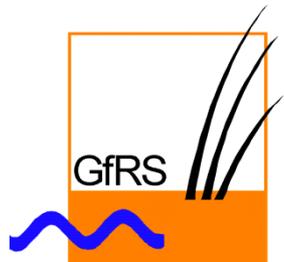


IRM-ORGANIC

Curriculum for train-the-trainer courses for
risk-based inspections and experiences
from the pilot courses



WARSAW, 24.09.2014
ULFILA BARTELS & JOSEF GITTERLE

I. Development of the curriculum

1. Analysis of the learning contents and methodologies with regards to risk orientated inspection and fraud prevention
2. Analysis of implemented training concepts in official food and feed control as well as „conventional“ certification systems

II. Draft curriculum

1. Choice of topics and methods
2. Feedback during the midterm conference in Salzburg

III. Trial Train-the-trainer courses

1. E-Learning
2. Face-to-face courses
3. Feedback

IV. Final curriculum

V. Perspective



What do organic inspectors need to know to implement risk oriented inspections?



I. Development of the curriculum



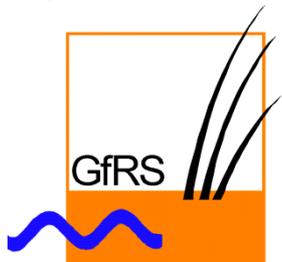
1. Analysis of implemented training concepts in official food and feed control as well as „conventional“ certification systems
2. Analysis of the learning contents and methodologies with regards to risk orientated inspection and fraud prevention



I.1 Analysis of implemented training concepts in official food and feed control as well as „conventional“ certification systems



- Literature research and review (enacted laws and regulations, documentation of private certification schemes, homepages, ...), telephone interviews, email requests
- Information especially for the official food and feed control gathered by the project partners in their country



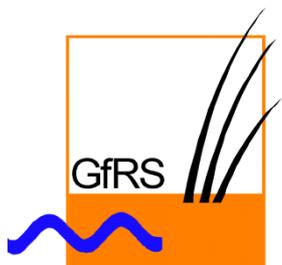
Results: Useful training concepts of private certification schemes

Useful elements:

Training concepts of private certification schemes



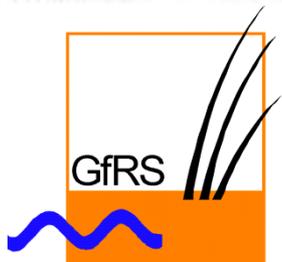
- ✓ Regular training by the certification body (content and methodology in the responsibility of the CB)
- ✓ Regular information by the scheme owner (online or face to face)
- ✓ Exams (online exams as well as exams with physical attendance; content: multiple choice tests, case studies)
- ✓ Witness audits (observation and evaluation of the auditor’s performance on-site during an audit by the CB or/and the system owner)
- ✓ On-going audit participation (defined number of performed audits for a specific time frame)



I.2 Analysis of the learning contents and methodologies for organic inspectors with regards to risk orientated inspection and fraud prevention



- Literature Research
- Interview/Survey
- Collection of existing training concepts of project partners
- Personal interviews, collection of training concepts
- Definition of detailed training objectives and SWOT analysis



**Results: SWOT-Analysis of existing trainings
and a selection of topics to be
included in trainings**

Results from interviews and online survey

Expert interviews:

“The actual training courses show a lack of carefulness to matters relating to the prevention and detection of fraud. The organic sector still needs to improve the inspector’s trainings in risk orientation and fraud prevention.”



