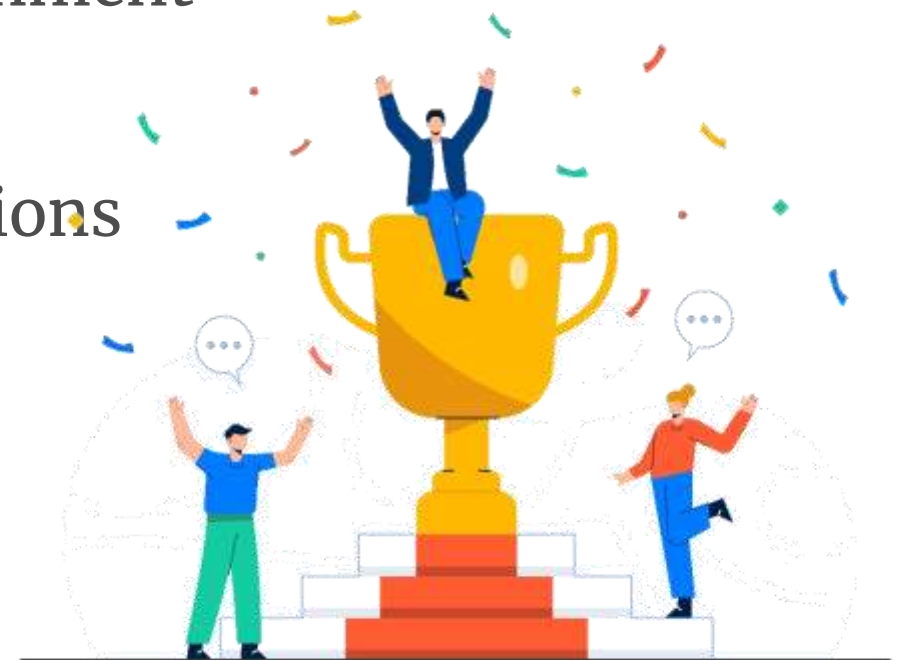
Conclusion

The exchange of knowledge, **good and best practices** and cascade training promoted, together **with solid relationships and fruitful dialogue** built among the interested parties, assure that the effects of this unique experience would continue over years in a **stable community of practice**.

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Conclusion

This model has been already transferred to **other learning contexts**, such as: the WOAH Collaborating Centre for veterinary training and capacity building assigned to the IZS – Teramo, the EURCAW Ruminants & Equines and the European Partnership on Animal Health and Welfare, where the Institute is playing a leading role for **adult training**.

The principles of adult learning

What did you ask yourself this morning or when you start a training?

- Why do I have to learn? What's in it <u>for</u> me?

- Why should I put myself in a position <u>of inferiority</u> before someone who thinks they know more than me?

- But <u>I already know how to do</u> my job, what do these people think they are teaching me?

- Is now the right <u>time</u> to learn this?

- OK, but <u>where</u> are we going with this?

- But <u>who makes me do it</u>?

Andragogy: main assumptions

Malcolm Knowles' theory of andragogy outlines key principles that differentiate adult learning from traditional, child-focused pedagogy:

1. **Need to know**: adults feel the need to know why it is necessary to learn something and what it can be used for.

2. **Prior experience**: in adult education, experience plays an essential role, both as a learning activity and as a (sometimes negative) prior history that constitutes a barrier of prejudices and mental biases against new learning experiences. Hence the greater emphasis in adult education on experiential techniques.

3. **Orientation towards learning**: adults are motivated to invest energy to the extent that they believe this will help them to perform tasks or deal with problems they face in real-life situations.

4. **Intrinsic motivation:** personal growth, career development, and improved quality of life.

Key elements of Knowles' model in practice:
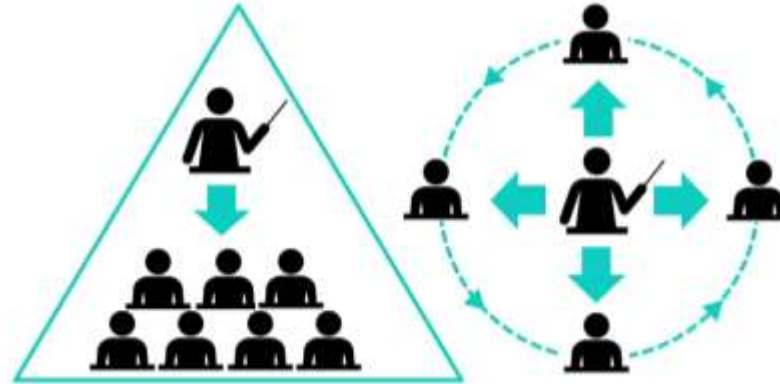
- Establishing a collaborative and respectful learning environment

