



Training Report

Training of Trainers

**Mediterranean
Agronomic Institute
Bari, Italy**

9-13 February 2009

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Introduction

Since 2006, CropLife Africa Middle East (CLAME) has collaborated with the Mediterranean Agronomic Institute (MAIB), at the University of Bari in Italy, in giving the CLAME Trainer of Trainers course as part of the curriculum of the first year IPM M.Sc. programme. This report covers the course held in February 2009.

Ten of the thirteen students on the ToT course were the same as those who participated in the Introduction to IPM course held in November 2008 as the preliminary week of the two year IPM course.

CropLife Africa Middle East met the fees and travel costs of the consultant, MAIB provided accommodation and meals at the Institute.

Dates

7 to 14 February 2009. See Appendix I for full itinerary and activities, and Appendix II for topics included in the course.

Participants

Thirteen students, originating from Algeria, Egypt, Lebanon, Libya, Morocco, Syria, Tunisia, and Turkey. Names, countries and occupations of participants are given in Appendix III

Seven were plant protection students at university in their own country, the other six participants were government employees with duties associated with pest management.

Karim Lekikot, Malika Mehenni and Houda Frahia were not present on the first day as they were renewing Italian visas with the authorities. Rim Ben Miled missed the morning of the third day due to illness.

Zilal Al Kadour had previously attended a CLAME ToT course in August 2007, held in Damascus, Syria, which would explain her high pre-course test marks compared to all but one of the students.

Results

The course language was English, a second language for all students. This caused certain participants to be somewhat reticent in question activities, but did not generally result in reduced understanding of topics. As far as possible, allowance was made for weaker English in the practical lessons on days four and five. Within this context, all students enthusiastically participated in all course activities, and also showed a very high level of determination to succeed.

Evaluation results are presented in Appendix IV. Pre-course test results were all low, except for two students, with an overall average of 9%. This is to be expected as the students had no previous knowledge or experience. The average score of all students in the post-course theory test was 68%, an average improvement of 59%.

Each student gave a 20 min practical lesson on aspects of safe pesticide use during the last two days of the course. Topics were selected on the first day, and the lesson developed during the week. Those who scored well in the theory test did not necessarily score as highly in the practical lesson, and vice versa. This can largely be attributed to those with higher marks in the practical lesson including better explanations, demonstrations, exercises and questioning activities, and providing more support and guidance. The practical lessons were

evaluated by both the consultant and the participants, with a 75% / 25% split of marks. The consultant on average awarded marks 18% lower than those of the student evaluators. Students tended to give full marks if, for example, an exercise was included in the practical lesson, rather than considering the effectiveness, or relevance to the title of the lesson.

CLAME Certificates were awarded on the last day of the course. Certificates of Competence, requiring at least 50% in both theory and practical tests, were awarded to 12 participants. One participant received a Certificate of Attendance.

The student reaction to the course was evaluated on the final day. The comments are summarised in Appendix V. One informal comment made over dinner on day 4 was the course had given the student the insight and understanding that information can be passed to others in many ways, and PowerPoint is simply one tool available, rather than the only tool as they had previously thought.

This was the first time that the consultant had given this course, which thus involved a personal learning process. On reflection, there were certain aspects which could have been better implemented, particularly some of the discussion sessions and explanation of the evaluation process of the practical lesson. These shortcomings will be noted should the course be given again.

Two students were extremely concerned about the mark they received, one in the theory, the other in the practical lesson, considering that these should have been higher. The theory mark was discussed with the relevant student (who had done extremely well in the practical lesson), but it was not possible to do this with the student concerned about the mark awarded for the practical lesson. One reason for the latter's perception of a low mark could have been the less than perfect explanation of how marks were to be awarded, and the high marks given in the student evaluations.

Follow-Up

As noted in the introduction, students on the course had previously participated in the Introduction to IPM course, the first time this course had been included in the curriculum. An informal follow-up was conducted to see how the performance of this group of students compared to previous first year groups.

Staff at MAIB felt it was still too early to compare this first year group with previous years with regard to overall IPM standards. However, they noted that the students had coalesced into a coherent group, providing support to each other, much more quickly than in previous years.

The students themselves felt that the Introduction to IPM course had helped them in their subsequent modules at MAIB by refocusing their knowledge, and establishing a structured relationship between the various IPM components.