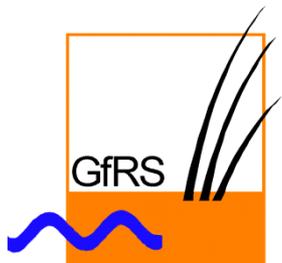
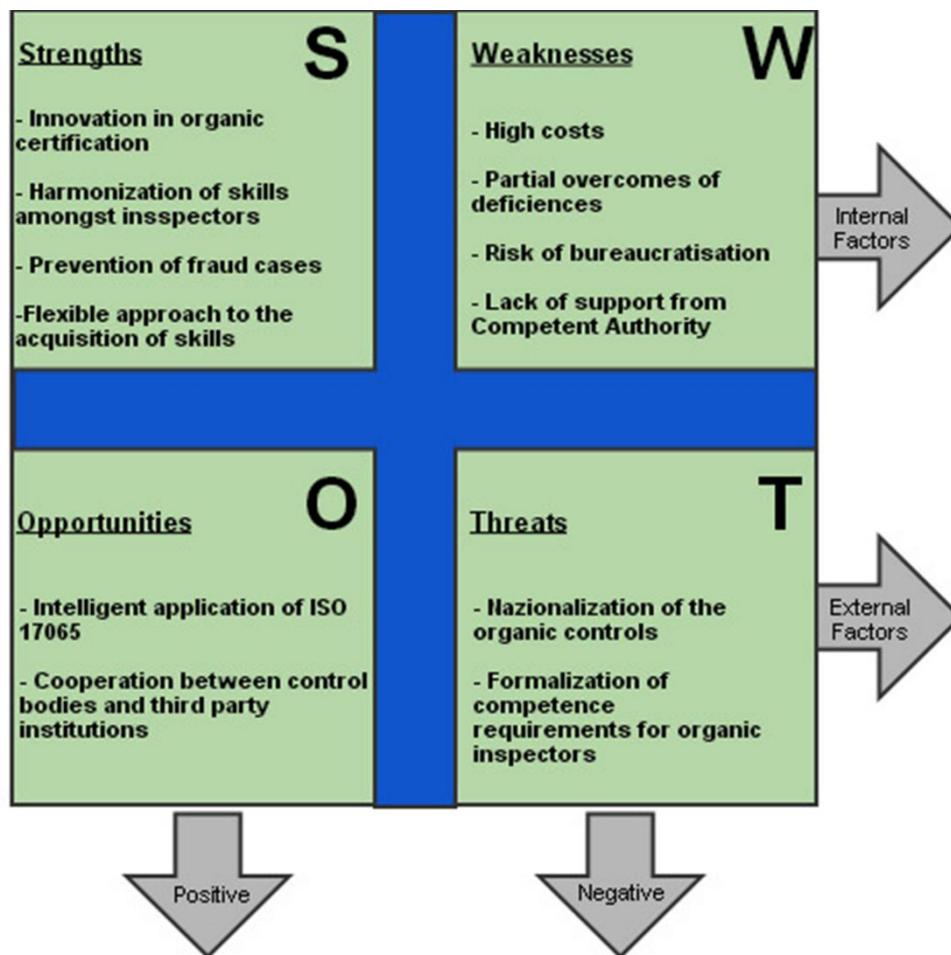
Inspectors’ opinion: (participating in the online survey)

Elements which should be emphasized in future trainings:

- transfer of knowledge on fraud scenarios and risks,
- the management of organic critical points and corresponding safeguarding measures
- issues related to traceability and the integrity of the organic product flow (cross checks, traceability checks and sampling).

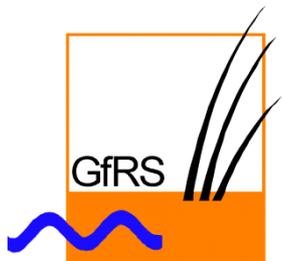


I.2 SWOT analysis

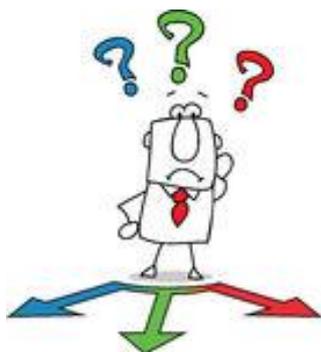


II. Draft curriculum

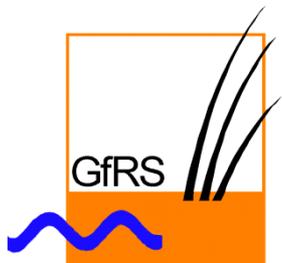
1. Choice of topics and methods
2. Feedback during the midterm conference in Salzburg



II.1 Choice of topics and methods



- (1) Risk oriented planning of inspections
- (2) Defining and inspection of organic critical points
- (3) Role of analytics for risk oriented inspections
- (4) Cross Checks and traceability checks
- (5) Soft skills of inspectors
- (6) Training designs



II.2 Feedback during the midterm conference in Salzburg



The proposed topics were discussed and approved.