- Involving learners in planning and goal setting

- Assessing learners' needs and prior knowledge

- Designing interactive and relevant learning experiences

- Applying knowledge to real-world contexts

- Evaluating learning outcome

Experiential Learning = learning by doing

Knowles' andragogical theory lays the foundation for the development of **Experiential Learning (David Kolb)**.

A hands-on, interactive approach that fosters deep understanding through real-life engagement.

This method helps learners:
- Develop practical skills
- Adapt attitudes and behaviors
- Engage in critical thinking and problem-solving
- Reflect on experiences for meaningful learning

The learner actively engages in a new experience. This stage is about direct participation and involvement, emphasising hands-on activities.

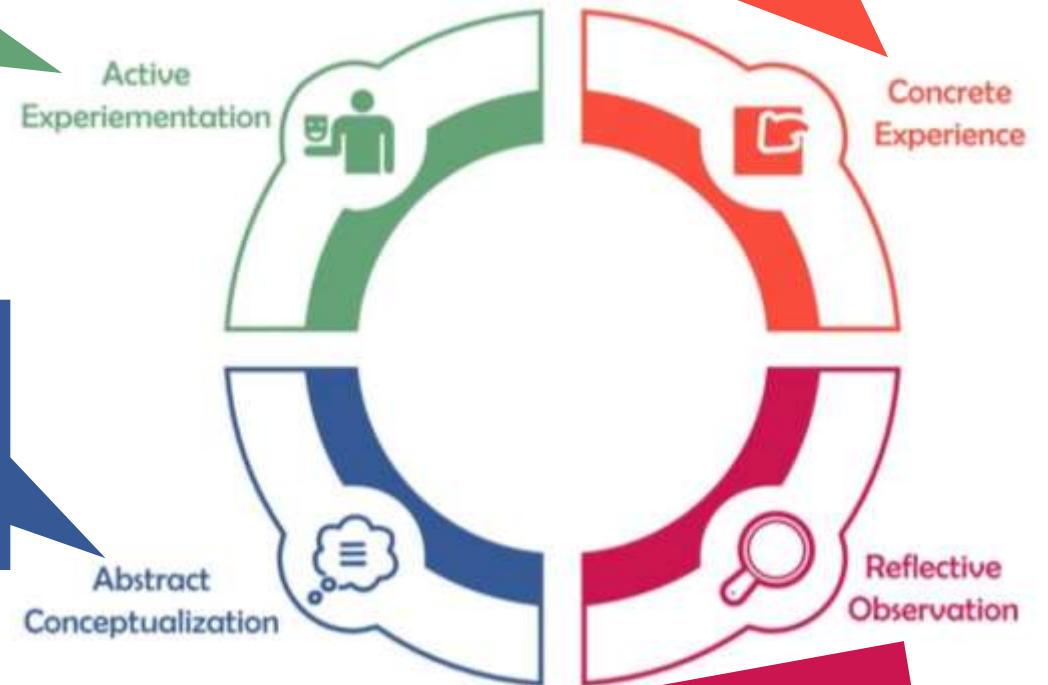Applying newly acquired knowledge to test ideas in new situations, leading to further learning and refinement.

not a linear process.
•Different individuals prefer

The learner integrates observations into theories, concepts, and general principles, making sense of the experience.

learning and long-term retention.

