

A training of trainers course on development and delivery of continuing professional development modules in the veterinary domain



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A training of trainers course on development and delivery of continuing professional development modules in the veterinary domain

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Background and context

Continuing professional development (CPD) is an important if not vital activity if veterinary and para-veterinary professionals are to keep abreast of new developments to update their skills and knowledge. In recognition of this a CPD implementation and management framework has been recently developed and ratified by livestock sector stakeholders providing the impetus for delivering a program of continuing education to veterinary personnel in Ethiopia. The livestock sector in three regions of Ethiopia is currently benefitting from support by the European Union (EU)-funded 'Health of Ethiopian Animals for Rural Development (HEARD) project to 'sustainably increase livestock productivity and improve the marketing of livestock products.' One component of this support, being jointly implemented by the International Livestock Research Institute (ILRI) and the Ethiopian Veterinary Association (EVA) is 'Improving technical competencies (knowledge, skills, and attitude) and incentives for veterinary service providers to enable delivery of better and rationalized services.' One key approach, in line with this component's aim to improve technical competency, will be to conduct a training of trainers (ToT) course that builds the capacity of selected university and other national veterinary staff to produce CPD learning materials and deliver CPD courses. These materials will address nationally prioritized topics targeted at improving the skills and knowledge of veterinary and para-veterinary professionals in Ethiopia using appropriate adult learning approaches.

Description of the training course

Training course goal

The ToT training course will equip key veterinary trainers with the knowledge and skills required in developing and delivering interactive, gender-responsive CPD modules using adult learning methodologies. Training course participants will engage in experiential and problem-based learning activities to develop attitudes and skills for appropriate application of participatory and adult learning practices in the design and delivery of CPD learning modules. The training course will make participants better individuals by increasing their reflective, engagement and generative learning experience and skills, making them successful in their personal and professional life.

Training course objectives and outcomes

By the end of the training, participants will be able to:

- Apply basic principles and guidelines for CPD module development
- Formulate learning objectives and outcomes
- Apply adult learning methods in the design and delivery of CPD modules
- Apply appropriate tools for monitoring learning during and after CPD learning delivery
- Develop interactive CPD modules following a standard format
- Identify and adapt existing materials to develop standardized CPD modules
- Deliver CPD modules to capacitate para-veterinary professions

Training content

- Framework and implementation of the Ethiopian CPD Program
- Veterinary Rationalization Road Map (VRRM) and CPD
- Adult learning principles and practices
- Development of standardized curricula, quality standards, and instructional design process
- World Organisation for Animal Health (OIE) performance of veterinary services (PVS) standards and development of standardized OIE compliant CPD curricula
- Veterinary Digital Education Platform
- Learning monitoring and measurement methods and tools

- Identification and review of available learning materials and Food and Agriculture Organization of the United Nations (FAO)/OIE training platforms
- CPD learning approaches and methods
- Animal Health Competency Mentoring Framework
- Allocation of CPD topics, action plans and post-training strategies

Training duration

The training course has both theoretical and practical sessions. A complete grasp of the training content will take five days of training time.

Training approach and methodology

Training methods

Conceptual, practical and assessment phases of the learning process are integrated throughout the training course. The training adopts participatory, problem-based, reflective, and collaborative learning methods. Learning is enhanced when participants define their learning goals and expected utility of the new knowledge. Before the training course, participants will define their learning goals and how they will apply the knowledge from the training course in their workplace. They will be sent tasks guiding them to define their learning objectives before the training course. During the training time, this personal learning goal will be compared with the training course objectives. It is expected that participants will be motivated and responsible for their own learning when they know what they are expected to do and what standards they are expected to achieve.

Active learning methods are used throughout the training course. Self-learning management tools such as keeping daily learning and reflection logs ensure that participants work consistently and actively throughout the training course. During the training, reflection activities allow participants to pause and reflect from time to time on what they have learned, relate it to their experience, and think how they can apply it in their workplace.

Training materials and resources

- CPD module development format and guidelines
- OIE and FAO learning platforms
- Links to CPD learning resources
- Interactive PowerPoint slides
- Self-learning management tools

Learning monitoring and measurement methods

Daily recaps and participatory learning monitoring activities, such as mood metre, feedback board and feedback teams, will be used to monitor the learning process and gather feedback from participants.

Quick check-in reflection questions will be used to monitor learning and how this learning can be used (Figure 1). For example,

- What are your 2–3 key learning points so far?

- How could you apply this learning in your work?
- What questions do you still have?

In addition, quick monitoring questions will be used to gather feedback on the training process.

- How is the pace of the session so far? Too fast, too slow, just right?
- What did you like best about the morning (or afternoon) session?
- How can the remainder of the session be made most effective for you?
- How satisfied are you today? Unhappy face, neutral face, happy face.