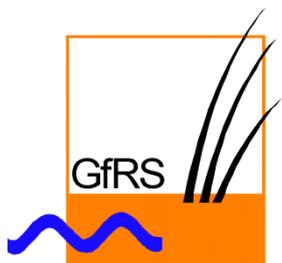
III. Test of the draft curriculum

Four pilot train-the-trainer courses

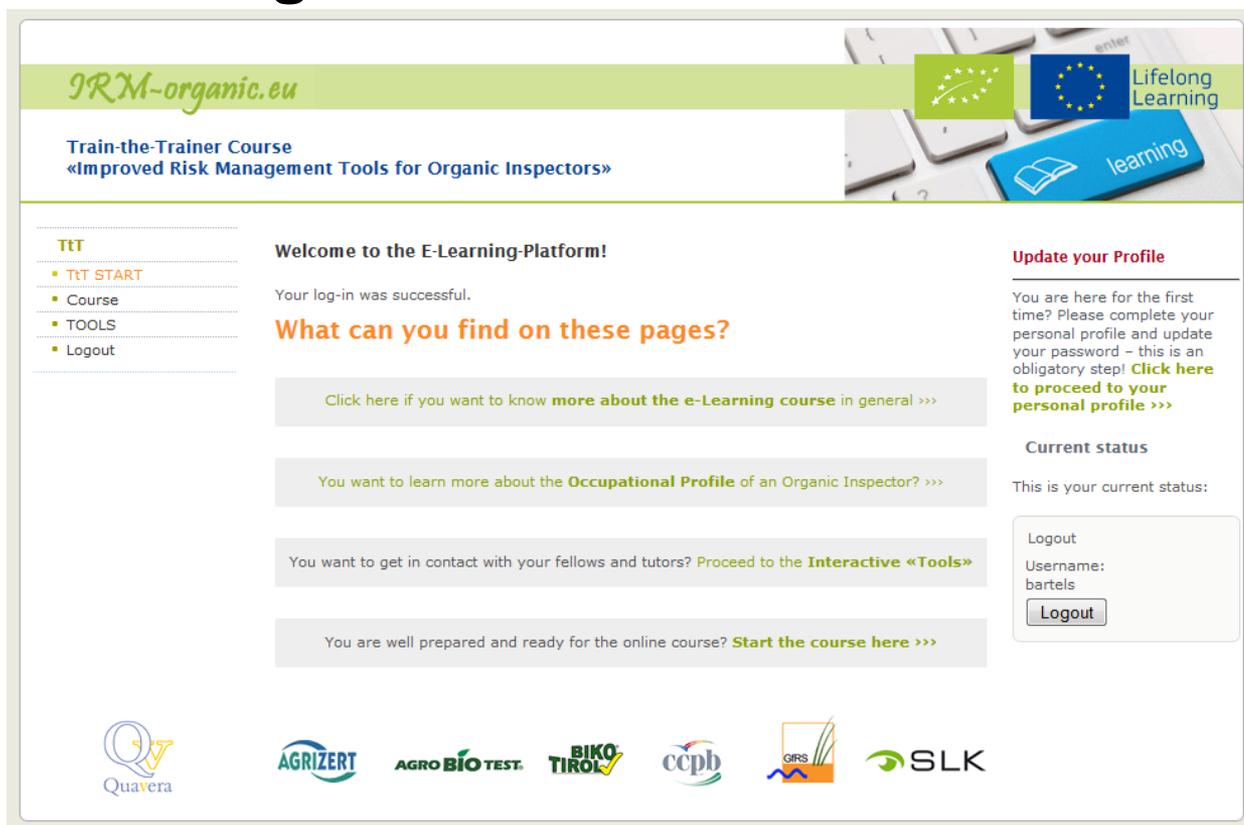
1. In Radom/ PL
2. In Innsbruck/ AT
3. In Bologna/ IT
4. In Oberursel/ DE