Active Experiementation

Concrete Experience

Abstract Conceptualization

Reflective Observation

After the experience, the learner reflects on what happened, analysing observations from different perspectives.
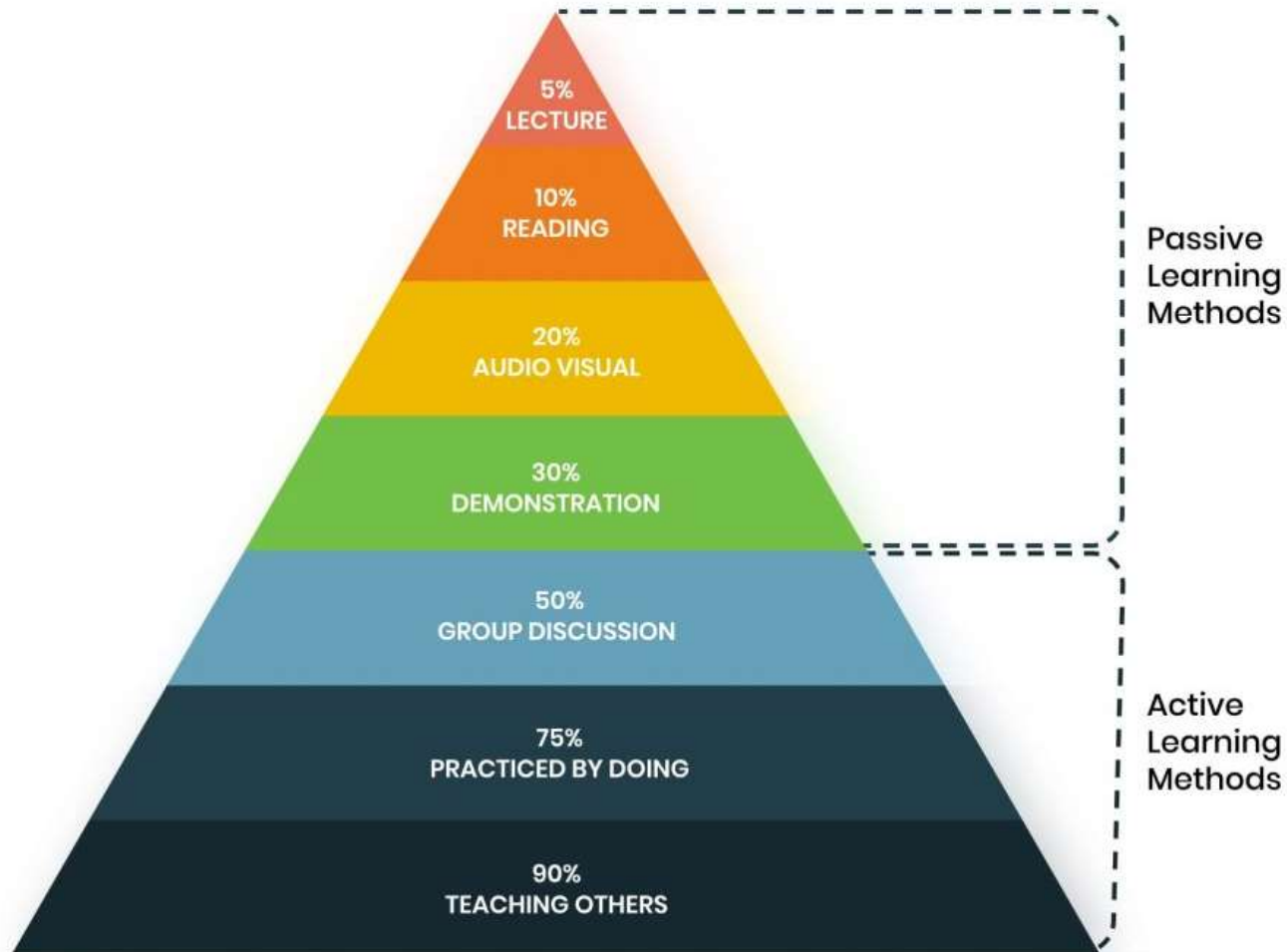
The learning pyramid
Learning cone, Edgar Dale

Different methods of learning have different effectiveness in knowledge retention:

- **Passive Learning Methods (Lower Retention):**
  - Reading (10%)
  - Hearing (20%)
  - Viewing images and demonstrations (30%)
- **Active Learning Methods (Higher Retention):**
  - Group discussions (50%)
  - Practice and hands-on experiences (75%)
  - Teaching others (90%)

Implications for adult learning:
- The more actively engaged a learner is, the better they retain and apply information.
- Traditional lecture-based methods are less effective than interactive, experience-driven approaches.
- A balanced mix is essential

The evaluation

The evaluation process

Learning assessment is a very difficult process.

