

1                   **SCIENTIFIC / TECHNICAL REPORT submitted to EFSA**

2                                   **Report of Crisis Simulation Exercise**

3                                   **November 30, 2009 – EFSA, Parma**

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## 18 **Conclusions**

19

20 In the following section we have listed what we perceive to be the strengths and weaknesses  
21 with regard to EFSA's capacity to communicate during the video and two telephone  
22 conferences, as revealed during the exercise in question. In this section the conclusions of the  
23 report are listed in accordance with the aim of the exercise:

24

25 A great amount of enthusiasm was observed among the EFSA staff members during the  
26 exercise. The staff were dedicated and focused in their work, which bodes well for EFSA's  
27 future crisis preparedness work.

28 The exercise confirmed EFSA's ability to communicate urgent advice to the Members States  
29 and the European Commission, in times of crisis, through video and telephone conferencing.

30 During the exercise it was visible that EFSA has established a close cooperation with the  
31 Advisory Forum and the Advisory Forum Communications Working Group. Two well  
32 established networks will be key assets in a real crisis situation, since trust between key  
33 players, as well as knowledge of roles and mandates, have proven to be pivotal for successful  
34 inter-organizational crisis management.

35 The EFSA staff responsible for the video and two telephone conferences demonstrated a good  
36 ability to chair the meetings in a structured manner. The exercise highlighted the importance of  
37 having clear rules of engagement. EFSA could further benefit from establishing standard  
38 operating procedures/check lists that can be used in an acute crisis.

39 A positive side-effect of the exercise was that EFSA staff became familiar with the Crisis  
40 Room. Having become familiarized with the Crisis Room facilities, EFSA's future discussion  
41 of how the room should be used in times of crisis, and how to equip it accordingly, can be  
42 conducted from a more informed perspective.

43

44 In this report we will further elaborate on the conclusions stated above.

45

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## 74 **Background**

75

76 CRISMART was asked by EFSA to conduct a crisis simulation exercise on November 30,  
77 2009. The exercise lasted from 09:00 to 14:00 and ended with a debriefing of the players from  
78 14.00-15.00. The scenario was based on the July 7, 2009 exercise and was centred on a  
79 parathion contamination communicated during one video and two telephone conferences. The  
80 aim of the exercise was described as follows:

81

82 *The aim of the exercise was to practise communication procedures between EFSA, the*  
83 *European Commission, and the Members States (through the Advisory Forum and the*  
84 *Advisory Forum Communications Working Group). The aim was broken down into two*  
85 *objectives, where the first one was to test EFSA's ability to communicate scientific output to*  
86 *Members States (MS) and the European Commission (EC), react to feedback, and coordinate*  
87 *communication. The other objective was to test EFSA's technical capacity to communicate*  
88 *with the MS and EC through video-/telephone-conferences, e-mails and telephone calls.*

89

90 Due to the focus of the exercise, other aspects of importance to crisis management (for  
91 example political context, media pressure and increased consumer interest) were not included.  
92 Further, the exercise focused on the *communication* between EFSA, the Member States and  
93 the European Commission, rather than on the quality of scientific output *per se*.  
94 Communication in the exercise revolved around a risk statement and a press release originally  
95 developed by the contractors in collaboration with the Working Group "Crisis simulation  
96 exercise 2009" and further elaborated by EFSA staff prior to the exercise. The risk statement  
97 and the associated press release were sent out to the European Commission and Member  
98 States in advance. Five Member States (DK, LV, NL, SE, UK) volunteered to prepare specific  
99 questions to be asked to ESFA during the exercise.

## 100 **MATERIALS**

101 The report is based on direct observations, the observer reports, the participants' evaluation  
102 reports (their experience of the exercise) as well as e-mails and other types of material  
103 produced during the actual exercise, such as log books.

104

## 105 **Terms of reference**

106 SPECIFICATIONS for a Negotiated Procedure NP/EFSA/EMRISK/2009/01

107

108 The purpose of these Terms of Reference is to give instructions and guidance to candidates about  
109 the nature of the offer they will need to submit and to serve as the Contractor's mandate during

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110 project implementation. The Terms of Reference ensure that the project will be properly conceived  
111 by the Contractor, that the work is carried out on schedule and that resources will not be wasted.

112

## 113 **1. Background information**

114

115 The European Food Safety Authority (EFSA) is the European Union's risk assessing authority  
116 regarding food and feed safety. In close collaboration with national authorities the EFSA provides  
117 independent scientific advice and communication concerning existing and emerging risks. The  
118 EFSA was legally established by the European Parliament and Council Regulation No 178/2002  
119 following a series of food scares.

120 Regulation (EC) No 178/2002, article 55 states that the European Commission shall draw up, in  
121 close cooperation with the EFSA and the Member States, a general plan for crises management in  
122 the field of the safety of food and feed. This plan will be activated when a situation arises which  
123 presents a risk to consumers, animal or plant health which cannot be controlled by the normal  
124 existing mechanisms.