Each training consisting

1. e-learning and entry exam
2. a two days face-to-face course



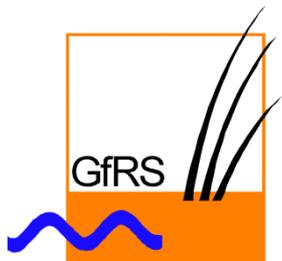
III.1 E-Learning



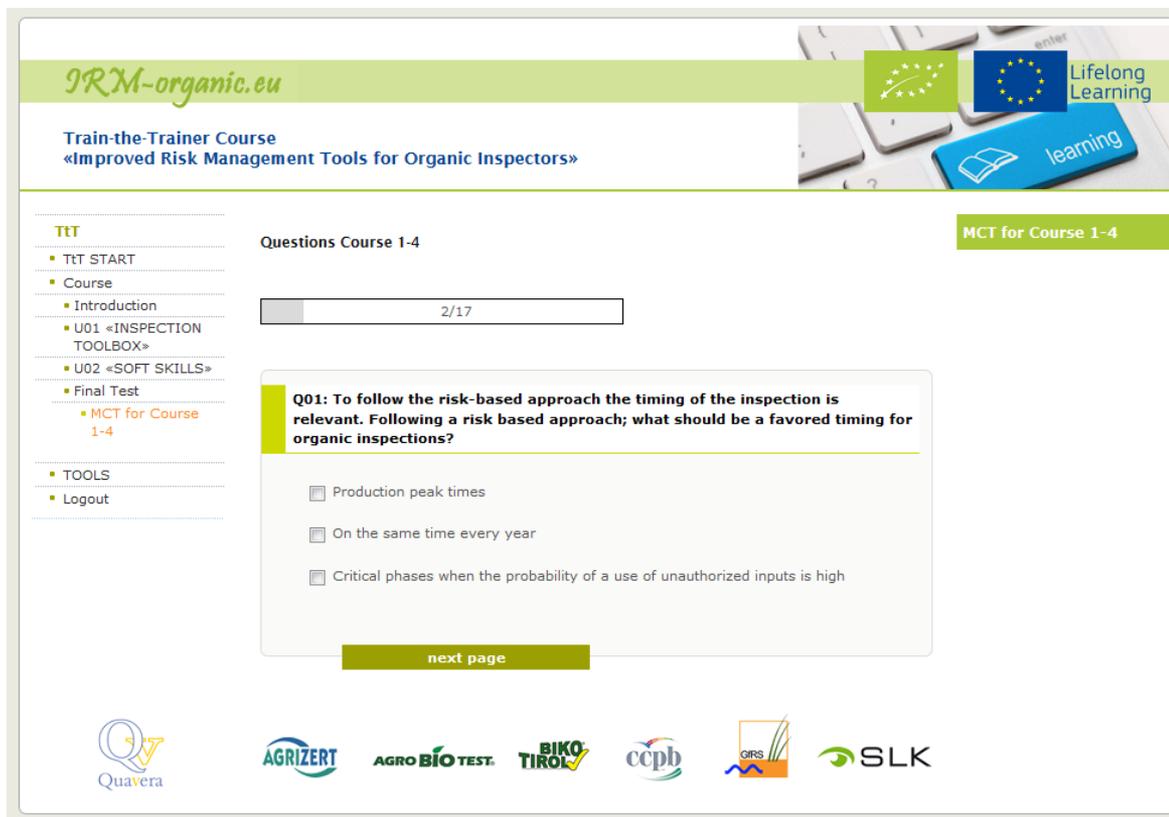
The screenshot shows the homepage of the IRM-organic.eu e-learning platform. At the top, there is a green header with the URL 'IRM-organic.eu' and logos for the European Union and Lifelong Learning. Below the header, the main title reads 'Train-the-Trainer Course «Improved Risk Management Tools for Organic Inspectors»'. The page is divided into several sections:

- TET**: A sidebar menu with options: TET START, Course, TOOLS, and Logout.
- Welcome to the E-Learning-Platform!**: A central message stating 'Your log-in was successful.' followed by a heading 'What can you find on these pages?' and four interactive buttons:
 - Click here if you want to know **more about the e-Learning course** in general >>>
 - You want to learn more about the **Occupational Profile** of an Organic Inspector? >>>
 - You want to get in contact with your fellows and tutors? Proceed to the **Interactive «Tools»**
 - You are well prepared and ready for the online course? **Start the course here** >>>
- Update your Profile**: A section for new users with instructions: 'You are here for the first time? Please complete your personal profile and update your password - this is an obligatory step! **Click here to proceed to your personal profile** >>>'
- Current status**: A section for logged-in users with the text 'This is your current status:' and a 'Logout' button.

