



Food and Agriculture
Organization of the
United Nations



European Commission for the
control of foot-and-mouth disease



European
Commission

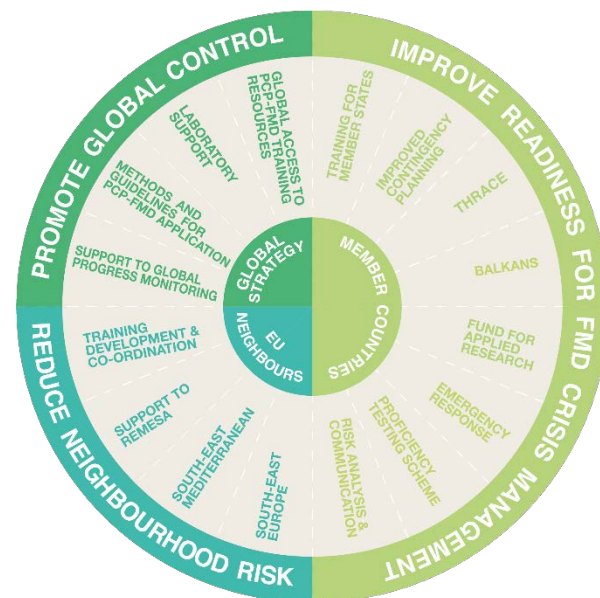


42nd General Session of the EuFMD

Needs based training: identifying priorities for training for member states, and non-member states in the European neighbourhood and other regions

J Maud, K Ouali, M De la Puente Arevalo, H Camphor

The European Commission for the Control of Foot-and-Mouth Disease





Outline

1. The EuFMD training programme:
recap of the plans presented at the
41st General Session
2. Training needs assessment: why and
how?
3. Building our infrastructure for
training: webinars, networks and our
e-learning platform
4. Pillar I
5. Pillar II
6. Pillar III
7. Conclusions and next steps





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The EuFMD training programme: recap of the plans presented at the 41st General Session