125 However, the EFSA wishes to be fully prepared for a crisis as defined above but also to be in a  
126 position to be proactive as a situation arises before it can be determined to be a crisis. The EFSA  
127 therefore needs to be able to respond quickly and efficiently to inform the risk managers and the  
128 consumers in Europe on a "hot issue" if possible before it develops into a crisis.

129 Hence, in addition to the legislative requirement, the EFSA has drawn up its own in-house plan to  
130 complement the Commission Plan for use within the EFSA and to guide the EFSA staff in a  
131 growing emergency situation in the food and feed chain. The EFSA's role in such a situation is to  
132 provide scientific and technical support to risk managers and to communicate about its findings.

133 The EFSA has carried out several table-top simulation exercises in the past in order to prepare for  
134 food safety emergencies. To continue this effort and build on the achieved level of preparedness, a  
135 functional exercise should be carried out in 2009.

136

### 137 **1.1. Purpose of the assignment**

138

139 The purpose of this assignment is to prepare and facilitate a food safety emergency simulation  
140 exercise for EFSA, the Member States and the Commission.

141 The contractor should plan and execute a functional, command-post exercise in close collaboration  
142 with EFSA staff members and supported by an EFSA working group on simulation exercises. A  
143 preparatory training shall test the in-house preparedness of the EFSA and the procedures outlined in  
144 the EFSA Emergency Manual. The simulation exercise proper shall assess the cooperation between  
145 the EFSA, the Member States and the Commission. The EFSA working group on simulation  
146 exercises will guide the contractor in these tasks by defining the exercise structure, schedule and

147 rules including scenarios and observation/evaluation plans and reviewing all documents prepared by  
148 the contractor.

149

## 150 **1.2. Contract objectives**

151

### 152 *1.2.1. Overall objectives*

153 The general objective of this contract is to strengthen the EFSA's preparedness for handling a food  
154 safety emergency. This includes also those situations which have the potential to develop into an  
155 emergency, or in general present a need for EFSA to respond quickly and efficiently to inform the  
156 risk managers and the consumers in Europe on a "hot issue" (f.e. Avian Influenza, acrylamide, etc.)  
157 if possible before it develops into an emergency.

### 158 *1.2.2. Specific objectives*

159 The specific objectives of this contract are as follows:

160

161 • The overall aim of this contract is to prepare and facilitate an in-house preparatory food safety  
162 emergency training with the EFSA staff and to subsequently prepare and facilitate a functional food  
163 safety emergency simulation exercise with all parties involved (EFSA, Member States, European  
164 Commission, other European Agencies - f.e. the European Centre for Disease Prevention and  
165 Control (ECDC), Press, etc).

166

167 • Test existing tools: the procedures laid down in the EFSA Emergency Manual should be tested  
168 during the preparatory training; the EFSA Videoconference- and Webconference-facilities as well  
169 as the EFSA Extranet (the EFSA Extranet is a document management tool set up and controlled by  
170 the EFSA to which the Advisory Forum Members, the EFSA's scientific panels have access and  
171 which is used for the exchange of documents and running of discussion groups) should be tested  
172 during the simulation exercise.

173

## 174 **1.3. Scope of the work**

175

176 The contractor should

177

178 • Draft the structure, schedule and rules for the in-house preparatory training and the simulation  
179 exercise and revise them based on the recommendations of the EFSA working group on simulation  
180 exercises

- 181
- 182 • Draft the observation and evaluation plans for the preparatory training and the simulation exercise  
183 and revise them based on the recommendations of the EFSA working group on simulation exercises  
184
- 185 • Draft all documents for the preparatory training and the simulation exercise and revise them based  
186 on the recommendations of the EFSA working group on simulation exercises  
187
- 188 • Facilitate and coordinate the EFSA in-house preparatory training  
189
- 190 • Facilitate and coordinate the simulation exercise at participants' command posts  
191
- 192 • Prepare evaluation reports on the in-house preparatory training and on the simulation exercise  
193 including recommendations for future simulation exercises  
194
- 195 • Draft recommendations for further developing in-house and EU procedures for handling  
196 emergency situations  
197

## 198 **Acknowledgements**

199 This contract was awarded by EFSA to: Swedish National Defence College  
200 Contractor: Swedish Defence College/CRISMART  
201 Contract title: Food Safety Emergency Simulation Exercise 2009  
202 Contract number: CT/EFSA/EMRISK/2009/01

203

## 204 **2. The exercise**

205

### 206 **2.1. Video conference**

207

#### 208 **2.1.1. Participants/connectivity**

209 The video conference started at 8.55. At 9.10 all participants were connected to the conference  
210 (Latvia, Sweden and DG SANCO).

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211 **2.1.2. *Quality of the conference***

212 The video conference was set up in such a way that only one location was visible on the screen  
213 at the same time. In future, EFSA should consider whether it wants more than one location to  
214 be shown on the screen at a time. The video conference would have benefitted from a proper  
215 introduction of all members of the different units of EFSA that were present. In order to  
216 further improve familiarity of participants, name tags could have been provided. There were  
217 some initial problems with participants not muting their microphones, but the problem was  
218 quickly solved.

