

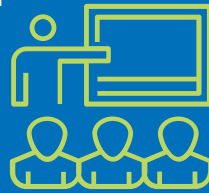


### Program Priorities

#### TRAINER AND MENTOR CAPABILITIES: #1 PRIORITY ACROSS PROGRAMS

When trainers and mentors are well-equipped with the right skills and tools to design and facilitate learning within the programs, then learners will benefit from high-quality learning experiences and excel in demonstrating field epidemiology competencies

- Younger programs want sharing of learning resources and community collaboration.
- More established programs want updated core competencies/curricula.
- Advanced-only programs want modern learning solutions.
- Programs with more than one tier want continuous learning solutions.



### Regional FETP Network Priorities

The top 2 learning needs ranked by regional FETP networks were:

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**Global-Regional Support Model:**  
Clarification of the roles and responsibilities that TEPHINET and Regional Networks have in supporting FETPs and strategic learning initiatives.
- 
**Global Certification**  
FETP graduates need global credentials in field epidemiology to improve their credibility, increase their ability to secure employment, and attain promotions.




### Alumni Learning Needs

There is currently no global effort addressing alumni continuing education, and only 50% of FETPs provide (limited) continuous learning support for alumni.

#### Top challenges alumni face when updating their epidemiologic skills (out of 195 respondents):

- |   |                                  |
|---|----------------------------------|
| <b>24%</b> Not sure where to find relevant training   | <b>47%</b> Cost                  |
| <b>35%</b> Specific training topics not available   | <b>15%</b> Technology challenges |
| <b>26%</b> Desired format* of training unavailable<br><small>(e.g., classroom, video, online, books, social media, conferences)</small> | <b>11%</b> Language barriers     |

#### Top training topics identified by alumni for additional training include:

- |   |   |
|---|---|
|  <b>Advanced epidemiological and statistical methods</b> |  <b>Scientific communication</b><br>(including non-academic scientific communication, report writing, risk communication, knowledge translation, media training) |
|  <b>Leadership and program management</b>                |   |

### Measuring Learning Outcomes

**7** out of **10** programs are currently not measuring, but would like to measure, feedback from employers

Approximately **50%** of the FETPs are currently not measuring, but would like to measure:

- Observation and feedback from mentors/supervisors about learner application of new skills
- Learners' levels of confidence to apply newly learned skills (i.e., feedback from learners)
- Feedback from trainers/mentors to identify opportunities to improve elements of the program



### FETP COMMUNITY-WIDE NEED

#### Collaboration

Ways that network members want to collaborate:

**96%** SHARING BEST PRACTICES

**~70%** OF ALL RESPONDENTS SAID THEY WANTED TO COLLABORATE VIA:



- |   |  |   |
|---|--|---|
|  <b>Networking</b>              |  <b>Developing research papers together</b>         |  <b>Ask/answer questions</b>         |
|  <b>Innovation / Creativity</b> |  <b>Developing courses / Trainings / Curriculum</b> |  <b>Requesting Helpful Resources</b> |

### FETP COMMUNITY-WIDE NEED

#### Rapid Learning Support During Public Health Emergencies



**90%** of FETP survey respondents agreed it was important for TEPHINET to provide opportunities to:

-  **Work collaboratively together to develop learning solutions (courses, tips, etc.)**
-  **Share ideas, solutions, best practices, etc. using collaborative technologies**

\*Findings from learning needs analysis activities (surveys, interviews, desk review) conducted by the TEPHINET Secretariat in 2020.