Jenny Maud



Outline: EuFMD Training 2015-17

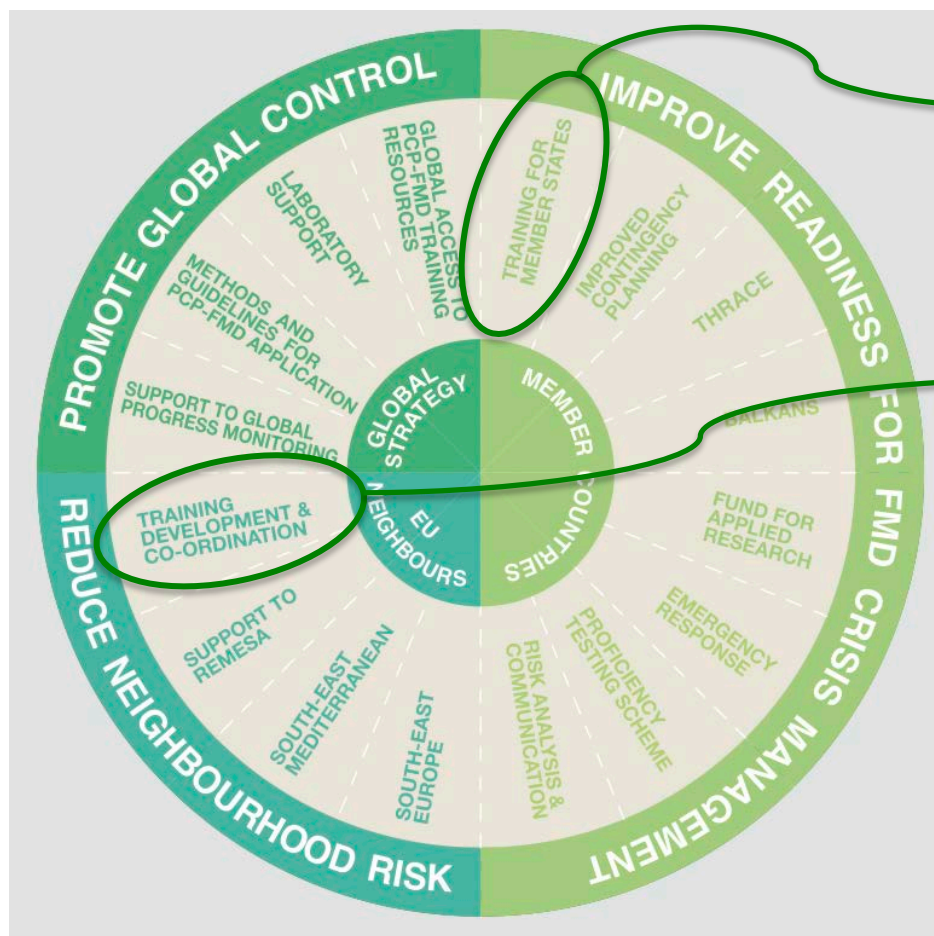


Component 1.1

Training for Member States



Outline: EuFMD Training 2015-17



Component 1.1

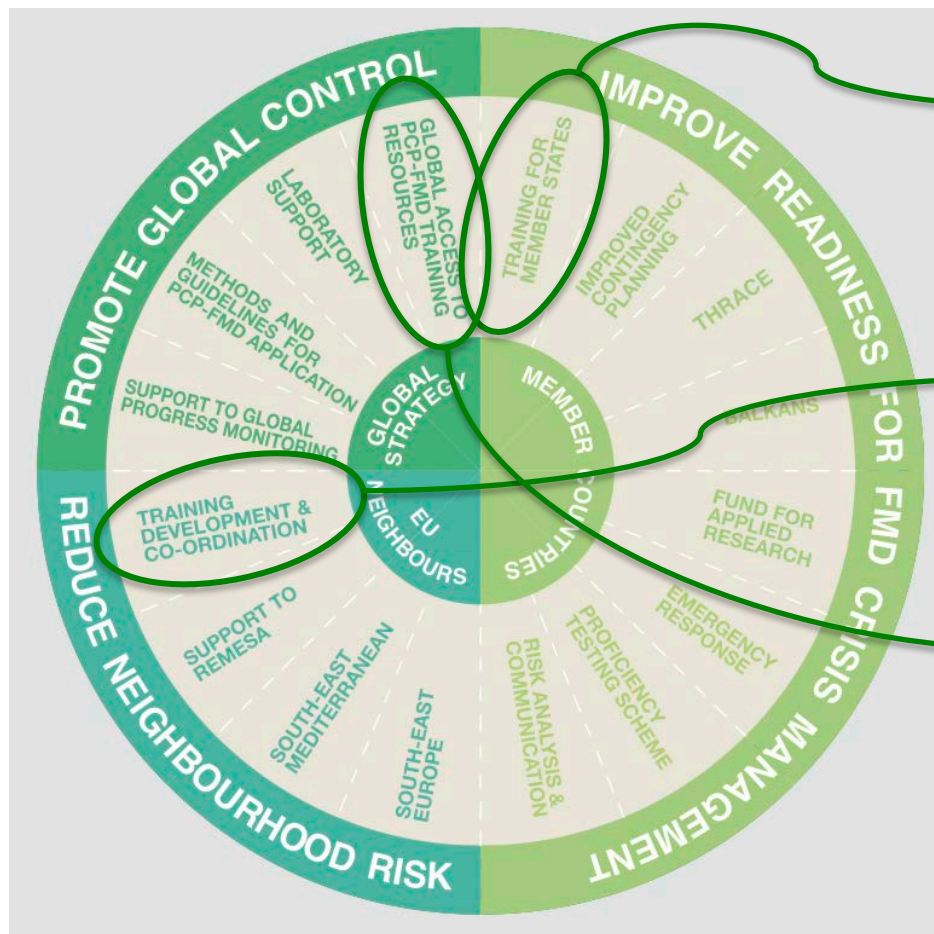
Training for Member States

Component 2.4

Pillar II training development
and co-ordination



Outline: EuFMD Training 2015-17



Component 1.1

Training for Member States

Component 2.4

Pillar II training development and co-ordination

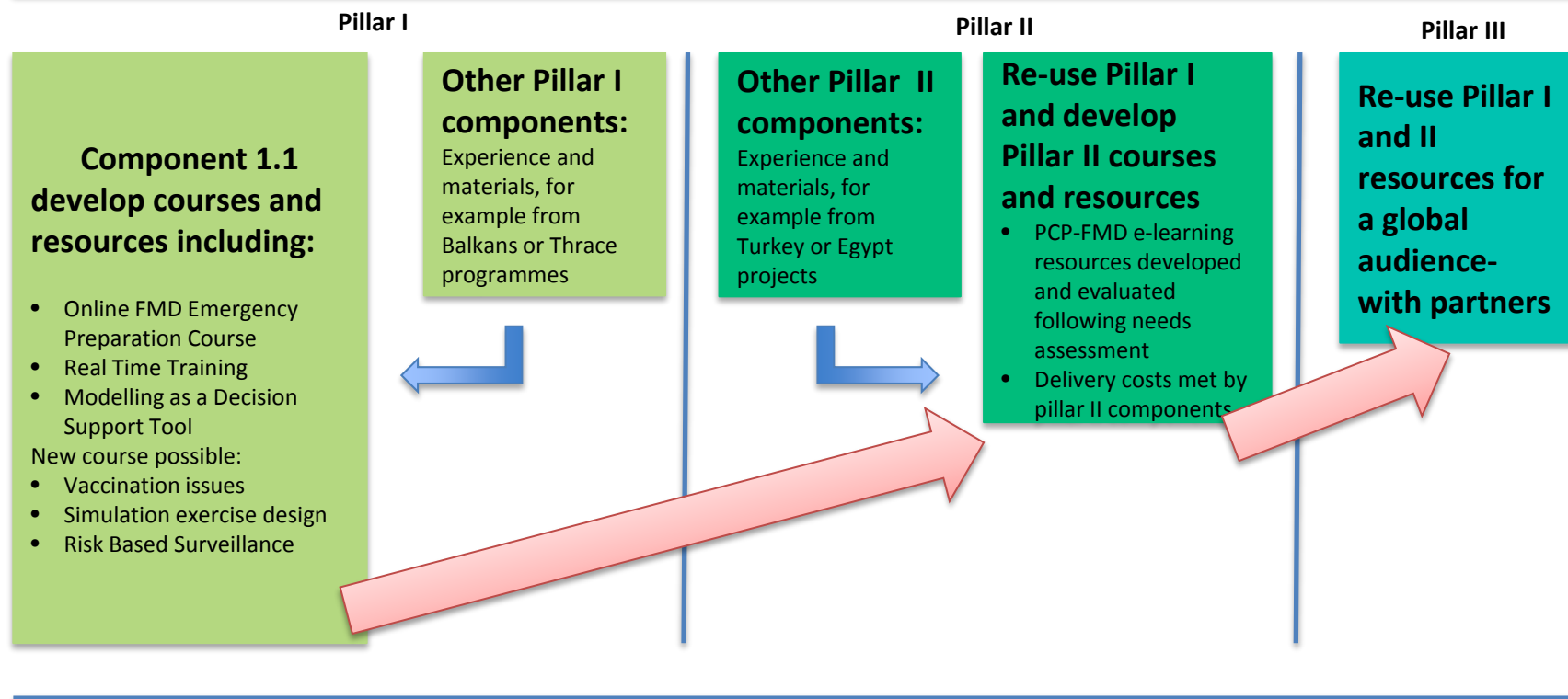
Component 3.4

Global access to PCP-FMD training resources



Outline: EuFMD Training 2015-17

Infrastructure: staff; e-learning website and knowledge bank design and maintenance; webinars software and support; needs assessment; monitoring and evaluation framework





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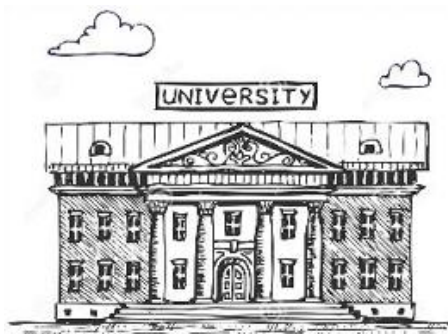
Training needs assessment: why and how?

Jenny Maud



Our training is needs based...

EuFMD training aims to **build capacity**... while making the best of limited resources



VS.....



Training needs assessment process

- 1) What **capabilities** are needed for FMD preparedness/control?
- 2) Which **personnel** need to have these capabilities?
- 3) How **do these personnel groups learn** best?
- 4) What **existing training** or resources are available?



Needs assessment methodology



Surveys ... but so much more

- Phone interviews with our training focal points
- Experience of EuFMD trainers
- Experience of GF-TADs and other partners, other training delivery organisations
- Feedback from training and e-learning participants

We are always learning more...