Individual reflection and journaling are key tools for a deeper level of learning and insight making. This also helps participants develop a culture of reflective thinking, learning and practice, which is a required skill for the design and delivery of interactive CPD learning materials.

A training survey will be conducted to gather participant feedback on the course material and delivery process. This will help inform follow-up refresher training and coaching activities.

Training follow-up strategies

Participants' daily reflections and learning logs as well as daily review and recap sessions will be reviewed and further reflected on to highlight key learnings and insights and how these can be applied. These will be used to develop action plans to develop and deliver future CPD modules. The action plans will form the basis for providing coaching support and monitoring the progress of CPD module development and delivery.

Instructional strategies and process

Day 1. Introduction, Ethiopian CPD Program, Veterinary Rationalization Road Map, adult learning principles and practices

The first day session will commence with self-introductions followed by presentations on the framework of the Ethiopian CPD Program, the Veterinary Rationalisation Road Map (VRRM) and adult learning principles and practices setting the scene for the objectives of the ToT CPD course. After an exercise where participants will get to know each other and the course leaders, the course objectives will be introduced to participants given the opportunity to air what expectations they have of the training. The goal of participation and interactivity will be the theme for this and all subsequent sessions. There will be three key presentations during the day, first 'the structure and implementation of the Ethiopian CPD Program' providing the framework within which CPD learning materials will be used; second 'the importance of CPD to the VRRM' and third 'adult learning principles and practices' providing important guidance on how the pedagogical content and delivery of the CPD learning materials should be crafted and fit for purpose for an adult / work experienced audience.

Learning objectives

By the end of the day, participants will be able to:

- Relate to each other and the course organizers
- Identify key components of the Ethiopian CPD framework for the delivery of CPD
- Explain the role of CPD in underpinning the VRRM
- Apply principles and practices of adult learning
- Define the aims and objectives of the course

Content

- Introductory session
- Structure and implementation of the Ethiopian CPD Program
- Importance of CPD to the Veterinary Rationalization Road Map (VRRM)
- Adult learning principles and practices
- Summary of key learning points and messages

- Review and reflection

Methods and materials

- Interactive presentations
- Q&A sessions
- Small group discussions
- Reflective debriefing discussions
- Annexed learning resources

Learning activities

Activity 1. Welcome and participant introduction

- Welcome
- Participants' introduction
- Participants' learning expectations and intention to apply lessons
- Training objectives and outcomes
- Training approach and process
- Self-learning management tools
- Recap and feedback teams
- Ground rules

Activity 2. Framework and implementation of the Ethiopian CPD Program

The purpose of this activity is to inform participants of the structure and management plan for the Ethiopian Continuing Professional Development (CPD) Program to provide awareness of the critical need for quality and standardized CPD modules addressing key topics of relevance to the delivery of improved veterinary services by an informed and skilled livestock service providing workforce. This activity will comprise:

- A presentation of the Ethiopian CPD Program
- The importance of the training of trainers (ToT) course for the Ethiopian CPD Program
- Question and answer (Q&A) session

Key messages:

- Quality and standardized CPD modules are a prime requirement for the Ethiopian CPD Program
- The Ethiopian CPD program target is a skilled and informed workforce for enhanced veterinary services.

Activity 3. Veterinary Rationalisation Road Map (VRRM) and CPD

A presentation by the Health of Animals for Rural Development (HEARD) program Technical Assistance Team (TAT) to outline the vision of an enabled and rationalized framework for the delivery of veterinary services in Ethiopia and the role it sees for, and the support it will provide to, the development and delivery of VRRM capacity building CPD.

Key messages:

- The VRRM is seeking a paradigm shift from public only to a public private partnership in the delivery of veterinary services.
- The VRRM looks to the Ethiopian CPD program for producing an informed and skilled workforce for the delivery of a rationalized veterinary services.

Activity 4. Adult learning principles and practices

- Challenge exploration: motivation, need for learning
- How do we learn: styles, theories and experiences
- Learning domains: cognitive, affective, and behavioural learning
- Learning styles: visual, auditory and kinaesthetic
- Adult learning principles and practices

Key messages:

- Learning is about thinking (knowledge), feeling (attitude) and action (skills).
- Instructional activities (objectives, content and methods) should be varied to meet different learning domains and styles.
- We learn from reflections on experiences. Change happens through a process of experience, reflection and dialogue.
- Experiential learning happens when we reflect on (digest, synthesize) experiences and relate them to general patterns and gain new perspectives or insights into a new behaviour.
- When we learn, change happens.

