

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 welfare focus topics in our Work Programme 2021-2022. The diversity of the different EU Member states (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 MS.

Subject: Transport of sows

Learning goals:

After the course, the participants will have gained:

- Knowledge about the intention of the EU-legislation on transport of sows.
- An update on the current knowledge and debate about transport of sows, including the aspect of 'fitness of transport'.
- Knowledge about the relevant parts of the recent EFSA Scientific Opinion on transport of pigs and the Animal Transport Guides. If available other relevant guideline documents (e.g. national guidelines) should also be presented.
- 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 sow transport.
- Knowledge about challenges in relation to communication with farmers, business operators at slaughterhouses (BO), slaughterhouse workers, and drivers during inspection.

Programme and suggested training material for a training course

Program	Link to knowledge, ideas for materials you can use in the course
<p>9:00-9:30 Welcome</p> <p>Welcome, participants briefly introduce 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 welfare during transport including fitness for transport. • How EU legislation on transport and fitness connects to scientific knowledge about the biological needs of sows. • Relevant national legislation on sow transport. • Guidelines developed to guide inspection of sow transport. <p><i>Questions and Discussion</i></p> <p><u>Presentation B:</u> Fitness for transport of sows</p> <ul style="list-style-type: none"> • What is the evidence-based hazards for sow welfare during transport? • What can be done about it? What can be inspected? Preparation for transport? • What are the implications of the imprecision in the definition of fitness for transport 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). <p><i>Questions and Discussion</i></p>	<p>Link to EURCAW-pigs website</p> <p>Link to Council Regulation (EC) No 1/2005 on the protection of animals during transport</p> <p>Link to EU Transport guidelines on pigs ("Guide to good practices for the transport of pigs")</p> <p>Link to "Practical EU Guidelines to Assess fitness of pigs for transport", from a European consortium of private and public organizations</p> <p>Link to Scientific opinion on the "Welfare of pigs during transport", EFSA AHAW Panel (2022)</p> <p>Link to EURCAW-Pigs "Review on transport of sows"</p>

<p>11:00-11:15 Coffee break</p>	
<p>11:15-11:30 Small group activity</p> <p>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, and what to inspect in terms of sow transport.</p> <p>11:30-12.15 Presentation and discussion</p> <p><u>Presentation C</u>: Main welfare risk areas for sow transport, animal-based indicators, and using indicators in inspection</p> <ul style="list-style-type: none"> • Main hazards (from EFSA Opinion): insufficient space allowance, journey duration, lack of sufficient water during transport, poor fitness prior to transport, pre-transport fasting, preparation for transport including mixing of sows • Animal-based indicators: including but not limited to injuries, panting, respiratory rate, sitting, dead-on-arrival, lameness/ambulation, signs of ongoing milk production • Using indicators in inspection as a tool for discussing issues with drivers, farmers, and others <p><i>Questions and Discussion</i></p>	<p>Link to Scientific opinion on the "Welfare of pigs during transport", EFSA AHAW Panel (2022)</p> <p>Link to EURCAW-Pigs "Review on transport of sows"</p>
<p>12:15- 13:15 Lunch</p>	
<p>13:15-15:15 Calibration exercises and discussion</p> <p><u>Discussion</u>: Open with a group discussion on the following topic: 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 checkpoints, calibration among inspectors is very important. Discuss some of the following:</p> <ul style="list-style-type: none"> • Do you have any/sufficient opportunities to calibrate with colleagues? 	

<ul style="list-style-type: none"> • 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 (ie if an inspector sees a significant number of lame sows on a daily basis, how can that inspector keep a firm idea of normal versus lame ambulation in cull sows?) <p><u>Calibration Exercises:</u> 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>Discuss as a group how you would respond to these examples. For each example, try to address the following questions:</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? • Would this example require a fine or other penalty? • How could you communicate with the driver/farmer/slaughterhouse worker/etc. about addressing this case and preventing it in the future? 	
<p>15:15-15.30 Coffee break</p>	
<p>15:30-17:00 Case studies/dilemmas</p>	

<p>Split into two groups. Each group will focus on one case study/dilemma. Discuss the case study, drawing on legislation, indicators, knowledge about sow 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.</p>	
<p>17:00-19:00 Break and evening meal</p>	
<p>19:00-21:00 Evening session on communication</p> <p><u>Small group discussions:</u> Discuss in small groups some communication challenges and successes that you have encountered in your work:</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. • 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>	<p>Suggested readings on communication and tools for developing a communication component for the course:</p> <p>Link to EURCAW-Pigs document “Farmers, inspectors and animal welfare: possibilities for change : A Review”</p> <p>Link to EURCAW-pigs document on relevant tools and resources for better communication training</p>

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

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?