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EuFMD e-Learning: building the infrastructure for training

Jenny Maud



Updated e-learning platform

- New look!
- Now approx **4500** registered users
- Self-registration to access networks, online resources and open access courses
- E-learning support across programme including Open Session Online
- 2 webinars per week, 36 online courses
- Continued partnership with Royal Veterinary College, UK
- <https://eufmdlearning.works>

The screenshot shows the eufmd e-Learning platform interface. At the top, there's a navigation bar with links to Dashboard, Resource, Networks, and Contact. Below this, a large banner features a woman wearing a headset, with the text 'LANDSCAPES' and 'PREPARATION TO SURVEILLANCE AND CONTROL OF EPIDEMICS IN WILDLIFE'. A section titled 'Upcoming webinars' includes a link to see webinars planned for the month. Below this, there are three main content areas: 'Courses' (showing a video thumbnail), 'Knowledge Bank' (showing a cow), and 'Networks' (showing a group of people). A 'Twitter Feed' on the right displays tweets from the @eufmd account. At the bottom, there's a section for 'Watch a recording of one of our recent webinars' featuring a video player and a description of the 'Progressive Control Practitioners' Network'. The footer contains copyright information for 2017 eufmd, logos for the FAO, European Commission, and Royal Veterinary College, and a 'Contact us' button.



Knowledge bank

Open access courses

Introduction
to Foot-and-
Mouth
Disease

Introduction
to the
Progressive
Control
Pathway

Introductory
epidemiology
(in
development)

Networks

Supporting
Member
States
Modelling
Contingency
Planning
Vaccination
Biorisk
Manage-
ment

Progressive
Control
Practitioners
Network

Reseau
Franco-
phone

Supporting
Regional
networks

Tutored online training courses

FMD Emergency
Preparation Course

FMD Investigation Training
Course

Socio-
economics

Risk analysis
along the
value chain

Post
vaccination
monitoring



FMD free
countries



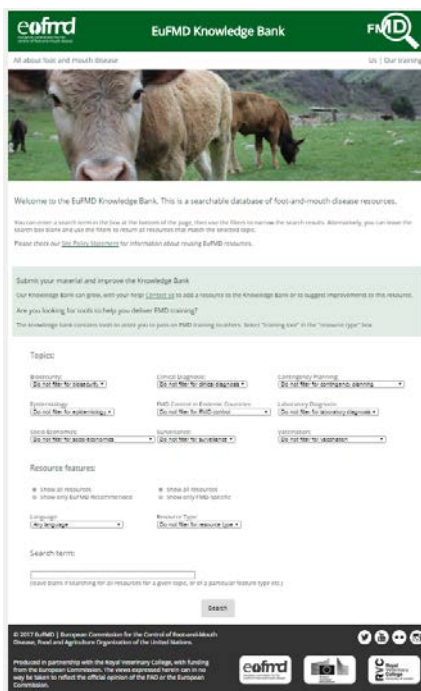
Countries not
free of FMD



Knowledge bank

Tools as well as training: EuFMD's Knowledge Bank

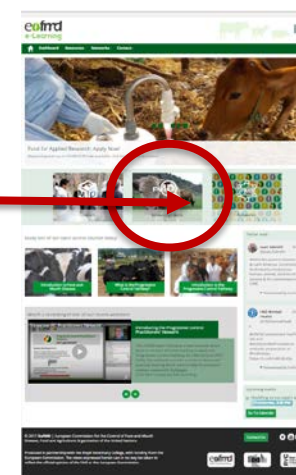
A searchable, categorised database of FMD resources, **training tools**, webinars, videos and job aids



Includes access to over
40 webinar recordings



To access: click the icon on the
front page of our e-learning
website.
**Please contribute useful
resources!**





Knowledge bank

Open access courses

Introduction
to Foot-and-
Mouth
Disease

Introduction
to the
Progressive
Control
Pathway

Introductory
epidemiology
(in
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Networks

Supporting
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FMD free
countries



Countries not
free of FMD



Open access
courses

Introduction
to Foot-and-
Mouth
Disease

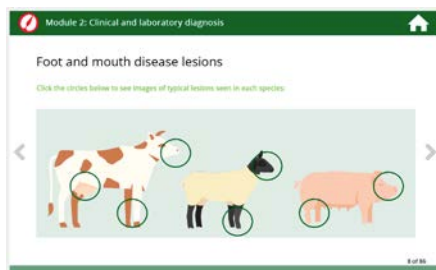
Introduction
to the
Progressive
Control
Pathway

Introductory
epidemiology
(in
development)

Introduction to the Progressive Control Pathway e-learning



Introduction to Foot-and-Mouth Disease



Six modules:

1. Why is FMD control challenging?
2. What is the role of the PCP in the Global FMD Control Strategy?
3. What is risk-based FMD control?
4. What activities are needed to progress on the PCP?
5. How is a country assigned a PCP stage?
6. What is my role in FMD control?

Three modules:

1. Introducing FMD
2. Investigating FMD outbreaks
3. Controlling FMD



Knowledge bank

Open access courses

Introduction
to Foot-and-
Mouth
Disease

Introduction
to the
Progressive
Control
Pathway

Introductory
epidemiology
(in
development)

Networks

Supporting
Member
States
Modelling
Contingency
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Vaccination
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Practitioners
Network

Reseau
Franco-
phone

Supporting
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Tutored online training courses

FMD Emergency
Preparation Course

FMD Investigation Training
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along the
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Post
vaccination
monitoring



FMD free
countries



Countries not
free of FMD

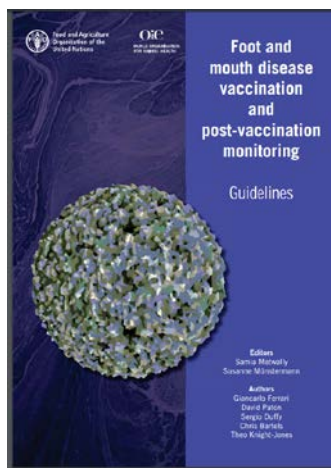


“In-depth e-learning”

Aimed at those working in central veterinary services to directly develop or implement Risk Based Strategic Plans for FMD control.

Topics were identified by training needs assessments: these skills are complex and require in-depth tutorial support of a relatively small audience

4 hours of study per week for 6 weeks, combination of background reading, interactive exercises and live tutorial support. Where possible **based around learning to apply existing guidelines**, focusing on the practical support needed to implement guidelines.