At the bottom of the page, there is a row of partner logos: Quavera, AGRIZERT, AGRO BIO TEST, BIKO TIROL, ccpb, GRS, and SLK.



... finished with a multiple choice test



The screenshot displays the IRM-organic.eu training interface. At the top, the URL *IRM-organic.eu* is shown in a green banner. Below this, the course title "Train-the-Trainer Course «Improved Risk Management Tools for Organic Inspectors»" is displayed. A navigation menu on the left lists the course structure: TTT, TTT START, Course (Introduction, U01 «INSPECTION TOOLBOX», U02 «SOFT SKILLS», Final Test), TOOLS, and Logout. The "Final Test" section is expanded to show "MCT for Course 1-4". The main content area is titled "Questions Course 1-4" and shows a progress bar at 2/17. A question is displayed: "Q01: To follow the risk-based approach the timing of the inspection is relevant. Following a risk based approach; what should be a favored timing for organic inspections?". Three multiple-choice options are provided: "Production peak times", "On the same time every year", and "Critical phases when the probability of a use of unauthorized inputs is high". A "next page" button is located below the question. The bottom of the interface features logos for Quavera, AGRIZERT, AGRO BIO TEST, BIKO TIROL, ccph, GFRS, and SLK.



III.2 Face-to-face courses

Program:

Day 1	Topic
10.00	Introduction and presentation of the project
11.00	Preparation of inspections
13.00	Lunch break
14.00	Tools for on-site inspections I <ul style="list-style-type: none"> critical points for organic integrity sampling and analysis
17.00	Tools for on-site inspections II <ul style="list-style-type: none"> traceability checks cross checks flow of good checks
18.30	Summary of the day
Day 2	Topic
08.30	Introduction of the day's program
09.00	Documentation of inspection results
11.00	Communication in critical situations
13.00	Lunch break
14.00	Basic principles of teaching and methodology
16.00	Summary of the course
17.00	End



III.2 Face-to-face courses

Each training part was accompanied with group works....

...and the results were presented to all participants.