Activity 5. Review, reflections and insights

What we have covered:

- Framework and implementation of the Ethiopian CPD Program
- Veterinary Rationalisation Road Map (VRRM) and CPD linkage
- Adult learning principles and practices
- Implications and applications to real-life/work situations
- Summary of key learning points and messages

Day 2. CPD training methodology, performance of veterinary services (PVS) standards and the digital education platform

Day 2 will launch with a session to equip participants with an understanding of the training methods appropriate for the purpose of CPD course development. This will be followed by a presentation on the critical competencies embodied in the OIE PVS and the CPD training needs to attain those standards. This theme of quality and standards will be reinforced by the day's keynote presentation on the Veterinary Digital Education Platform. The day will be rounded off with a recap of main learning points and reflections by participants on their key learnings and how they will apply these in their work.

Learning objectives

By the end of the day, participants will be able to:

- Identify training methods and materials needed for CPD course development and delivery.
- Explain the need for targeted CPD curricula aligned to OIE PVS critical competencies.
- Apply principles and good practices in learning material development adopted for the Veterinary Digital Education Platform.
- Identify and use methods to monitor and measure the uptake of CPD training.

Content

- Recap of previous day
- Instructional design process, active learning methods and materials
- Presentation on the critical competencies embodied in the OIE PVS and the CPD training needs to raise current levels of advancement
- Keynote presentation on the Veterinary Digital Education Platform
- Recap and reflections

Methods and materials

Participants will be introduced to interactive, problem-based, reflective learning activities that meet both learning domains and learning styles as well as application opportunities and reflective practices helping learners assess and reflect on their learning and implications (application intentionality) through:

- Interactive presentations
- Q&A sessions
- Small group discussions
- Reflective debriefing discussions
- Annexed learning resource materials

Learning activities

Recap of the previous day

Figure 1: Daily self-reflection and sense-making tool.

Self-learning management tools

Daily learning logs and reflections: “key take away messages” – “the moral of the story”

- **Key ‘lessons’ and insights:** What did I “learn”? What is in it for me? What does make sense to me?
- **Connection and application:** How will I use/apply the lessons and insights in my work? How will it make me a better course designer/writer?
- **Learning reinforcement needs:** What do I still need to know, and how can I achieve this?



Activity 1. Instructional design process and active learning methods and materials

- A systems approach to instructional design
- The analyse, design, develop, implement, evaluate (ADDIE) instructional design process: learner profiles, writing learning goals, objectives, and outcomes (Figure 2)
- Principles of instructional design (Figure 3)
- Active learning methods and materials: brainstorming, buzz sessions, group discussions, scenarios/case studies, role-plays, simulations, games, peer learning, collaborative learning, problem-based learning, drama, panel discussions, practical sessions (explain, demonstrate, practice, reflect and feedback), inquiry-based dialogues, experiential learning activities or exercises, audio-visual stimuli to prompt discussions, discovery-based learning activities, making presentations, field practical/study tours
- Implications and applications

Figure 2: The ADDIE instructional design process.

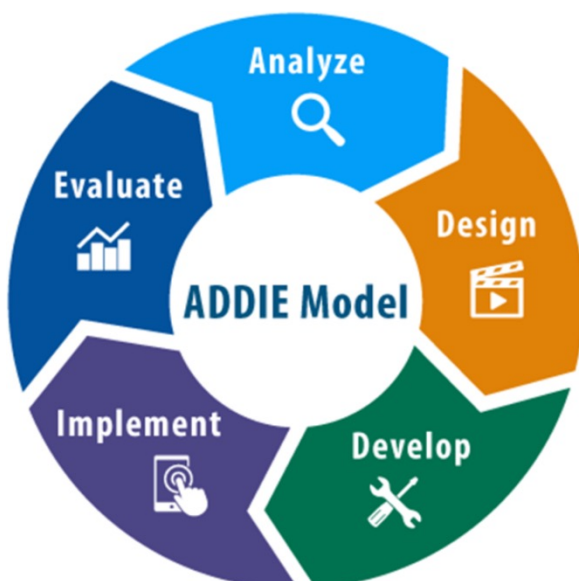
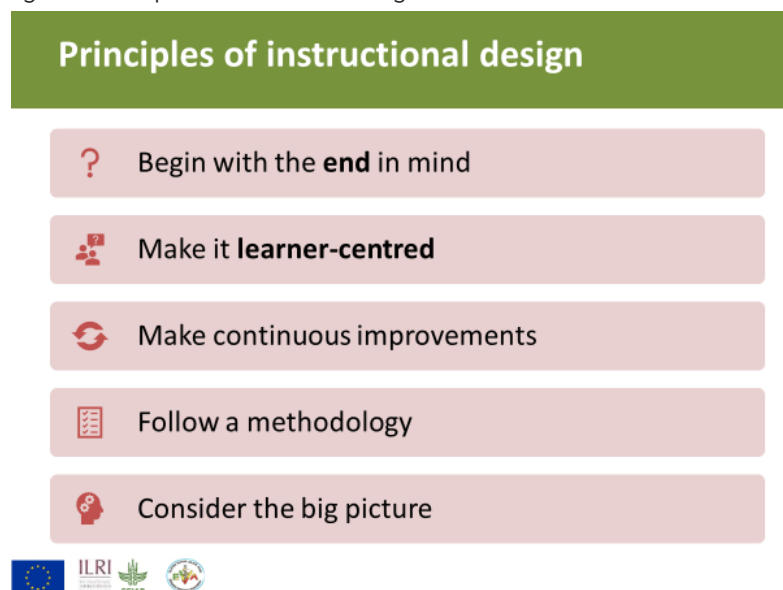