Tutored online training
courses

FMD Emergency
Preparation Course

FMD Investigation Training
Course

Socio-
economics

Risk analysis
along the
value chain

Post
vaccination
monitoring



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Pillar I: Training for Member States

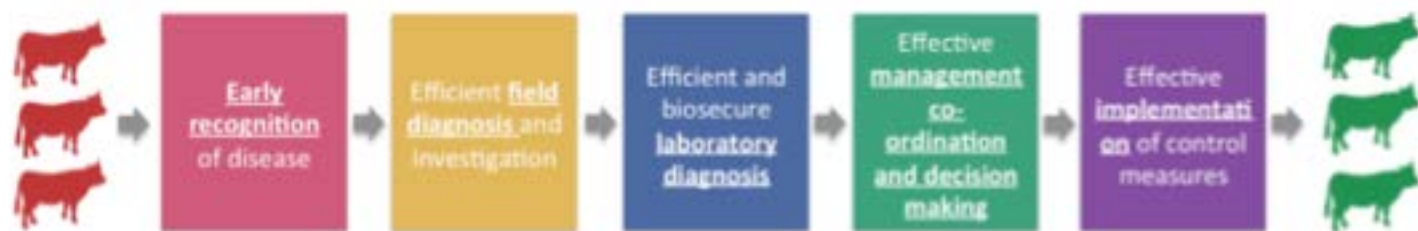
Maria De la Puente Arevalo



Needs Assessment Process

Encourage **strategic selection** of training courses by asking MS focal points to consider:

1. What is needed for an effective response to an FMD outbreak?



2. Who carries out these activities?
3. What knowledge, capabilities and skills are needed by these groups in order to carry out activities effectively?
4. What FMD related training has already been carried out?
5. Self-assessment of core competencies



Results

Use
epidemiological
tools to guide
decision making on
control

Rapidly organise an
emergency
vaccination
programme

Livestock keepers
recognise and
report disease





Training Menu

10 training credits per Member State. Self assessment tool guided focal points as to which courses best addressed the capacity gaps identified:

Course	Training credits
1) Real Time Training	3 credits for 1 participant
2) Online FMD Emergency Preparation Course: English language	1 credit for 20 participants
3) Online FMD Emergency Preparation Course: Tailored National Course	6 training credits for 120 participants
4) Online FMD Emergency Preparation Course: subsequent national course	4 training credits for 120 participants
5) Online Course Risk Based FMD Surveillance	At no cost of training credits
6) Workshop: "Putting vaccination into practice"	2 training credits for one participant
7) Workshop "Managing a crisis"	2 training credits for one participant
8) Workshop "FMD Simulation exercises"	2 training credits for one participant
9) Workshop "To vaccinate or not to vaccinate: using modelling to evaluate FMD control options"	2 training credits for one participant
10) Laboratory Training course	2 training credits for one participant

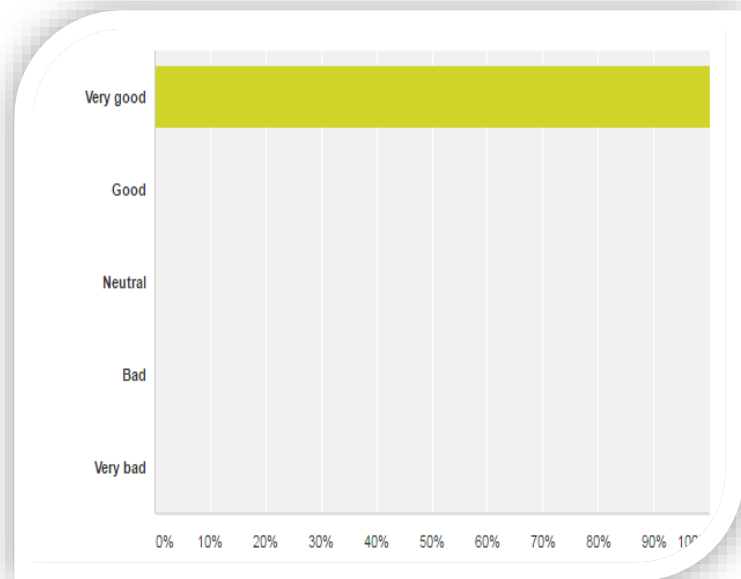


Real Time Training in Kenya

Number of trainees during 2015-2017: **37**

Increased focus on “**train the trainers**” support to national cascade of training

How would you rate this week overall?



This has been a great experience, with great trainers and trainees. I highly recommend it.

This RTC changed my life! I want to come back to Kenya to help fighting FMD! :)



Support to national cascade of FMD training

Two pilot projects

Germany

- Fully funded by Germany
- 22 participants
- Pre/post workshop in Germany, RTT in Kenya
- Strong emphasis on cascade training

Italy

- 2-3 level cascade- 30 per course
- Support provided to development of training concept and specific materials designed to be of use to all MS





Support to national cascade of FMD training

Two pilot projects

Germany

- FMD training
- FMD training
- FMD training
- FMD training
- FMD training
- FMD training

Support to national training programmes is important, but additionally a **“train the trainers”** approach is **challenging and needs continued and improved support**

Italy

- 2-3 level cascade- 30 per course
- Support provided to development of training concept and specific materials designed to be of use to all MS





Support to national cascade of FMD training

Two pilot projects

Germany

- Fully funded by Germany
- 22 participants
- Pre/post workshop in Germany
- RTT in Kenya
- Strong emphasis on practical training

Italy

- 2-3 level cascade- 30 participants
- Support provided to development of training concept and specific materials designed to be of use to all MS



Working in **partnership with Member States** has been a success. There may be opportunities to extend this including **cost sharing for regional training courses.**





FMD Emergency Preparation Course

Number of trainees during 2015-2017: **901**

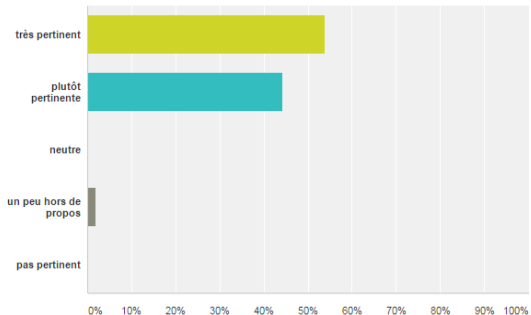
4 English language courses

5 national tailored courses (UK, Spain, France, Estonia, Serbia)

- Member States appreciate that many vets can be trained at once, particularly in the case of tailored courses.
- The discussions in the forum are pointed out as one of the favorite parts of the course
- E-learning in national languages is particularly effective

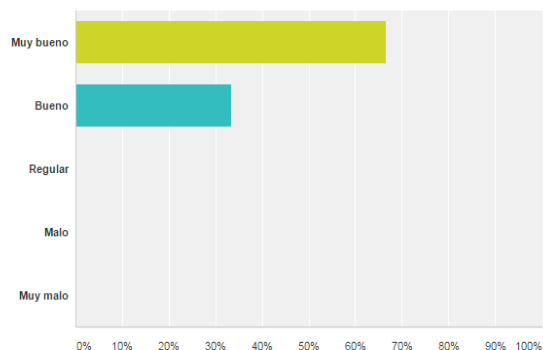
Le cours était pertinent à vos besoins
spécifiques?

