

Training guide EURCAW-Pigs: suggestions for national training in EU Member States

EURCAW-Pigs provides a training course example as a sort of standard for each of the eight welfare focus topics in our Work Programme 2019-2020. The diversity of the different MS on how training is organized in general has to be taken into account: Hence, 'standards' for training will not fit all national needs, but need to be adjusted to the different contexts in the EU member states (MS).

Subject: Fitness for transport

Learning goals:

After the course, the participants will have gained:

- Knowledge about the intention of the EU-legislation on fitness for transport.
- An update on the current knowledge and debate about fitness for transport, including the current lack of definition of the concept 'fitness for transport'.
- Knowledge about the Animal Transport Guides or other relevant guideline documents (e.g. national guidelines).
- Knowledge about terms like 'animal welfare,' 'suffering,' and 'unnecessary suffering'.
- Training in reflections on the dilemmas between the legislation/guidelines and knowledge about health and animal welfare.
- Tools for calibration and practical training in calibration.
- Training on how to use the EURCAW-pigs indicators.
- Knowledge on good practices in relation to inspecting fitness for transport.
- Knowledge about challenges in relation to communication with farmers, business operators at slaughterhouses (BO), slaughterhouse workers, and drivers during inspection.
- Knowledge about challenges in relation to communication with farmers during inspection.

Suggested programme and suggested training material for training course Fitness for transport

Suggested programme	Suggested course materials
<p>9:00-9:30 Welcome</p> <p>Participants present themselves. Presentation of learning goals by course leader.</p> <p>9:30- 11:00 Presentations and discussions on key topics</p> <p><u>Presentation A:</u> Relevant EU legislation, national legislation, and guidelines on pig welfare during transport:</p> <ul style="list-style-type: none"> • What EU legislation says on fitness. • How EU legislation on transport and fitness connects to scientific knowledge about the biological needs of pigs. • Relevant national legislation on pig fitness for transport. • Guidelines developed to guide inspection of fitness for transport. <p><i>Questions and Discussion</i></p> <p><u>Presentation B:</u> Fitness as a concept in the legislation and in practice:</p> <ul style="list-style-type: none"> • How legislation and different guidelines deal with this concept – how the concept is relatively undefined. • What are the implications of this imprecision for inspection and inspectors? • Debates and current knowledge on fitness in relation to transport. • Fitness at different stages of transport (on-farm assessed by farmer and driver and upon arrival assessed by inspecting veterinarian). • Fitness in relation to pigs from different categories (e.g. slaughter pigs versus sows). <p><i>Questions and Discussion</i></p>	<p>EURCAW-pigs website https://www.eurcaw.eu/en/eurcaw-pigs.htm</p> <p>Review on fitness for transport, EURCAW-Pigs scientific output (forthcoming)</p> <p>EU legislation on transport: Council Regulation (EC) No 1/2005 https://edepot.wur.nl/521414</p> <p>Animal Transport Guides https://edepot.wur.nl/521409</p> <p>Guide to good practices for the transport of pigs, Animal Transport Guides project https://edepot.wur.nl/507699</p> <p>‘Practical Guidelines to Assess Fitness for Transport of Pigs’ from a European consortium of private and public organizations http://www.animaltransportguides.eu/notizie/practical-eu-guidelines-assess-fitness-pigs-transport/</p> <p><i>An article that describes how doubt about fitness impacts transport of cull sows: Significant variation in the management of cull sows before transport for slaughter: results from a survey of Danish pig farmers, Herskin et al., 2020</i> https://edepot.wur.nl/537759</p>

<p>11:00-11:15 Coffee break</p>	
<p>11:15-11:30 Small group activity</p> <p><i>Break up into small groups. Discuss and reflect on how you have dealt with the lack of definition around the concept of fitness in your work.</i></p>	<p>Fitness of animals for transport to slaughter, Cockram, 2019 https://edepot.wur.nl/537760</p>
<p>11:30-12:15 Presentation and Discussion</p> <p><u>Presentation C</u>: Main welfare risk areas for pigs in transport, animal-based indicators, and using indicators in inspection:</p> <ul style="list-style-type: none"> • Main welfare risk areas (from EU guidelines): inadequate ventilation, insufficient space allowance, transport duration, lack of sufficient water during transport, incorrect handling during loading, poor fitness prior to transport, intro of pathogens before and during transport, inappropriate application of resting periods during transport. • Animal-based indicators: including but not limited to injuries, panting, shivering, body and skin conditions, hernia, tail-bites, lameness/ambulation. • Using indicators in inspection as a tool for discussing issues with drivers, farmers and others. <p><i>Questions and Discussion</i></p>	<p>Review on fitness for transport, EURCAW-Pigs scientific output (forthcoming)</p> <p>Welfare indicators, EURCAW dossier on fitness for transport (forthcoming)</p> <p>Indicator factsheets, EURCAW-Pigs https://www.eurcaw.eu/en/eurcaw-pigs/output/indicator-factsheets.htm</p>
<p>12:15-13:15 Lunch</p>	
<p>13:15- 15:15 Calibration exercises and discussion</p> <p><i>Discussion: Open with a group discussion on the following topic:</i></p> <p>Many of the guidelines related to fitness for transport rely on rather extreme examples to illustrate non-compliant cases of injuries or other issues. But in actual inspection situations, welfare issues often present on a continuous scale, which can make it difficult to judge between specific cases. In order to support even inspection across slaughterhouses and</p>	

