LEARNING NEEDS ACROSS OUR NETWORK:*

WHY DO WE NEED A LEARNING STRATEGY?

**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.

**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.

**Regional FETP Network Priorities**

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

1. **Global-Regional Support Model**: Clarification of the roles and responsibilities that TEPHINET and Regional Networks have in supporting FETPs and strategic learning initiatives.

2. **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):**

- Not sure where to find relevant training: 47%
- Specific training topics not available: 35%
- Desired format* of training unavailable: 24%
- Cost: 15%
- Technology challenges: 11%
- Language barriers: 10%
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**Top training topics identified by alumni for additional training include:**

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

**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:*

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

**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.

FOR MORE INFORMATION, PLEASE CONTACT LEARNING@TEPHINET.ORG