Figure 3: Principles of instructional design.



Learning objectives, outcomes and instructional methods

Objectives are knowledge/skills/attitude gained/acquired through a learning process.

- Specific statements of training/teaching intentions
- Specific areas that the trainer/teacher intends to cover or hopes to achieve

Outcomes are demonstration/application of learning.

- Measurable, observable, and specific statements that clearly indicate what learners should be able to do because of learning.
- Action verb, subject content, level of achievement, condition of performance (Figure 4).
 - Example: Administer medications according to legal guidelines
- Instructional strategies (Figure 5) align with learning objectives and outcomes.

Figure 4. Rules for developing objectives and outcomes.

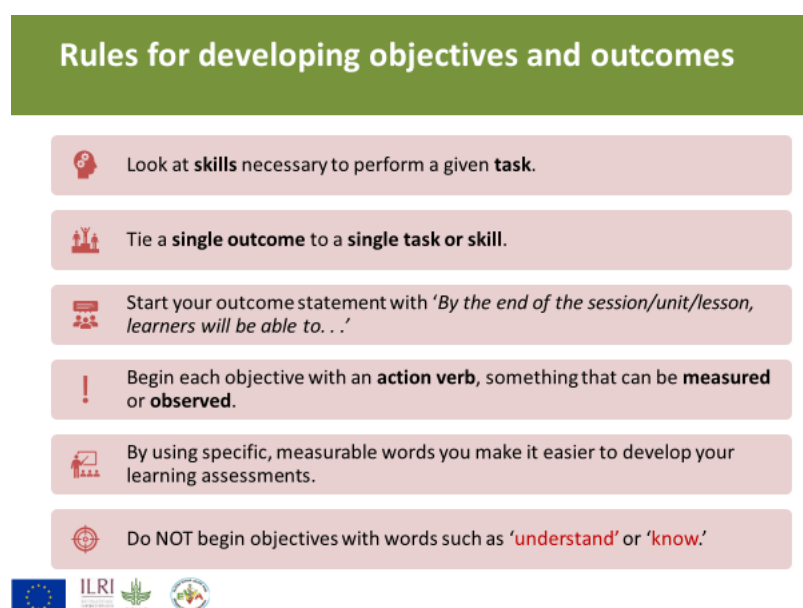
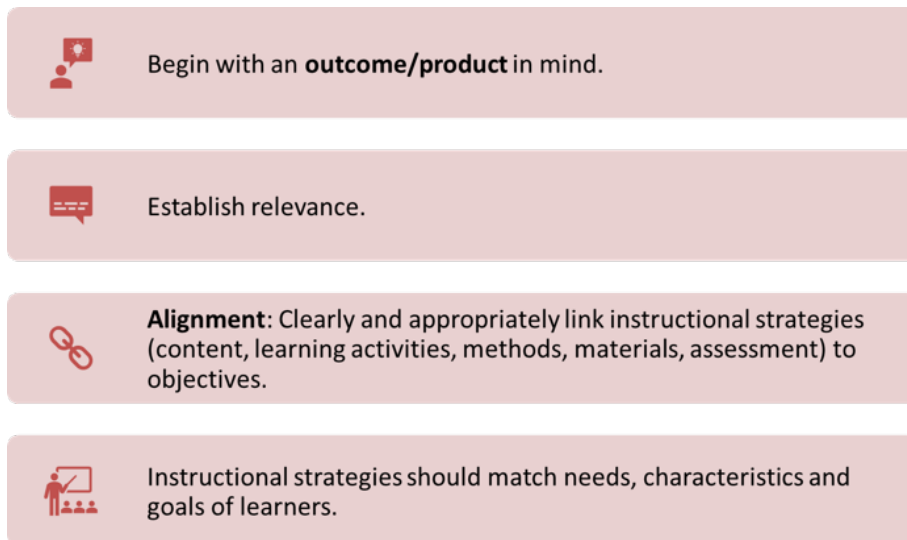


Figure 5. Guidelines for selecting instructional strategies.