<p>checkpoints, calibration among inspectors is very important. <i>Discuss some of the following:</i></p> <ul style="list-style-type: none"> • Do you have any/sufficient opportunities to calibrate with colleagues? • Are there areas where you have encountered wide agreement or disagreement with colleagues, drivers, farmers or others? • How do you avoid ‘drifting’ or the tendency for a judgement of what is compliance to change in response to seeing a particular issue frequently (i.e. if an inspector sees a significant number of lame pigs on a daily basis, how can that inspector keep a firm idea of normal versus lame ambulation in pigs?) <p><u>Calibration Exercises:</u></p> <p>Show (5-10) video clips and photos illustrating different levels of common issues (note that it is best if these are nationally relevant and so can be drawn from local cases. Trainees could be asked to bring examples of cases from their work that they consider typical and/or difficult to discuss here)</p> <p><i>Discuss as a group how you would respond to these examples. For each example, try to address the following questions:</i></p> <ul style="list-style-type: none"> • How would you assess this situation? • On a scale of 1-10 or using the stoplight scheme, how severe is this example? • How could you draw on indicators and knowledge about pig behaviour and biology in order to assess this situation? • What is the applicable legislation and how should you proceed regarding legislative compliance? • Would you raise this issue with someone and if so, who? • How would you address it with the driver/farmer/slaughterhouse worker/etc? • Would this example require a fine or other penalty? • How could you communicate with the driver/farmer/slaughterhouse worker/etc. about 	
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<p>addressing this case and preventing it in the future?</p>	
<p>15:15-15:30 Coffee break</p>	
<p>15:30-17:00 Case Studies/dilemmas</p> <p><i>Split into two groups. Each group will take one of the case studies/dilemmas described in Annex 1. Discuss the case study, drawing on legislation, indicators, knowledge about pig behaviour and biology, as well as your own experiences to make a detailed description of your group's observations and a brief protocol on how exactly you would proceed in the situation described. Then the two groups should present their case study, observations, and response to the group as a whole.</i></p>	
<p>17:00-19:00 Break and evening meal</p>	
<p>19:00-21:00 Evening session on communication</p> <p><i>Small group discussions: Discuss in small groups on communication challenges and successes that you have encountered in your work:</i></p> <ul style="list-style-type: none"> • What do you think contributed to the miscommunication? What worked in this or other situations? What did not work? How could it have gone better? • When does communication work best with different parties (farmers/drivers/ slaughterhouse workers/colleagues/ officials)? • Have you encountered situations that were violent or hostile? How did you deal with it? • Are there tools that you feel would better equip you for conflict resolution in your work? <p><u>Presentation D:</u> (Ideally from an occupational psychologist or other expert in communication) Practical tools for better communication and conflict resolution:</p> <ul style="list-style-type: none"> • Asking open-ended questions. 	<p>Suggested readings on communication and tools for developing a communication component for the course:</p> <p>Farmers, inspectors and animal welfare: possibilities for change: A Review, EURCAW-Pigs https://edepot.wur.nl/514920</p> <p>Improving communication – relevant tools and resources, EURCAW-Pigs, 2020 https://edepot.wur.nl/531172</p>



<ul style="list-style-type: none">• Empathetic listening.• Creating space for dialogue.• Conflict resolution.• How better communication can facilitate inspection-driven animal welfare improvement. <p><i>Group discussion</i></p> <p>Course wrap up and evaluation</p>	
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Annex 1:

Case study/dilemma A:

During unloading at the slaughterhouse, a sow is observed with a bleeding shoulder (see the photos below). The sow walked into the slaughterhouse and was not obviously lame but showed an uneven gait. The driver tells you that she was not bleeding when she was loaded at the farm.

In addition to the considerations described in the course program (legislation, indicators, etc.) discuss whether this sow should have been loaded or not and how you might determine responsibility. For example, should you hold the driver responsible and speak only with them about the issue or contact the farmer?

Make a detailed protocol that includes your observations, how you would use indicators to assess the situation, whether or not this case is in compliance with legislation, and how you would proceed (ie who would you contact? Would this case require sanctions? How can you act in a way that helps to prevent this in the future?).



Figure 1: Sow number 1



Figure 2: Sow number 1

In the same group of sows, you find the sow in the following photos (Sow number 2). The shoulder ulcer in the second sow has a strong odor. She also walked into the slaughterhouse, was not obviously lame, but showed an uneven gait. Would you assess Sow number 1 and Sow number 2 differently? Would you proceed differently in terms of who you talk to about the situation, sanctions, etc.? If so, how?



Figure 3: Sow number 2



Figure 4: Sow number 2, close up on shoulder

Photos: Aarhus University

Case study/Dilemma B:

Weaners or slaughter pigs are being unloaded at a slaughterhouse. You, the inspecting veterinarian, notice some pigs with bleeding tails and evidence of tail-biting (see the following photos). The driver tells you that the tails were healing and appeared to be compliant when loading at the farm. The driver further states that the pigs probably ripped off the scabs as they moved around in the truck.

In addition to the topics listed in the course program, consider and describe the following in your presentation:

How do you assess the age of the injuries? Are these acute or chronic wounds? How do you assess this case in terms of severity? Should these pigs have been loaded or not? Where do you place the responsibility in this case? Would you respond differently to pigs with intact tails that have evidence of tail-biting?



Figure 5. Example 1, tail with lesion



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Figure 6. Example 2, tail with lesion