Answered: 52 Skipped: 1



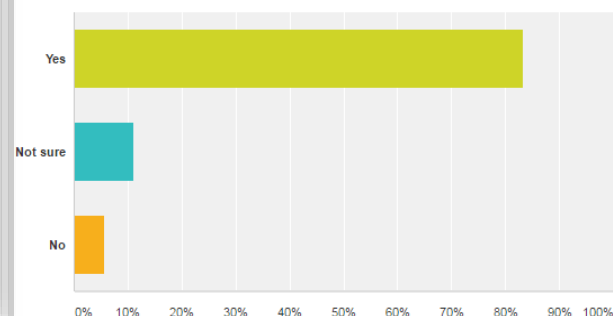
En general, ¿cómo evalúas este curso?

Answered: 63 Skipped: 0



Would you be interested in completing
further training through the EuFMD e-
Learning site?

Answered: 54 Skipped: 5





Laboratory training course in partnership with The Pirbright Institute

Number of trainees during 2015-2017: **5**

Reports sent by participants after attending the course

The training was very valuable, complete. It was also a perfect opportunity to see the practical application of biosecurity measures in this new laboratory and modern infrastructure

It was a big advantage to be as few as three participants as we all got to do all steps in every method used.

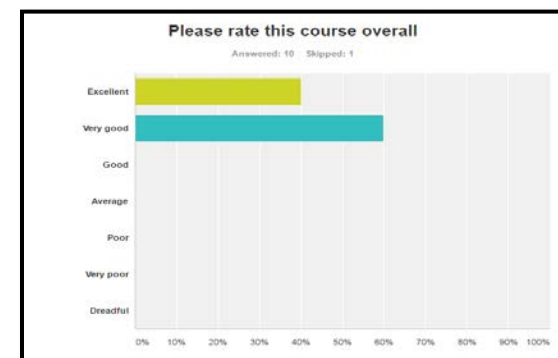
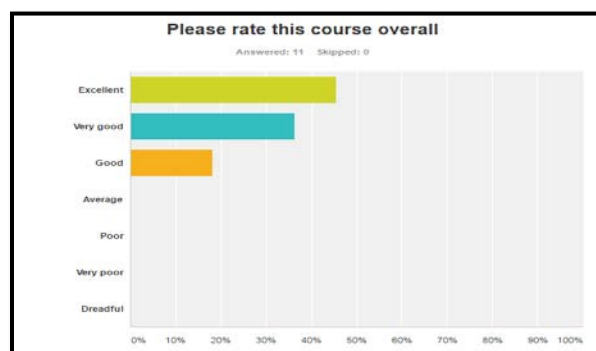
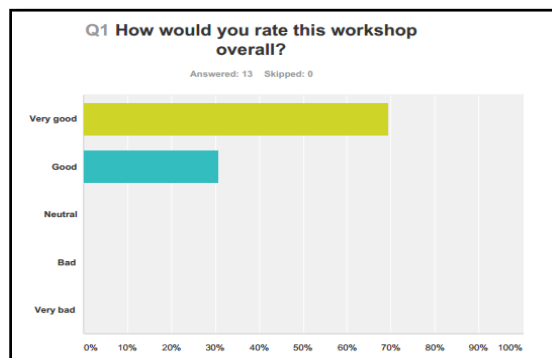




Training workshops

Managing a crisis (16), Modelling as a Decision Support Tool (15),
Simulation Exercises (13), Putting Vaccination into Practice (12)

- Each course with an interactive, scenario and discussion based approach, facilitated by a pre-course e-learning induction course
- Each course aimed to additionally generate new tools and job aids to benefit all Member States





Training workshops

We learn from the feedback given by participants:

- How to improve our next workshops
- Gaps in preparedness across Member States, where more support from EuFMD is needed

Let's see an example...





Putting vaccination into practice: feedback from participants

A guideline and checklist for developing a vaccination programme operational plan

More clarity and guidance on the EU Vaccine Bank functions and limitations

Consideration of common supply arrangements for specialised operational equipment

Job aids to support understanding and implementation of EC legislation relating to emergency vaccination





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Pillar II: Training development and co-ordination

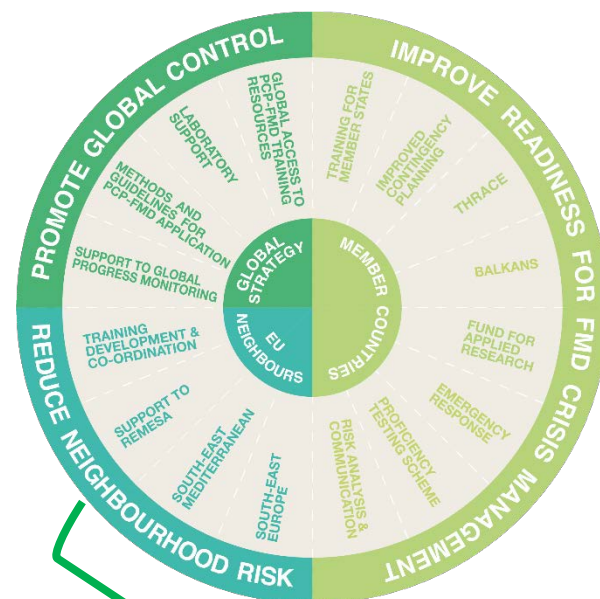
Karima Ouali



Training in Pillar II occurs in two ways

Country progression on the PCP requires
tailored in-depth support...

Under components 2.1, 2.2, 2.3
Support tailored to the needs of
individual countries through a
programme of workshops and
continuous expert support.





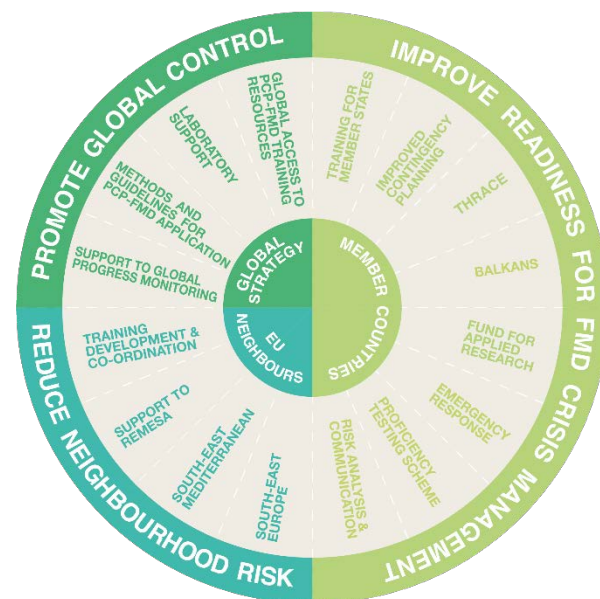
Training in Pillar II occurs in two ways

Country progression on the PCP requires
tailored in-depth support...