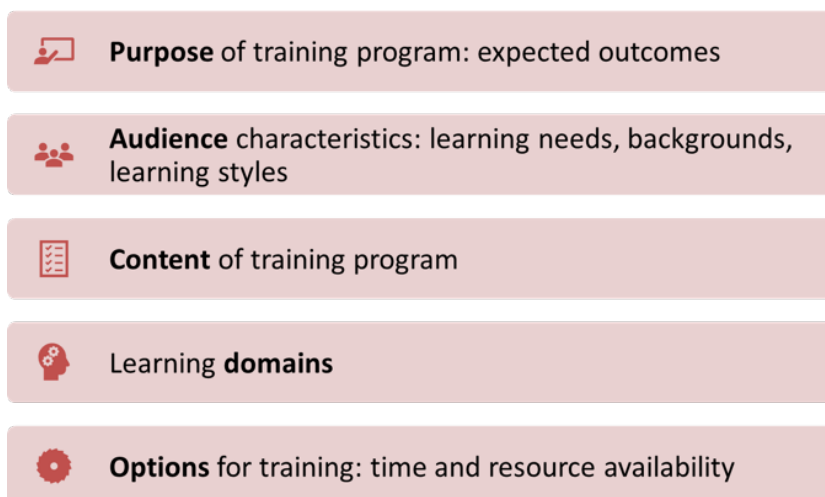
Active learning methods and materials

Training methods serve two purposes:

- a means for the learners to learn the specific training content and
- keep the learners interested and involved in the training so learning is enhanced.

Active learning is the use of one or more interactive approaches and methods to training for engaging learners in learning activities to acquire knowledge, attitude and skills. The choice of training methods depends on the purpose, audience, and content of the training (Figure 6).

Figure 6. Criteria for selecting training methods



Key messages:

- Adult learners have different learning styles.
- Learners need to learn skills 'in context.'
- Adult learners are motivated by activity, appropriate challenge levels and a pace and style that is facilitative, rather than 'instructive.'

- Instructional objectives, activities, methods, and materials should vary to meet different learning domains and styles of learners.
- Clearly and appropriately link instructional strategies to objectives.
- Instructional strategies should match needs and characteristics of learners.

Activity 2. OIE PVS levels of advancement and CPD training needs

- Presentation of the OIE PVS and its importance of internal and export livestock market chains.
- The critical competencies evaluated by the PVS and the importance of CPD in raising quality standards for these competencies.
- Group work to propose current levels of advancement for selected key competencies and capacity building needed to raise these.
- Q&A session

Key messages:

- Achieving OIE standards will enable access to higher value livestock markets for developing countries, like Ethiopia
- We need to be targeting a level of advancement of 4+ for each critical competency

Activity 3. Keynote presentation on the Veterinary Digital Education Platform

The creators of the Veterinary Digital Education Platform (VDEP) will provide an overview of this important resource for the development of CPD training materials. They will give guidance on best teaching practices and quality standards in the design of instructional tasks and processes that they advocate should be adopted and opportunities for collaborative CPD learning material development.

Key message:

- Access to quality resources supporting the production of CPD teaching materials is just a click away.

Activity 4. Learning monitoring and measurement methods

- Formative (in the moment) and summative (end of training) assessment
- Four levels of training evaluation
- Pre- and post-training self-assessments and tests
- Round-up self-checking questions
- Mood metres
- Quick review and feedback
- Feedback/question boards
- Recap and reflection sessions
- Reflective journaling/learning logs/diaries
- Feedback survey

Key messages:

- Formative (in the moment) and summative (end of training) assessments should consider the different learning domains and seek to measure them across multiple forms.
- Adult learners have different learning styles and need to learn skills in context (examples, cases, application).
- Adult learners are motivated by activity, appropriate challenge levels and a pace and style that is facilitative, rather than instructive.
- Instructional objectives, activities, methods, and materials, learning measurement methods/tools should vary to meet different learning domains and styles of learners.
- Clearly and appropriately link instructional strategies to objectives.
- Instructional strategies should match needs and characteristics of learners.

Activity 5. Review and reflections**What we have covered:**

- Instructional design process
- Active learning methods and materials
- OIE PVS, critical competencies and levels of CPD mediated advancement
- Veterinary Digital Education Platform
- Learning monitoring and measurement methods
- Summary of key learning points and messages

Day 3. Accessing and adaption of available learning materials

Day three will be devoted to a review of learning materials and their use in developing CPD modules. There will be keynote presentations given by FAO HQ and East Africa Region Virtual Learning Centre (VLC) on the learning modality, courses offered, resources available and opportunities for collaboration in CPD course development. The afternoon sessions will be targeted at equipping participants with an awareness of the availability and accessibility of both offline and online teaching / learning resources that can be used for informing CPD course development. These objectives will be achieved through an introductory session, followed by group work and presentations by the groups providing an analysis of the value, for CPD course development purposes, of key learning resources.