III.3 Feedback

First train-the-trainer course

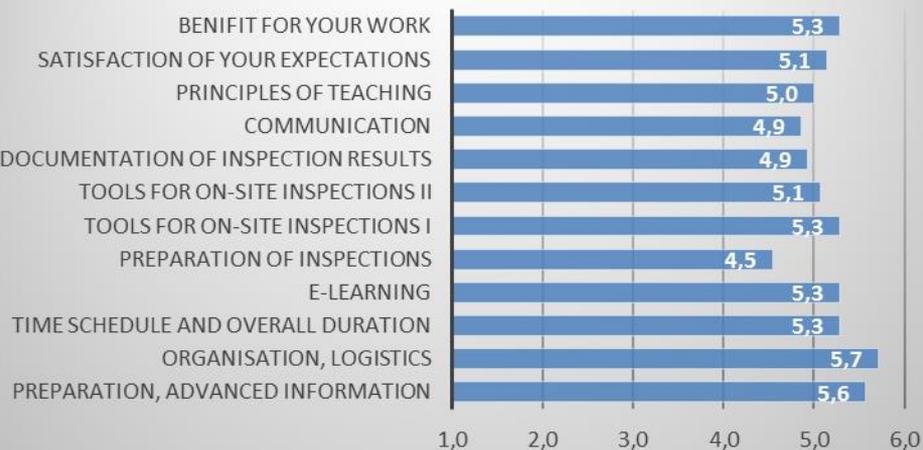


Last train-the-trainer course



III.3 Feedback

Average rating AT



Average rating DE

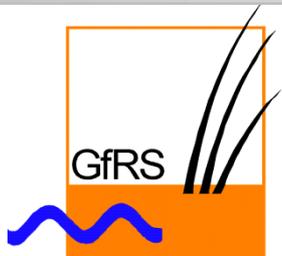
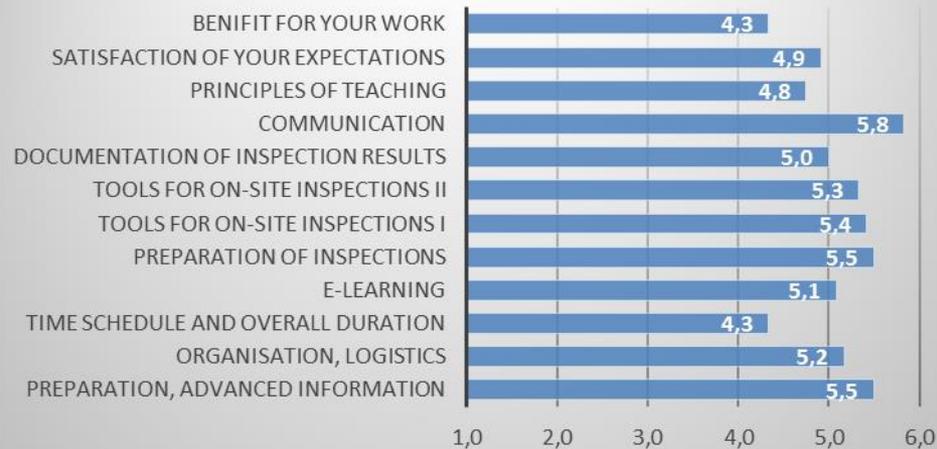


III.3 Feedback

Average rating IT



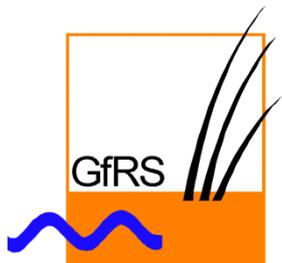
Average rating PL



III.3 Feedback

Summary of comments:

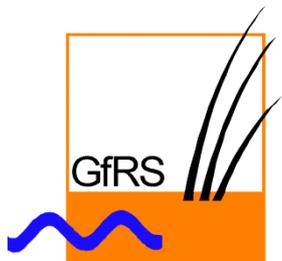
- E-learning was a good preparation
- Exchange between participants was good and valuable
- Group works were appreciated
- Train-the-trainer courses should be continued
- Specialist trainings on subtopics of the course were desired



IV. Final Curriculum

Structure of future courses:

- ✓ Max. 20 participants
- ✓ E-learning and exams as preparation
- ✓ Face-to-face-training course
- ✓ Min. 2 trainers
- ✓ Mixed nationalities



IV. Final Curriculum

Contents:

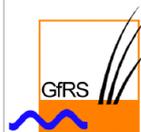
Module 1: Preparing inspections

Possible fraud scenarios:

- › Use of prohibited inputs



1. Background
2. Risk oriented planning of inspection
 1. Risks
 2. Risk assessment
 3. Definition of inspection (type and frequency)
3. Risk oriented preparation of inspections
 1. Description of the unit
 2. Organic critical points
 3. Preparation work
4. Group work
5. Presentation of the results



IV. Final Curriculum

Contents:

Module 1: Preparing inspections

Module 2: Tools for on-site-inspections I

(critical points for organic integrity, sampling and analysis)

Analysis & Further necessary actions

What are the next steps to take?

- Following decision
 - Has the case to be regarded as a suspect case or not?
 - Are further investigations necessary?
 - Might the competent authority or ministry become active?
- Positive analysis results shall lead to a fluent communication - in case of involving different control bodies and authorities - and to quick investigations.
- Each case is a case by case decision. The quantity of the active ingredient is only one parameter for the decision.
- Be aware of the different ways products may be contaminated. (e.g. on the field, conveyor-belt, ...)



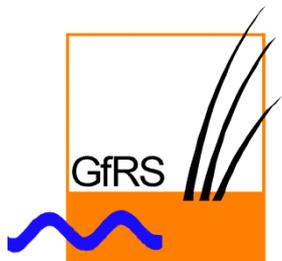
1. Organic Critical Points



1. Definition and Background
2. Identification of OCPs
3. Content of an OCP concept
4. Measures of the control body/inspector
5. Group work

2. Sampling and Analysis

1. Background
2. Risk oriented sampling
3. How to take samples



IV. Final Curriculum Contents:

Module 1: Preparing inspections

Module 2: Tools for on-site-inspections I

(critical points for organic integrity, sampling and analysis)

Module 3: Tools for onsite-inspections II

(traceability checks, cross checks and flow of goods checks)

Please note:

Cross checks need to be readable and understandable!



