

# OIE PVS Pathway Orientation Training Workshop for Ethiopia

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## Exercise 2 Critical Competency Evaluation Role Play

Dr John Stratton



# Role Play Exercise Objectives

- To understand the Critical Competencies and the type of evidence required to assess them
- To develop practical skills in both providing and gathering evidence for assessment of the Critical Competencies
- To consider how 'Levels of Advancement' are determined for the Critical Competencies
- To have a bit of fun while we do it!



# PLEASE PAY ATTENTION –

This is an interesting and worthwhile exercise BUT experience shows it can take some time to get your head around!



# CC Evaluation Role Play Exercise - Overview



Conducted in 4 stages over 2.5 hours:

1. Form pairs, choose your CC, build hypothetical evidence for it, and assign a hypothetical level (30min)
2. Find another pair, prepare questions to evaluate their CC (30 min)
3. Role play an evaluation of the CC in both directions (60 min)

## MORNING TEA

4. Feedback and group discussion involving all (30 min)



# Stage 1 – Developing (hypothetical) evidence



## Task (30 min) – in pairs:

1. Select a CC that one or both of you are familiar with
2. Using the PVS Tool, identify hypothetical information/evidence that you would be able to provide before or during a mission
3. Categorise your evidence as:
  - (1) Documents (2) Interviews or (3) Observations
  - Give details of what, who, where
4. Don't forget evidence can be negative
5. Use your evidence to assign a Level of Advancement
6. If you finish early, start doing the same for another CC

## Example – III-1 Communication (hypothetical evidence)

- › **Documents** – new national animal health communications strategy; numerous brochures/posters sighted; website exists but is hard to navigate, is not comprehensive and outdated; no social media content available; budget document shows communications funding is low/barely adequate.
- › **Interviews** – met with single dedicated livestock comms person; although supported by senior vet manager felt overwhelmed with amount of work; complained that media couldn't be trusted; reported few connections to industry groups or private vets. Farmers and industry groups generally complained that they didn't receive relevant information from government vets, or if they do it was not timely.
- › **Observations** – noticed livestock health posters and brochures on display and available in all district vet offices. However almost every office had dusty boxes of brochures from several years ago that had never been distributed to intended farmer audience.



**What level would you give?  
What else might you want to know?**





## Stage 2 – Preparing to evaluate



Task (30 min) – ask another pair's CC, but stay working in your pair:

1. Find another pair, preferably one you haven't overheard!
2. Find out what their CC was (preferably different to yours!)
3. Working back in your pair, think about what evidence/information you want on their CC and prepare questions according.
4. Again, categorise your questions into the three types of evidence (1) Documents (2) Interview or (3) Observations
5. If you finish quickly, do the same for their other CC, or choose another CC yourself if they only did one.

## Example – III-1 Communication (prepared questions)

- › **Documents** – Do you have a national animal health communications strategy?; Show me some brochures/posters?; Google their website and look around (easy to navigate/comprehensive/updated?), Show me your budget document for communications? Show me any social media use?
- › **Interviews** – STAFF: How many comms staff? Qualifications? Are they specific to livestock or AH issues? How do you work with technical staff? Explain how you deal with the media (responsibilities clear, pro-active as well as reactive?) Do you use social media? How do you communicate with provincial colleagues? How do you communicate with farmers or other stakeholders? FARMER GROUPS: How does the VS communicate with you? Do you feel adequately informed? Do your members feel adequately informed? How is this done? Improvements?
- › **Observations** – Look for posters or brochures in field vet offices and on farms, ask for any correspondence from the local vet that farm may have received.



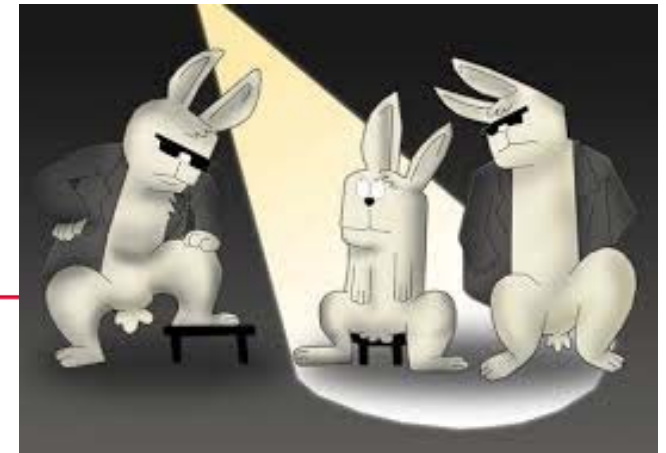
**Is this enough information?  
What else might you want to know?**







## Stage 3 – Role Playing!



**Task (60 min) – work in fours, between pairs**

1. Role play an evaluation of a critical competency in one direction (30 min) using the prepared questions (one pair) and the hypothetical evidence (other pair). At the end evaluators assign a level.
2. Quick debrief – were they right with the level?! What evidence had each side included or left out in their respective roles? Any key learnings? If time, move to a second CC.
3. Role play in the same way in the other direction with the other CC or CCs (30 min)

# STAGE 4 - Group discussion (30 min)

Discuss your experience in assessing or responding on your CCs with the wider group:

- › Was this easy or hard?
- › Summarise the types of evidence you came up with for the wider group.
- › Did you get the level right?
- › What were lessons learnt?
- › Any questions to the training team?



# Have a good exercise!



12, rue de Prony, 75017 Paris, France  
[www.oie.int](http://www.oie.int)  
media@oie.int - oie@oie.int



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