Learning objectives

By the end of the day, participants will be able to:

- Discuss when online learning is an appropriate choice for CPD.
- Choose an appropriate methodology of online learning according to their course objectives and identified needs.
- Interface with the East Africa Region VLC to produce CPD learning materials.
- Access and use both offline and online learning materials for informing CPD course development.

Content

- Presentation / discussion on choosing appropriate online learning methodologies.
- Presentation by the FAO East Africa Region Virtual Learning Centres (VLC).
- Interactive review of offline and online learning materials.
- Group work and presentation.
- Recap and reflections.

Methods and materials

- Interactive presentations
- Q & A sessions
- Small group discussions
- Reflective debriefing discussions
- Annexed learning resource materials

Learning activities

Recap the previous day.

Activity 1. Reviewing online materials and choosing appropriate methodologies for a range of course examples (FAO HQ)

Activity 2. Presentation by the East Africa Region FAO Virtual Learning Centre (VLC)

The FAO VLC will provide an online presentation on the learning modality, courses offered, resources available and opportunities for collaboration in CPD course development.

Key messages:

- Online learning methodologies have advantages and disadvantages, and these should be considered when choosing an appropriate set of methodologies for a particular course.
- If used appropriately, blended learning approaches that combine the advantages of face-to-face and online elements can be effective.

Activity 3. Identification and review of offline/online learning materials and FAO/OIE training platforms

There is a significant quantity of online teaching and learning material and platforms that provide a wealth of current and relevant information to inform the development of a CPD course. Participants will learn, during this activity, where and how this material can be accessed and used / adapted for purposes of the CPD program. Participants will then work in groups to review assigned learning materials to extract key facts for a given topic. The groups will then present their review findings of the materials value for CPD purposes using the criteria of how relevant, comprehensive, authoritative, and up-to-date the material is along with a summary list of key facts they have extracted for their given topic.

Key messages:

- A significant amount of learning / teaching material is available online to inform CPD course development.

- Some online material can, with adaption, be used as the basis for a given CPD topic.
- Collaboration with colleagues having different skill sets is good practice for CPD course development.

Activity 5. Review and reflection

What we have covered:

- Choices of online learning methodologies
- FAO EA Region Virtual Learning Centre
- Review of offline/online learning materials
- Summary of key learning points and messages

Day 4. CPD module format and learning approaches

Day 4 will address the format each CPD module should follow with guidelines for the development of these modules in line with OIE standards. This will be followed by a keynote address on the Animal Health Competency Mentoring Framework as deployed by Brooke Ethiopia and which will have resonance across a range of the CPD learning approaches that can be adopted. The afternoon sessions will focus on the learning approaches that can be used for delivering CPD learning materials. Key amongst these are the 'learning by doing' and 'cascading of learning' approaches, which are seen to be of value for the capacity building function of CPD learning and for enabling dissemination of skills and knowledge from professional to paraprofessional to community-based veterinary personnel.

Learning objectives

By the end of the day, participants will be able to:

- Develop standardized CPD modules in line with OIE guidelines
- Access and utilise the Brooke Ethiopia Animal Health Mentoring Framework
- Identify the different learning approaches that can be utilized for purposes of CPD learning
- Determine the context for which a given learning approach will be most suited

Content

- CPD module format and OIE guidelines
- A presentation on an Animal Health Mentoring Framework by Brooke Ethiopia
- Different learning approaches that can be used for CPD
- Group work and presentations
- Recap and reflections

Methods and materials

- Interactive presentations
- Q&A sessions

- Small group discussions
- Reflective debriefing discussions
- Annexed learning resource materials

Learning activities

Recap the previous day.

Activity 1. CPD module format and OIE guidelines

- Standardized format for CPD learning materials
- OIE compliant CPD module development guidelines

Key messages:

- Each CPD module should follow the same format
- Adhering to the CPD module guidelines will ensure compliance with OIE standards

Activity 2. Animal Health Mentoring Framework (AHMF)

Brooke Ethiopia will make a presentation on the Animal Health Competency Mentoring Framework (Figure 7) which will have resonance across a range of the CPD learning approaches that can be adopted. Participants will understand how mentoring works in the field and its benefits.

Figure 7. Brooke Ethiopia's animal health mentoring framework.



Key messages:

- AHMF is a list of the competencies expected of animal health practitioners, as well as the essential medicines and equipment required to deliver basic animal health services.
- The approach of mentoring is a two-way conversation. It is focused on the practical skills, and knowledge. It allows assessment on gaps and the priority areas for improvement.
- The animal health mentoring framework is a tool to look at individual competencies as well as the healthcare system.
- AHMF is a tool that can be used for training needs assessment (TNA) and for monitoring advances in competency.
- The six elements of people, services, products, finance, policies, and information together make a good animal health system.
- Animal health mentoring goes far beyond simply providing training or transferring animal health knowledge. It builds a relationship and problem solves on the ground.