Under component 2.4

Many training needs are similar
across all pillar II countries

Identify the common needs,
address these with the
development of training resources,
job aids and online courses which
can be used across Pillar II





Face to face training in Pillar II countries

RBSP development in Mauritania



Real time training cascade in Egypt

RBSP development in Jordan





Face to face training in Pillar II countries

4 Weeks Practical Epidemiology Training Turkey



Support to field outbreak investigation training in Turkey



Our experience of delivery of
this face-to-face support has
been key to understanding the
regional risk situation, gaps and
needs

Laboratory training Libyan VS





Pillar II Training Needs Assessment

Based on previous Pillar I Training
Needs Assessment

- Considered multiple personnel groups (farmers to decision makers)
- Considered PCP Stage, referred to PVS assessment, considered importance given to FMD control vs other diseases
- Considered language and technology competencies

4) Assessment of core competencies



The activities and target audiences outlined above have been expanded in the table below. Please rank each competency according to your self-assessment of current capacity. Please write in the comment section if you have a specific comment regarding the described competency.

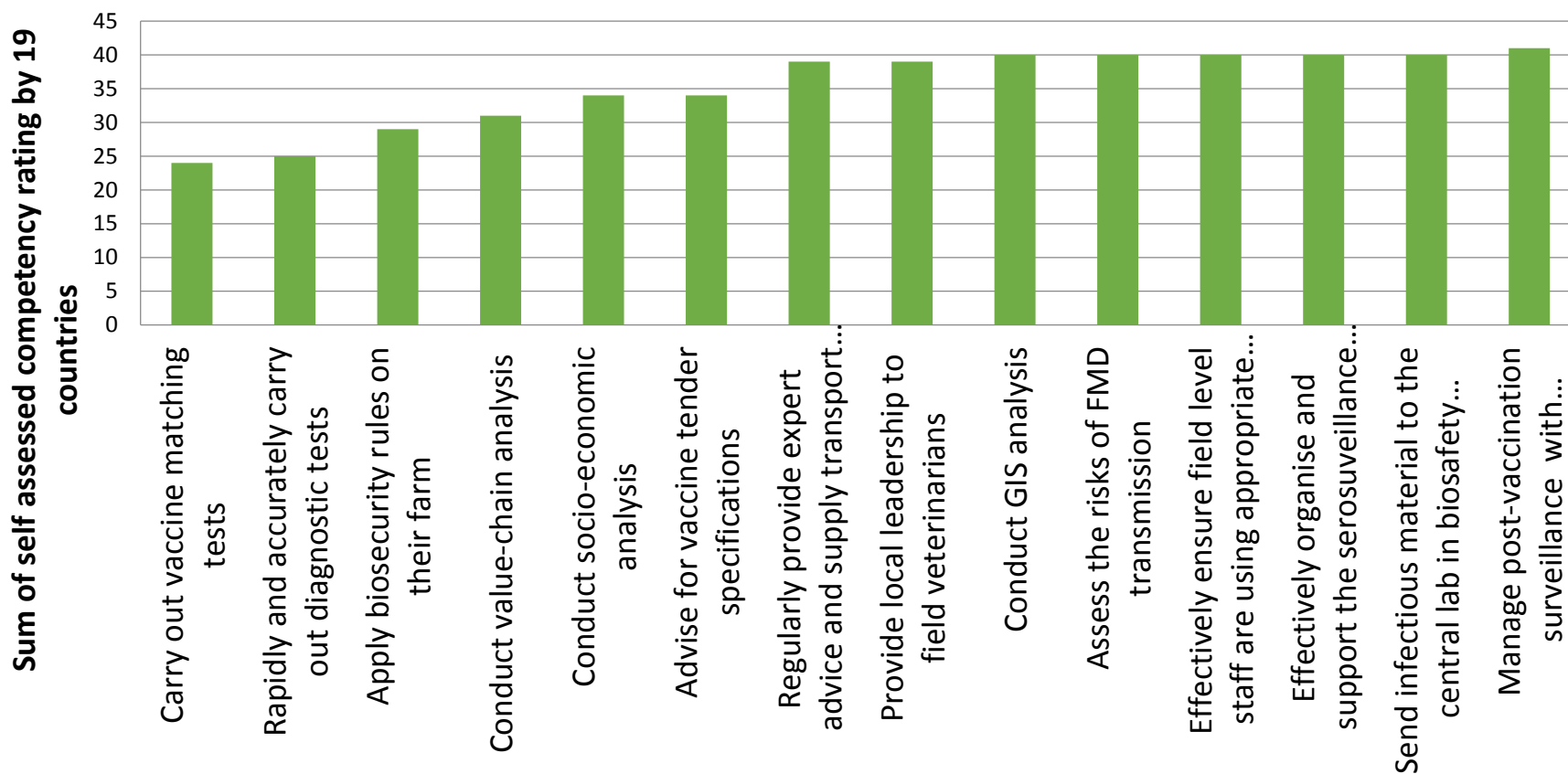
Personnel	Competency These people are able to...	Current capacity <i>Please estimate competences of different groups of stakeholders from 0 to 4 (where 0= no capacity, 4=high advanced competence) by checking the appropriate check box</i>				
CENTRAL LEVEL <i>Central veterinary bodies responsible for disease prevention and control activities on the country level coordination and direct the delivery of biosecurity, surveillance, disease preparedness and control measures and international level.</i>						
Decision makers (CVO office and Ministry level)	Understand the value of risk-based approaches to FMD surveillance and control and the Progressive Control Pathway (PCP)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	Advocate the importance of FMD control to higher level policy decision makers	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Central Veterinary Authorities/epidemiology (FMD) experts	Understand the PCP principles and how their country could progress in PCP stages	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	Apply epidemiology and biostatistics skills to effectively plan and analyse FMD surveillance using sample size calculations when appropriate	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	Conduct risk-factor analysis on data of FMD outbreak investigations or FMD NSP-antibody surveys	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Returned by 19 pillar II countries



What were the capacity gaps identified?