Control Notice – Product Traceability Information

GRS, Prozenzstrasse 4, D-37073 Göttingen
 Fax: 0540-551-8855, E-Mail: control@grfs.de www.grfs.de

REQUEST
 Traceability check

Please verify that the following address is from your client (supplier) and has been duly entered in your accounting records in conformity with the traceability and flow of goods requirements.
 Data: see attached model Please print complete and legible data
 The document also needs to be signed by the address

Supplier's Address		Consignee's Address	
Company		Company	
Name		Name	
Street		Street	
ZIP Code City		ZIP Code City	

Delivery Information: Type of product Entry field Invoice

Delivery date: _____ Date of receipt in warehouse: _____ Invoice number: _____

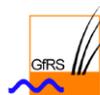
Quantity and name of product delivered (insert unit, as it appears in the invoice and delivery note)

Request: Traceability check (Attached details concerning the organic quality of the goods) (optional detail)
 Quality check

Date: _____ Signature: _____ GRS GRS für Rückverfolgbarkeit
 Göttinger Institut für Lebensmittelkontrolle



1. Background
2. Inspection toolbox
3. Traceability checks
4. Cross checks
5. Flow of goods check



IV. Final Curriculum

Contents:

Module 1: Preparing inspections

Module 2: Tools for on-site-inspections I

(critical points for organic integrity, sampling and analysis)

Module 3: Tools for onsite-inspections II

(traceability checks, cross checks and flow of goods checks)

Module 4: Documentation of the inspection results and objective evidence

Module 5: Communication in critical situations



Barriers to communication



Noise



Assumptions/Misconceptions



Emotions

Poor listening skills

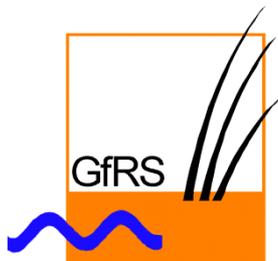


Distractions



Top 9 Communication skills

1. Listening
2. Nonverbal communication
3. Clarity and Concision
4. Friendliness
5. Confidence
6. Empathy
7. Open-mindedness
8. Respect
9. Feedback



IV. Final Curriculum

Contents:

Module 1: Preparing inspections

Module 2: Tools for on-site-inspections I

(critical points for organic integrity, sampling and analysis)

Module 3: Tools for onsite-inspections II

(traceability checks, cross checks and flow of goods checks)

Module 4: Documentation of the inspection results and objective evidence

Module 5: Communication in critical situations

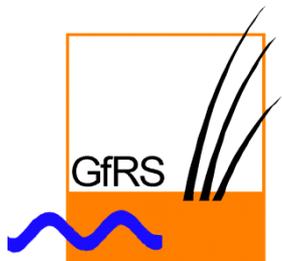
Module 6: Principles of teaching and approved methods

2.3 Brain learning

1. Brain gym - Move to activate your brain 
2. Use chewing gum and Drink water 
3. Move your body 



1. Background
2. Easy learning
 1. Reasons for learning
 2. Learners
 3. Brain learning
3. Methods
4. Training designs
5. Group work



IV. Final Curriculum

Each module contains group works



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4. Group work

Group 1: Develop a realistic fraud scenario for a vegetable grower, with a risk oriented work order for the inspector.

Group 2: Develop a realistic fraud scenario for a winery, with a risk oriented work order for the inspector.

Group 3: Develop a realistic fraud scenario for a meat processing company, with a risk oriented work order for the inspector.

Group 4: Develop a realistic fraud scenario for an importer, with a risk oriented work order for the inspector.




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5. Group work:

Please divide into 6 groups:

- 2 groups create a poster on a specific traceability checks (final product / bulk product)
- 2 groups create a poster on cross checks (consignment / certificate)
- 2 groups create a poster on flow of goods checks (agriculture / trade)




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Group work

Please divide into 3 groups

Group 1: Please discuss the motives of organic inspectors taking part in trainings.

Group 2: Please discuss the advantages and disadvantages of presentations.

Group 3: Please collect activation methods you like during trainings.