- Mentoring takes place when learners are working with their own cases, emphasising the importance of the clinical competencies to the learner's individual context.
- Mentoring makes learning highly relevant enabling ready adoption of new skills and concepts.

Activity 3. Learning approaches for CPD

The Ethiopian CPD framework guidelines list 10 approaches considered appropriate for purposes of CPD. These approaches will be expanded on and analysed during an interactive presentation. Groups will be then formed to conduct a SWOT analysis of a given subset of the approaches, which will be presented using PowerPoint for review and discussion at a final plenary session.

- Group work CPD learning approaches
- Group presentations on CPD learning approaches
- Summary and reflections

Key messages:

- Different approaches suit different needs and preferences of learners.
- Importance and value of cascading knowledge by professionals to paraprofessionals to community animal health workers.
- Each learning approach has its own strengths and weaknesses.
- The more practical / applied approaches are likely to be more attractive for work experienced learners.
- The win-win advantage of adopting the cascading learning approach.

Activity 4. Review and reflection

What we have covered:

- CPD module format and OIE guidelines
- Animal Health Competency Mentoring Framework
- Learning Approaches for CPD
- Summary of key learning points and messages

Day 5. Allocation of CPD topics, action plans and post-training follow-up support

The final day will be devoted to the review and allocation of CPD topics, the formation of teams to develop given topics and, after a teamwork session, the presentation of topic development work plans. The logistics of supporting the production and delivery of CPD learning topics post-course will be discussed and agreed, ending the day with a post-training evaluation and feedback.

Activity 1. Recap of previous day

Activity 2. Review and allocation of CPD topics

- Review of prioritized list of CPD topics
- Formation of CPD work plan teams

- Allocation of CPD topics

Activity 3. Preparation and presentation of CPD course development work plans

- Preparation of work plans by each team
- Presentation of work plans

Activity 4. Evaluation and next steps

- Review, reflection, and feedback
- Training survey
- Post-training coaching support plans

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Annexes

Annex 1. Program of training activity

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| Day 1 | Introduction, CPD framework, adult learning principles and practices |
| 8.45–10.15 | Introductory session |
| 10.15–10.45 | Coffee break |
| 10.45–12.00 | Framework and implementation of the Ethiopian CPD Program |
| 12.00–1.30 | Lunch break |
| 1.30–3.00 | VRRM and CPD – HEARD TAT |
| 3.00–3.30 | Tea break |
| 3.30–4.45 | Adult learning principles and practices |
| 4.45–5.00 | Review of day |
| Day 2 | CPD training methodology, PVS standards and the digital education platform |
| 8.45–9.00 | Day 1 recap |
| 9.00–10.15 | Instructional design process, active learning methods and materials |
| 10.15–10.45 | Coffee break |
| 10.45–12.00 | OIE PVS, levels of advancement and CPD training needs |
| 12.00–1.30 | Lunch break |
| 1.30–3.00 | Digital Education Platform Iowa/Ohio/Gondar |
| 3.00–3.30 | Tea break |
| 3.30–4.45 | Learning monitoring and measurement methods |
| 4.45–5.00 | Review of day |
| Day 3 | Accessing and adaptation of available CPD learning materials |
| 8.45–9.00 | Day 2 recap |
| 9.00–10.15 | Online learning methodologies. FAO HQ |
| 10.15–10.45 | Coffee break |
| 10.45–12.00 | Virtual Learning Centres FAO |
| 12.00–1.30 | Lunch break |
| 1.30–3.00 | Review of offline/online learning materials - group work |
| 3.00–3.30 | Tea break |
| 3.30–4.45 | Review of offline/online learning materials - group presentations |
| 4.45–5.00 | Review of day |

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| Day 4 | CPD module format and learning approaches |
| 8.45-9.00 | Day 3 Recap |
| 9.00-10.15 | Animal Health Competency Mentoring Framework– Brooke Ethiopia |
| 10.15-10.45 | Coffee break |
| 10.45-12.00 | Learning approaches for CPD |
| 12.00-1.30 | Lunch break |
| 1.30-3.00 | Learning approaches for CPD – group presentations |
| 3.00-3.30 | Tea break |
| 3.30-4.45 | Development of standardized OIE compliant CPD modules |
| 4.45-5.00 | Review of day |
| Day 5 | Allocation of CPD Topics, work plans, and post-training support |
| 8.45-9.00 | Day 4 recap |
| 9.00-10.15 | Review and prepare topics for CPD modules |
| 10.15-10.45 | Coffee Break |
| 10.45-12.00 | Present CPD module course outlines |
| 12.00 –1.30 | Lunch break |
| 1.30 – 3.00 | Review, reflections, course evaluation and post-training support |
| 3.00 – 3.30 | Tea break and closing |