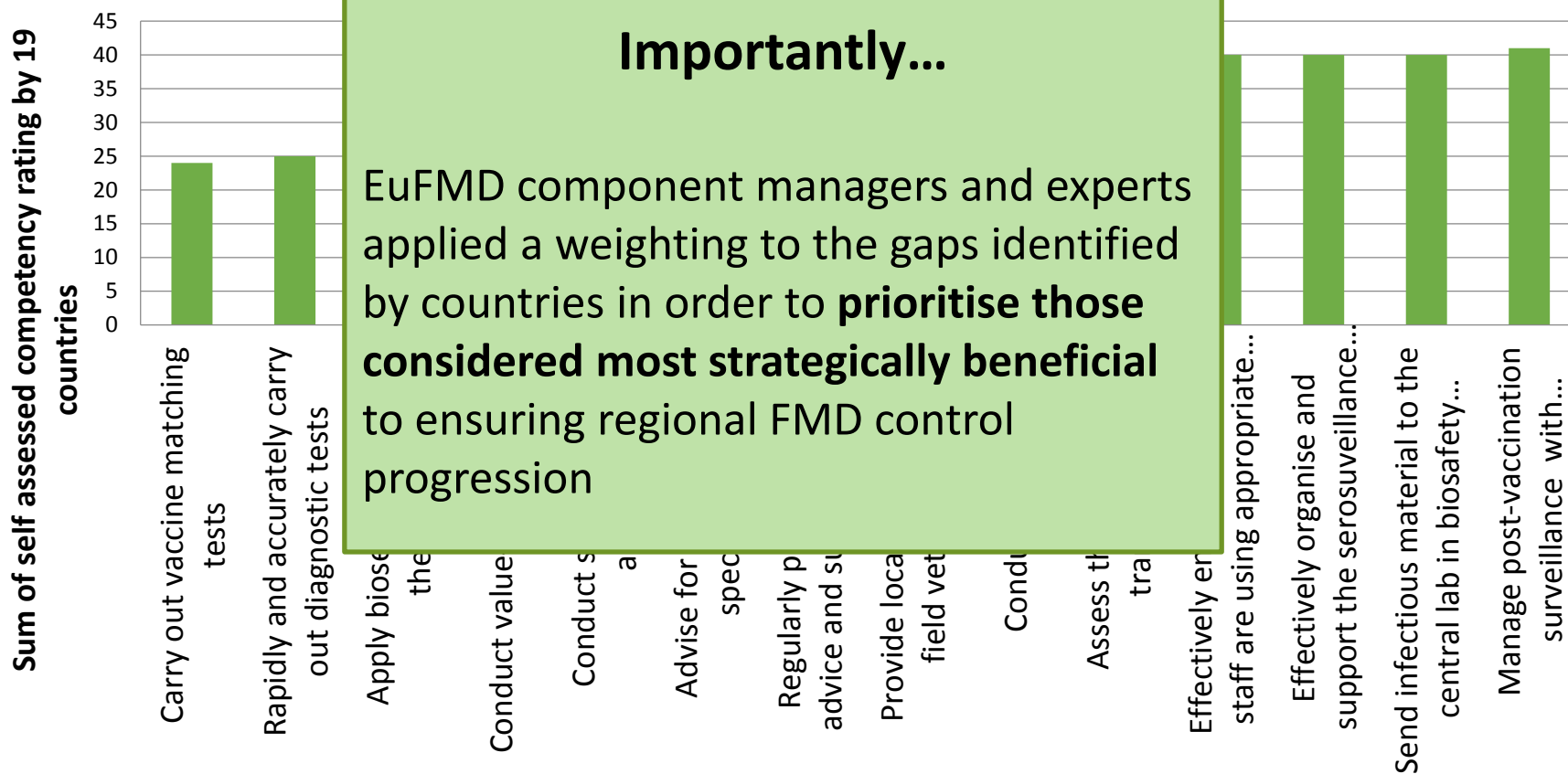
10 lowest competencies as rated by all Pillar II countries:





What were the capacity gaps identified?

10 lowest competencies as rated by all Pillar II countries:





How have the gaps been addressed?

Central Veterinary Services	
Competency gaps identified	<ul style="list-style-type: none"> Analyse outbreak data using basic skills in epidemiology Assess socio-economic impacts of FMD Analyse risk along the value chain and develop a Risk-Based Strategic plan Plan or implement post vaccination monitoring

Open access:

Introduction to the Progressive Control Pathway

Introductory epidemiology and biostatistics (coming soon)

In depth e-learning development:

- FMD Socio-economic Impact Analysis
- Risk Analysis Along the Value Chain

And funded under pillar III

- Post Vaccination Monitoring
- Laboratory diagnostics (with Pirbright)





How have the gaps been addressed?

	Regional and field level veterinary services
Competency gaps identified	Diagnose FMD, submit correct samples to laboratory, conduct outbreak investigation, apply effective biosecurity, advise on preventative and outbreak response measures.

Online Field Investigation Training Course: 150 places per course

- Arabic (JUST partnership)
- French
- Turkish

FMD vaccines and vaccination

Differentiating between vaccinated and infected animals

Differentiating between vaccinated and naturally infected animals is important. Vaccinated animals can be differentiated from those naturally infected by testing for antibodies to the structural and non structural proteins (NSP5P).

Situations where such tests might be applied include:

- Coming out one and back in order to determine the level of natural infection in a population
- Conducting surveillance to prove freedom subsequent to an FMD outbreak where vaccination was used as a control measure

19 of 30

FMD vaccines and vaccination

Key features of a vaccination campaign

However vaccines are used, the following key features should be followed in order to ensure that the vaccination campaign is effective:

Click on each feature to learn more:



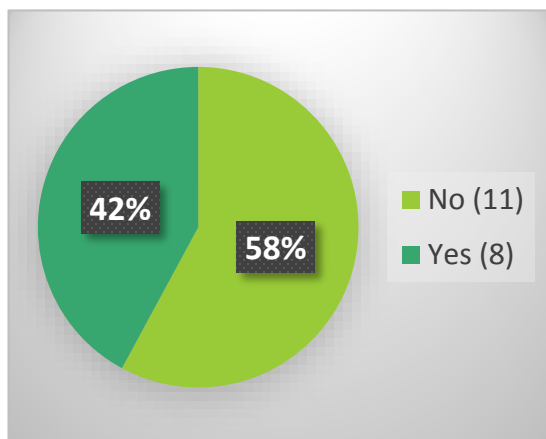
How have the gaps been addressed?

	Livestock owners and industry stakeholders
Competency gaps identified	Apply preventative measures, especially biosecurity before and during an outbreak

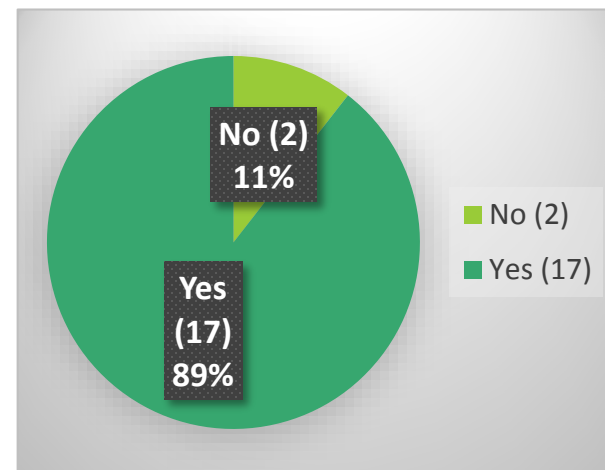
Knowledge Bank, Job Aids to SUPPORT NATIONAL VETERINARY SERVICES

- Cascade training programme, outbreak response training in Egypt
- New resources under agreements with JUST

Has any FMD related training been from other providers?