Persons Met

Dr Anna Maria D'Onghia	Coordinator, IPM Sector
Dr Khaled Djelouah	Scientific Administrator, IPM Sector
Dr Dajana Frasheri	Plant Pathologist, IPM Sector

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Appendix 1 – Itinerary

Day	Date	Activity
Sat	7 Feb 09	Travel Cairo – Rome – Bari
Sun	8 Feb 09	Course preparation discussions with Bari staff
Mon	9 Feb 09	Course Day 1 – Introduction Pre-Course Test Theory
Tue	10 Feb 09	Course Day 2 – Theory
Wed	11 Feb 09	Course Day 3 – Theory
Thu	12 Feb 09	Course Day 4 – Post Course Test, Practical Lessons
Fri	13 Feb 09	Course Day 5 – Practical Lessons Certificate Presentation
Sat	14 Feb 09	Travel Bari – Rome - Cairo

Appendix II

Course Topics

- Training principles
- Qualities of a master trainer
- Preparing a training program
- The SDF training model
- Key processing styles
- Key learning styles
- Circle of competence
- Questioning
- Spot check
- Group dynamics
- Brain power
- Training aids
- Using PowerPoint
- Using the flip-sheet board
- Giving and receiving feedback
- Verbal and non-verbal presentation skills
- Training methods and approaches
- Seating patterns
- Evaluation and follow-up

Appendix III – Participants

Family Name	Given Name	Country	Occupation
Lekikot	Karim, Mr	Algeria	Agronomic Engineer, Fruit crops, National Protection Plant Institute
Mehenni	Malika, Miss	Algeria	No Personal Information Form received
Hassan Ali Soliman	Amira, Miss	Egypt	Teaching Assistant Genetic Department, Faculty of Biotechnology
Abd El Gawad	Mohamed, Mr	Egypt	Agronomist Central Agricultural Pesticides Laboratory
Nassar	Elsy, Miss	Lebanon	Student, Agricultural Engineer Faculty of Agricultural Practices, Lebanese University
El Hajjaji,	Khaled, Mr	Libya	Plant Tissue Culture Biotechnology Research Centre
Brouziyne	Youssef, Mr	Morocco	Student, Plant Protection Hassan II Institute of Agronomy and Veterinary Medicine
Fraiha	Houda, Miss	Morocco	Student, Plant Protection Hassan II Institute of Agronomy and Veterinary Medicine
Al Kadour	Zilal, Miss	Syria	Ag Engineer (Biological Control) Biological Control Section / Aleppo
Abd El Latif	Emna, Miss	Tunisia	Student, Plant Protection National Agronomic Institute of Tunisia
Ben Miled	Rim, Miss	Tunisia	Student, General Agriculture (Fruit crops) Higha Agriculture University, Esak
Ince	Suleyman Sahin, Mr	Turkey	Student, Plant Protection Uludağ University, Bursa
Kece	Mehmet Aydin, Mr	Turkey	Student, Plant Protection University of Çukurova

Appendix IV – Evaluation Results

Family Name	Given Name	Pre-Course Test	Post- Course Test	Difference	Practical Lesson	Final Marks
Abd El Gawad	Mohamed	6	70	+ 64	73	72
Abd El Latif	Emna	10	66	+ 56	78	72
El Hajjaji,	Khaled	0	24	+ 24	47	36
Al Kadour	Zilal	21	86	+ 65	60	72
Ben Miled	Rim	4	49	+ 45	83	67
Brouziyne	Youssef	9	87	+ 78	70	78
Fraiha	Houda	Not present	86	--	71	78
Hassan Ali Soliman	Amira	7	87	+ 80	72	79
Ince	Sahin	3	74	+ 71	73	73
Kece	Aydin	6	52	+ 46	60	57
Lekikot	Karim	Not present	58	--	68	63
Mehenni	Malika	Not present	59	--	69	64
Nassar	Elsy	22	80	+ 58	84	82

Appendix V – Participant Course Evaluation

Participant reactions to the course contents and facilitator were evaluated at the end of the course.

Students were happy with the contents and knowledge gained. Particularly appreciated were the method of teaching, the interaction between participants and with the facilitator, and the practical exercises. One comment simply said 'Fun', while another in cartoon form showed someone behind prison bars before the course having been freed as a result of the knowledge and skills gained. The facilitator also rated well, being considered to have good knowledge and skills, a fair attitude, good interaction with the participants, and being clear and concise.

Of concern to the students were the intense nature and short period of the course, leading to stress. Suggestions to overcome this were to extend to two weeks, and to include more individual lesson-type activities building up to the main, assessed, lesson at the end of a longer course. There was also a suggestion for more choice in the individual lesson topics.

Students felt that the knowledge and skills acquired during the course would be useful in their later work, and would better enable them impart knowledge and skills to others.