Annex 2. CPD online training and learning resources

| Resource | Link |
|---|---|
| Eu-FMD training materials - https://eufmdlearning.works/ | |
| Introduction to the PCP-FMD Risk-based Strategic Plan | https://eufmdlearning.works/mod/page/view.php?id=16793 |
| Introduction to Rift Valley fever | https://eufmdlearning.works/enrol/index.php?id=295 |
| Introduction to lumpy skin disease | https://eufmdlearning.works/enrol/index.php?id=258 |
| FAO E-learning portal - https://elearning.fao.org/ | |
| Simulation Exercises for animal disease emergencies | https://elearning.fao.org/course/view.php?id=782 |
| Climate-smart livestock production | https://elearning.fao.org/course/view.php?id=437 |
| The Global Rinderpest Action Plan | https://elearning.fao.org/course/view.php?id=726 |
| OIE training portal - https://training.oie.int/ | |
| Public-private partnerships in the veterinary domain: An introductory course (EN) | https://training.oie.int/course/index.php?categoryid=57 |
| public-private partnerships: Opportunities for progressive control of transboundary animal diseases | https://training.oie.int/course/index.php?categoryid=57 |
| Online learning resources | |
| Evidence Based Veterinary Medicine - tutorial | http://www.ebvmllearning.org/abcs-of-ebvm/ |
| Evidence Based Veterinary Medicine - toolkit | https://knowledge.rcvs.org.uk/evidence-based-veterinary-medicine/ebvm-toolkit/ |
| Evidence Based Veterinary Medicine - resources | https://knowledge.rcvs.org.uk/evidence-based-veterinary-medicine/ebvm-resources/ |
| Global Agenda for Sustainable Livestock | http://www.livestockdialogue.org/ |
| Sustainable Livestock Guide | https://www.sustainablelivestockguide.org/ |
| Why livestock matter | https://whylivestockmatter.org/ |
| GFFA – shaping the future of Livestock | https://www.dropbox.com/s/6md3jagjuhxfzqa/GFFA%20Brochure.pdf?dl=0 |
| CPD, courses, webinars and events | https://www.vetclick.com/calendar/ |
| OIE Day 1 competencies | https://www.oie.int/solidarity/veterinary-education/ |
| FAO food value chains knowledge platform - packages | http://www.fao.org/sustainable-food-value-chains/training-and-learning-center/packages/en/ |
| Vet grad list of free online vet CPD | https://vetgrad.com/cpd/free_online_cpd |
| Dechra Academy | https://www.dechra.co.uk/academy |
| WVA Online Education Portal | https://www.worldvet.org/ |
| CVA CPD resources list | https://www.commonwealthvetassoc.com/links/ |
| World Animal Network | http://worldanimal.net/our-programs/international-policy/animal-welfare-best-practice |
| World Animal Protection | https://www.worldanimalprotection.org/animal-welfare-training-resources |
| Feed the Future Ethiopia Growth through Nutrition Activity- Tufts University | https://gtm-learning.org/online-trainings |
| UK commercial CPD provider including for OVIs | https://www.improveinternational.com/uk/ |
| Frontline Applied Vet Epidemiology Training (ISAVET) | http://www.fao.org/3/ca7015en/CA7015EN.pdf |

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| Training Programs in Public Health and epidemiology Network | https://www.tephinet.org/training-programs |
| OIE collaborating centre for Continuing Education and Veterinary Capacity Building Centre National de Veille Zoosanitaire Tunis. | bo.cnvz@iresa.agrinet.tn |
| Day-One Veterinary Competencies and Continuing Education, Center for Food Security and Public Health, Iowa | Email: cfsph@iastate.edu Web: http://www.cfsph.iastate.edu |
| Zoetis ALPHA initiative, vetflexicon | https://ng.zoetis.com/learn/index.aspx |
| World Veterinary Education in Production Animal Health | https://www.wvepah.net/ |
| African Veterinary Information Portal (AfriVIP) | https://repository.up.ac.za/handle/2263/31993 |
| Transboundary-animal-diseases-and-zoonoses-compendium-for-Africa | https://www.au-ibar.org/tools/transboundary-animal-diseases-and-zoonoses-compendium-for-africa |
| STAR-IDAZ International Research Consortium on Animal Health | https://www.star-idaz.net/ |
| DISCONTTOOLS - DISease CONtrol TOOLS | https://www.discontools.eu/database.html |
| Capacity Development Support Facility (CDSF) | https://agri-training-Ethiopian.org/e-learning-page/ |
| Livestock development - practical training materials | www.livestockdevelopment.co.uk |