



Building collaborative learning in the EU

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Quantitative risk analysis is a waste of time





Why collaborative learning in the EU

- We are all vets
- Vets in policy development needs to know what works at the regional level and vice versa
- The legislation is 90% similar in all countries
- The diseases are the same and can cross borders
- The industry operates at the european level – not at the national level. Legitimate questioning about different standards between nations



Shared components

- Contingency plans
- Describing the populations
- Disease prevention principles
- Disease surveillance principles
- Disease control principles
- Risk assessments
- Science based strategies
- Crisis management



Advantages

- Vet Staff mobility within own country and between countries
- Direct access to expertise abroad
- Creating persisting personal networks with colleagues at all levels of service
- Coherent disease control policies and practices across Europe



Int. Collaborative Learning Opportunities

- Simulation exercises
- Workshops on specific topics producing a result (I.e. valid methods for BT surveillance in a vaccinated population)
- Technical training
- Post graduate training



Simulation exercise

- Nordic FMD simulation exercise in 2005 training cross border collaboration
 - Shared outbreak zones, GIS data and meteorological simulations
 - Migrating reindeer populations
 - Employing and “lending” vets from abroad
 - Communication at the CVO level (failed)
 - International shipment of diagnostic samples
 - Tracing contacts cross borders
 - Developing a policy for movement of horses (failed)



Workshop on vet. risk assessments

- DEFRA workshop 2008
 - Development of a protocol
 - Danish colleagues invited
- Nordic-Baltic follow-up in 2010
 - DEFRA involved again – hopefully
 - Comparable methodologies
 - Sharing of risk assessments



Crisis Management Training

Senior level

- Collaboration with services in uniforms
- Methods for crisis management the militaristic way
- Methods for effective internal communication
- Methods for scaling up the staff
- Staying ahead of challenges



Taking leadership ground level

- Killing of 25.000 ducks
- Killing team: 20 people
- Valuation team: 3 people
- Transport and rendering: 2 people
- Disinfection of staff and trucks 10 people
- Collaboration of 3-4 services



Assess
Decide
Command





Master course University of CPH – life sciences

- Disease outbreak management workshop
 - 6 week e-learning
 - 1 week on campus
 - 5 ECTS credits
- Every year since 2002
 - 150 students
 - 15 nationalities







The advantages of academic schools

- Sound methods for describing and analysing problems
- Effective teaching methods
- Logistics for development and delivery of courses
- ECTR – shopping system required



Academic courses - CAUTION

- Traditionally
 - Comes from a science discipline, I.e. epidemiology, risk analysis, statistics
 - Highly distinguished and skilled scientists
- Gov vet requirement
 - Should come from the problems at hand
 - Relevant methods should be introduced when appropriate to describe, analyse and solve a problem



Other possible academic courses

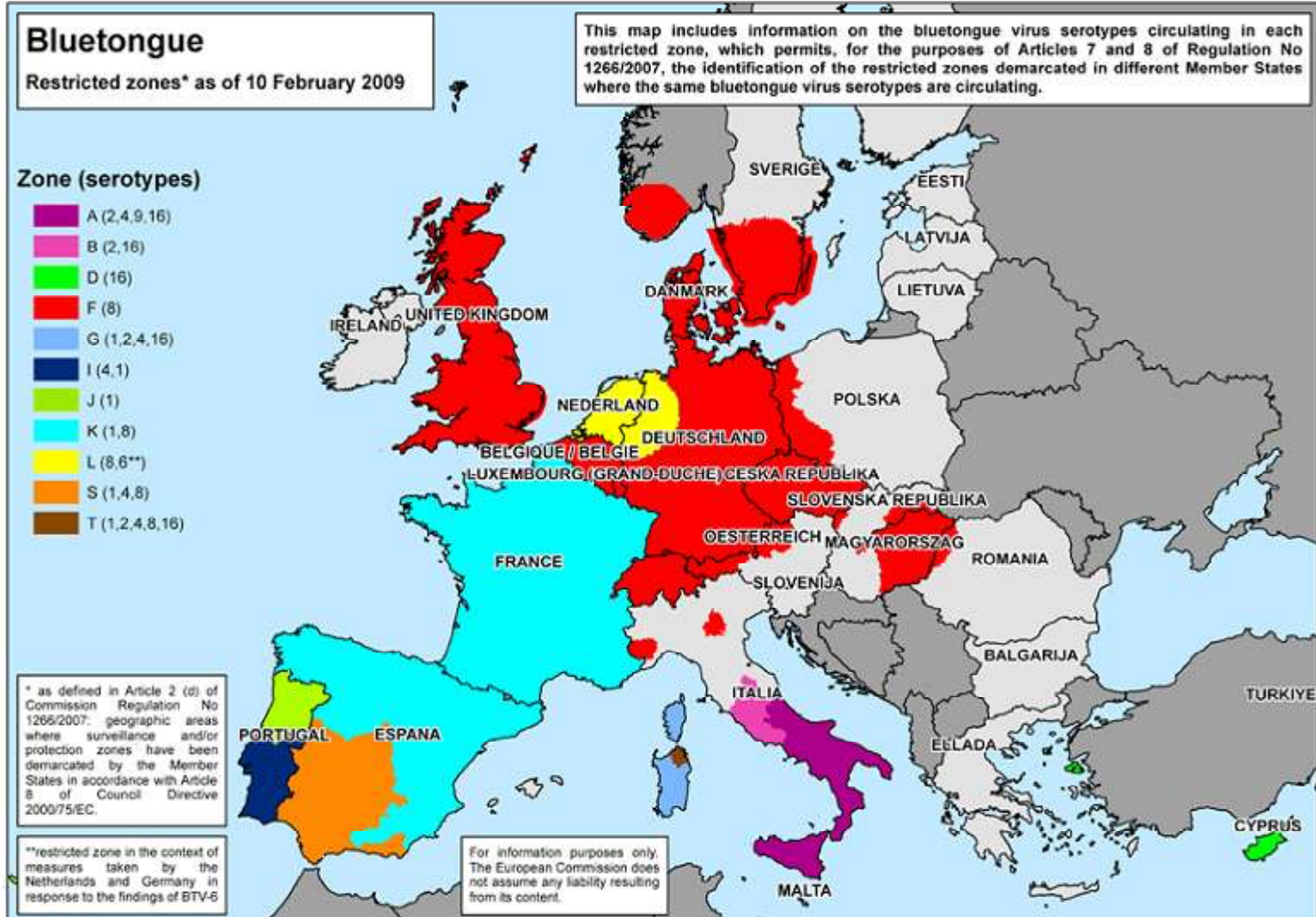
- Epidemiology
- Risk assessments and veterinary decisions
- Risk Communication
- Disease surveillance
- Control of foodborne zoonoses
- Developing policies

BT vaccination policies in 2009

Ministry of Food, Agriculture and Fisheries



	Vaccination	Who pays?
Norway	No	-
Sweeden	Compulsory	State
Denmark	Compulsory	Industry
Germany	Compulsory	State
The Netherlands	Voluntary	Industry fund
Belgium	Compulsory	Industry fund
Austria	Compulsory	State
Czech rep	Compulsory	State
Italy	Compulsory	State
Spain	Compulsory	State
Portugal	Compulsory	State
Luxembourg	Compulsory	State
UK – Scotland	Compulsory	State
Rest UK – not NI	Voluntary	Industry





Requirements

- Veterinary services takes the lead in defining what is the training requirement among vet staff
- Veterinary services are inviting colleagues from abroad to participate in collaborative learning opportunities