1.4 Measures of the control body / inspector

Critical Point	Risk	Preventive measure	Measures of the control body / inspector
Incoming goods	Commixing or confounding of organic and conventional products; Delivered products are conventional instead of organic...	<ul style="list-style-type: none"> Goods incoming check (has to be documented) Delivery notes and invoices have to be stored, records to be made Certificates of suppliers 	<ul style="list-style-type: none"> Verification of accounting (delivery notes, invoices, receipts, certificates) Check of the stored products (look, smell, taste, texture) Field inspections Taking samples
Storage	Commixing or confounding	<ul style="list-style-type: none"> Different storage rooms, „organic corner“ e.g. delivery of organic apples to green boxes, all conventional apples in blue boxes All products are labelled 	
Sale of animals	Organic sale of conventional animals, to short conversion period	<ul style="list-style-type: none"> Social labelling of conventional livestock in the register of animals... Check the status of each animal before selling it as an organic one... 	



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3. Group work

Please divide into 4 groups

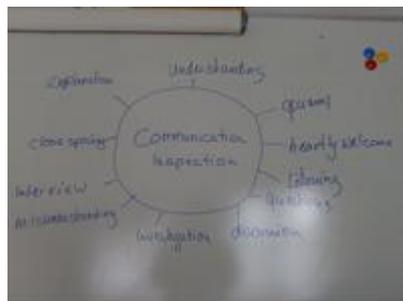
Each group is to develop a case study of a real-case inspection situation with an irregularity/infringement affecting organic integrity – plant production – processing - trade – import

Each group shall make a master for the documentation of the situation. (15')

Each group shall present the situation and the rest of the group shall note down what they would document, so we can compare results. (10')




IV. Final Curriculum



External motivation.

- You have to take part
- Maybe you get money
- meet people

Internal motivation.

- Improve your know-how
- To see inside organic units
- To get a job
- To solve problems occurring in inspections
- Meet people
- 2 days are better than one (make 2x4) enough time
- time for exchanging experiences
- To get more self confidence
- You are not alone
- To get feedback (difficult cases ^{para} _{findings})
- To reflect the per situation
- A little bit free holidays



- MIXED PRODUCTION
 ↳ CONV FRUIT / ORG VEGETABLE

- SUSPECT OF USE OF CONV FERTILIZER ON ORG FIELDS.

DOCUMENTATION:

- > DELIVERY NOTES VEG.
- > REGISTER OF FERTILIZATION (ORG + CONV)
- > BALANCE OF ORG + CONV FERTILIZER
- > N-ISOTOPES ANALYSIS (ORG)
- > EV. PICTURES (ORG CROP ~ VISUAL TRACES OF FERT)



IV. Final Curriculum Evaluation

**Training on Improved Risk Management Tools for Organic Inspectors (IRM-ORGANIC),
XXX
EVALUATION FORM**

Category	1	2	3	4	5	6
						
Preparation, advance information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>						

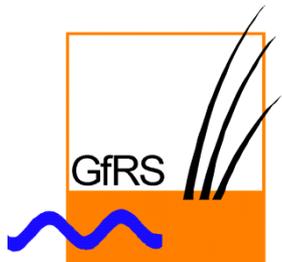




V. Perspectives

Risk-oriented inspections (RBI) will become increasingly relevant in future.

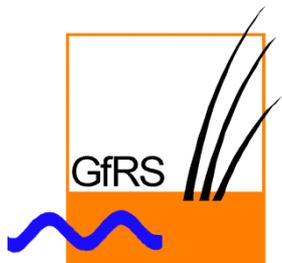
Good implementation of RBI requires high-profile, competent inspectors with suitable hard- and soft skills.





V. Perspectives (II)

A good competence management for inspectors, evaluators and certification officers in CA/CB will become even more relevant in future.

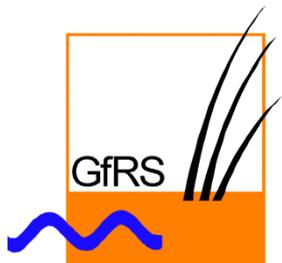




V. Perspectives (III)

There is a strong need for information exchange on RBI between CA/CB combined with practical trainings on EU-level.

The train-the-trainer courses will be continued to be offered in future.

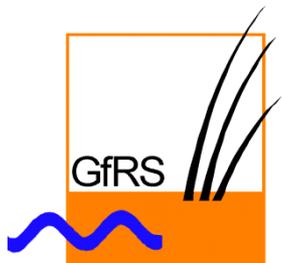


V. Perspectives (IV)



The Quavera Alliance will take care of these courses in future. They will be open for internal and external participants.

A steering group consisting of different CA/CB will be formed.





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**...any questions?
Thank you!**

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