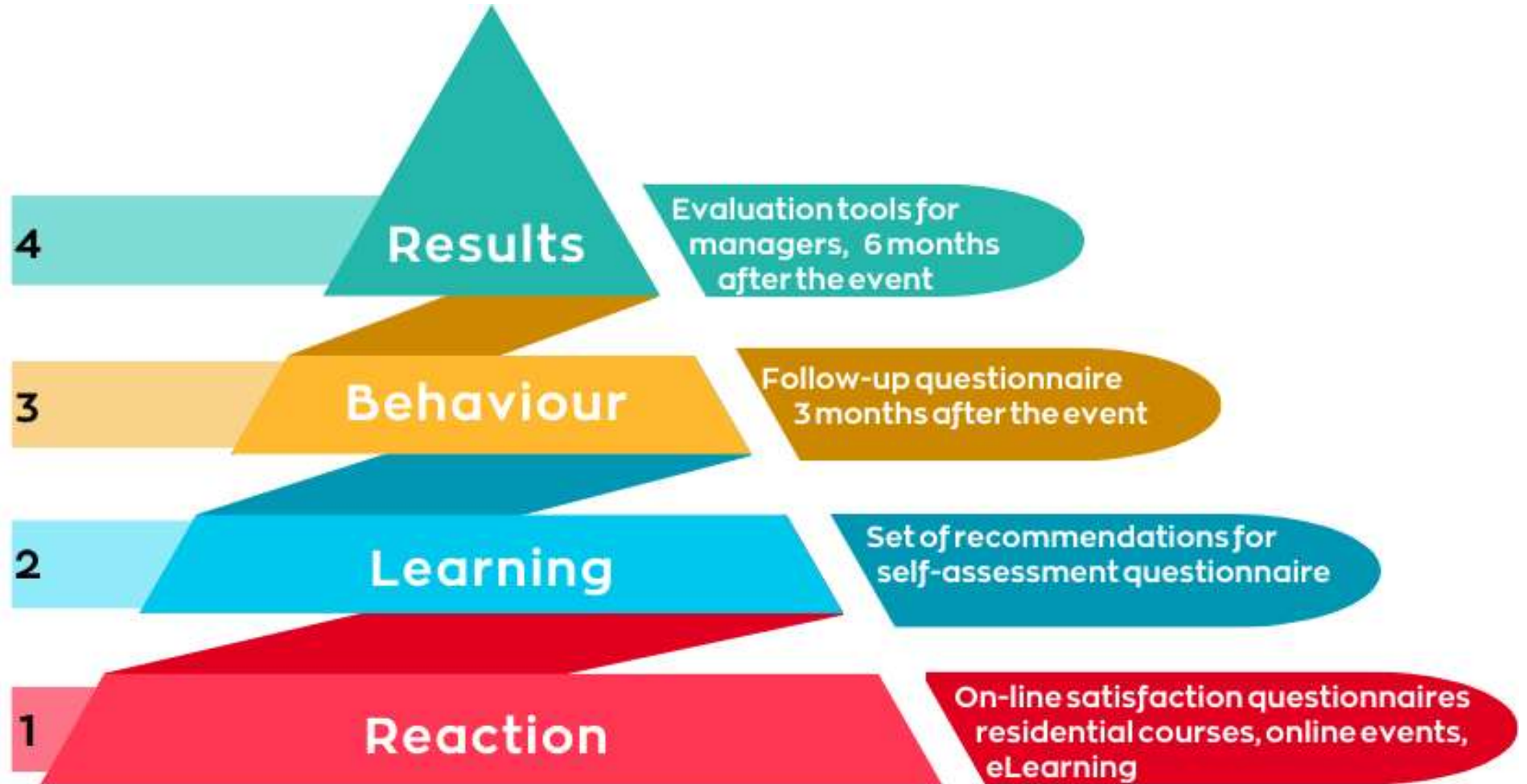**What and why do we evaluate?**

- Learning?
- Satisfaction?
- ROI?
- Impact? And at what level?

The model proposed in EURCAW R&E

4 — **Results** — Evaluation tools for managers, 6 months after the event

3 — **Behaviour** — Follow-up questionnaire 3 months after the event

2 — **Learning** — Set of recommendations for self-assessment questionnaire

1 — **Reaction** — On-line satisfaction questionnaires residential courses, online events, eLearning

When do we evaluate?

- **Ex-ante**

It allows a better definition of the learning activity, assessing the context and the real learning needs and background of the participants.

- **In itinere**

It is useful to evaluate the effectiveness of the learning activity during the delivery phase.

- **Ex-post**

It is the last activity of each training activity and refers to the entire course.

... and the follow-up!