Does your national veterinary service organise FMD related training for government veterinarians, private practitioners or farmers?





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Pillar III: Global access to PCP-FMD Training Resources

Jenny Maud



Investigating the use of PCP-FMD training resources through global partners

- First region Southern Africa (FAO-Subregional office)
- Recruitment of STP (Wilmot Chikurunhe)
- Needs assessment to VS
- Pilot online course
- Post course interviews





Southern Africa

Similar training needs to Pillar II countries

- Field level awareness and implementation of FMD surveillance and control measures
- Central level risk analysis
- Socio-economic impact analysis
- Monitoring and evaluation of FMD control programme implementation

Discussion Forum: Aetiology and Pathogenesis

click to add a new discussion topic. to start a new topic, if you would like to reply to someone's post, please use the 'reply' link in the bottom right of their post, rather than making a new discussion topic.

add a new discussion topic

Discussion	Started by	Replies	Viewed	Last post
request for extension	eadawad@unl.ac.uk eadiw@unl.ac.uk	0	0	Request for extension Wed, 11 Jan 2017, 4:54 AM
Open sessions on general awareness of virus	Wilfred Chikumbiwe	4	14	Request for extension Wed, 11 Jan 2017, 4:54 AM
Can FMD virus in the mouth of people? if so, of what significance is this in the epidemiology of FMD?	Wilfred Chikumbiwe	2	0	Request for extension Wed, 11 Jan 2017, 4:54 AM
BD Does vaccination reduce virus titre excretion	Dral M. M. M. M.	1	0	Request for extension Sun, 8 Jan 2017 5:41 PM

Lively interactions in course discussion forum

E-learning is a modality that works!

Sustainability is key:

“The LTC endorses the proposal by FAO for creation of an e-learning hub for capacity building of animal health practitioners on TADs and zoonotic diseases in the SADC region”.



South Asia

- Partnership Regional Support Unit for SAARC
- Very high level of interest (170 participants)
- Very interactive
- Strategically very important region → Continued support



Unrestricted/Illegal movement of Animals

by **Patil Sharanagouda** - Tuesdav, 11 April 2017, 6:22 AM

Unrestricted/Illegal movement of animals across peaceful borders is a major risk factor in controlling of FMDV movement as the virus can travel for long distance. India has porous borders with Myanmar and Bangladesh though Bangladesh has little vigilance check points along the borders with India. In spite of that illegally animals are lifted across the borders. How to check it??

Sharing here a video obtained from my friend.

thanks https://eufmdlearning.works/pluginfile.php/12782/mod_forum/post/9619/Lifting%20of%20animals%20across%20Indian%20borders.mp4

Patil





Other training in Pillar III

- Training of experts (3.2): OIE staff recently
- In “depth” courses under PII: 20 places made available globally via FAO/OIE
- Laboratory online training in partnership with The Pirbright Institute





Knowledge

Open access courses

Introduction
to Foot-and-
Mouth
Disease

Introduction
to the
Progressive
Control
Pathway

Introductory
epidemiology
(in
development)

Networks

Supporting
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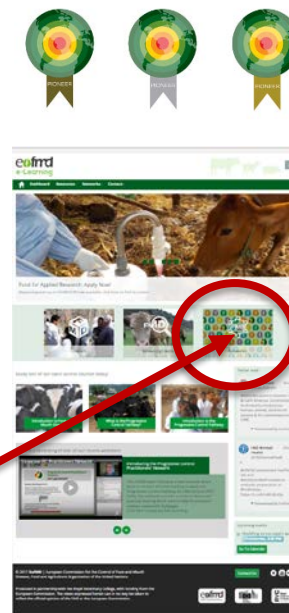
FMD free
countries

Progressive Control Practitioners' Network

Training and experience sharing network: 2 webinars and at least 3 online exercises covering a different topic each month: so far NSP sero-surveys and outbreak investigation. Certificates and “levels” of completion.



To join: Click the
networks icon





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Conclusions and next steps

Jenny Maud



Improving and extending the EuFMD training programme 2017-19

Continuous process



Training needs assessment is a continuous process

Regional languages

E-learning for regional risks, and regional risk info

Supporting national, integrated training

Regional priorities

External funding and working with partners

- Our relationships with countries, and particularly with the Pillar I training focal points, are important in understanding and responding to needs.



Improving and extending the EuFMD training programme 2017-19

Continuous process

Regional languages



**E-learning for regional
risks, and regional risk info**

**Supporting national,
integrated training**

Regional priorities

**External funding and
working with partners**

Training in regional languages

- Participants engage much more effectively with e-learning in their first language
- Encourage further national language training courses and resources in PI
- Translation of in-depth courses in Pillar II
- Development of Francophone network to echo activities of Progressive Control Practitioners' network



Improving and extending the EuFMD training programme 2017-19

Continuous process

Regional languages

**E-learning for regional
risks, and regional risk info**



**Supporting national,
integrated training**

Regional priorities

**External funding and
working with partners**

E-learning to address regional risks, and access on the ground risk information

- Continued regional instability (Syria and Libya) and influence of importers on transparency of exporting countries leads to lack of disease risk information.
- Security prevents face to face training → e-learning, particularly in Arabic.
- E-learning courses can be a way to access field level disease information.



Improving and extending the EuFMD training programme 2017-19

Continuous process

Regional languages

**E-learning for regional
risks, and regional risk info**

**Supporting national,
integrated training**



Regional priorities

**External funding and
working with partners**

**Continue to aim to reach wider
stakeholders by supporting national
training across programme**

- National e-learning courses
- Involvement of stakeholders
- Knowledge Bank and job aids
- Cost sharing/regional initiatives in Pillar I



Improving and extending the EuFMD training programme 2017-19

Continuous process

Regional languages

**E-learning for regional
risks, and regional risk info**

**Supporting national,
integrated training**

Regional priorities



**External funding and
working with partners**

In Pillar III

- Continue support to South Asia
- Extend support to West and Central Africa
- Support to other regions based on GFTADs priorities



Improving and extending the EuFMD training programme 2017-19

Continuous process

Regional languages

**E-learning for regional
risks, and regional risk info**

**Supporting national,
integrated training**

Regional priorities

**External funding and
working with partners**



**We continue to recognise demand for
EuFMD training across Pillar II and III**

With Member State support we may seek
possibilities for external funding to:

- Support translation
- Delivery of national level training
- Development of new e-learning courses or resources

Regional academic partnerships may be a route to
improved sustainable delivery.



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Get prepared!

Side event 5.15

- All of you are invited to join us, but particularly Training Focal Points are very much invited to stay!
- We are going to discuss on:
 - E-learning. Online courses.
 - Training menu
 - National training
 - Get prepared
 - Regional approach