219 **2.2. Teleconference I**

220 **2.2.1. *Participants/connectivity***

221 The first teleconference started at 10.00 and finished at 11.00. The intention was for all 27  
222 Member States to participate. However, not all MS were connected<sup>1</sup>, but a few countries came  
223 in during the conference.

224 **2.2.2. *Quality of the conference***

225 The main problem was to get the participants to mute their telephones. This resulted in  
226 problems in following the discussion, since one could hear people talking in the background.  
227 Following repeated requests from the chair of the meeting, the muting discipline got better  
228 with time. Furthermore, it seems that it was not clear to participants how they should ask for  
229 the floor, since many came up with new questions only during the *tour de table* at the end of  
230 the conference.

231 **2.3. Teleconference II**

232

233 **2.3.1. *Participants/connectivity***

234 The second teleconference aimed at coordinating external communication was scheduled for  
235 11.00, but became re-scheduled to 11.30 due to press release amendments. Unfortunately not  
236 all MS were connected.

237

238 **2.3.2. *Quality of the conference***

239 As in the first telephone conference, the main problem was in getting participants to mute their  
240 telephones when not speaking. The rules were clearly stressed by the chair of the conference,

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<sup>1</sup> There was no written record or log available on who was connected or not. In the recorded version of the conferences one can see who was online.

241 and MS were, in alphabetical order, requested to raise their questions and concerns. The chair  
242 further clarified at the beginning the rules on how to ask for the floor during the conference,  
243 which seems to have been understood by the participants. The chair also did a *tour de table* at  
244 the end in order to make sure that all concerns had been raised.

245

#### 246 **2.4. When to use video and teleconferences?**

247

248 According to the observers and participants, video conferences are best suited for certain, well-  
249 defined issues, with a rather small number of participants (as for example in the  
250 videoconference in the exercise at hand). They may also be used when there is a need to share  
251 files or PPT presentations.<sup>2</sup> During this exercise there were only four participants in the video  
252 conference and it would be good to determine both the technical limitations and the absolute  
253 maximum number of participants that can be involved in a video conference, so that this is not  
254 exceeded during a real crisis.

255

256 On the other hand, teleconferences are better suited for situations aimed at circulating  
257 information and when only quick responses are asked for by the participants. Telephone  
258 conferences are also preferable when participants are familiar with one another, and when  
259 meetings are supposed to be rather short. Telephone conferences are not the optimal tool for  
260 extended discussions or debates on complicated issues.

261

#### 262 **2.5. General remarks on EFSA's ability to communicate**

263

264 ESFA demonstrated a good ability to communicate during the three conferences. The  
265 presentations delivered were consistent and clear. As expressed by one of the observers: "The  
266 meetings were structured, brief enough to keep everybody's attention and with sufficient room  
267 for discussion and questions". This was further facilitated by the fact that participants had  
268 written copies of the statement and the press release. ESFA staff addressed most issues raised  
269 by the Member States. This resulted in a high level of acceptance by the Member States and  
270 the European Commission, and generated mostly positive reactions.

271

272 Some points of attention for future success can thus be identified.<sup>3</sup> Firstly, it is essential to  
273 clearly state the purpose of the meeting at the beginning, as well as to summarize at the end  
274 what has been agreed upon, and what actions to be taken as a result of the meeting. Minutes

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<sup>2</sup> The use of technical tools will be further discussed on page 7.

<sup>3</sup> The following suggestions are good practice that is used in all kinds of meeting, not only in crisis situations.

275 ought to be taken at every meeting to be circulated to all participants after finalization. In order  
276 to facilitate these kinds of conferences, rules of engagement ought to be established at the  
277 beginning of each conference. This could either be done by the chair of the conference or by a  
278 technician before the actual conference starts.

279

280 It should be clear for the external conference participants that English is the meeting language.  
281 Further, if necessary, meeting notes and other written material should be provided in EFSA's  
282 four working languages. At the very least, the language arrangements should be made clear to  
283 all participants.

284

285 Effective communication was facilitated by the fact that the MS and EC had prepared well  
286 before the exercise. The European Commission and EFSA decided to produce separate press  
287 releases, but with cross references. In general, there was agreement between the actors on  
288 which issues should be addressed in the press release.

289

290 Another point raised by the observers was that it was not clear whether a legal counsellor was  
291 involved in the process of producing the risk statement, press release and FAQ. According to  
292 EFSA's Emergency Manual, the legal counsellor should "ensure a coherent understanding of the  
293 applicable legislation and the obligations of the EFSA towards the stakeholders concerned. He or  
294 she advises the Advice Management Team on the legal aspects of the advice that the EFSA is  
295 planning to give to the risk managers and other external stakeholders". In the minutes of the meeting  
296 the legal counsellor was not mentioned, which ought to have been the case in a crisis situation.

297

298 As can be seen above, not all Member States participated in the various conferences, and we  
299 recommend EFSA to further investigate the reasons behind their absence.

300

301 A smaller, but important, point is that it should be clear to all participants if the conferences are  
302 being recorded. It should also be made clear why the conference is being recorded and who is  
303 able to access these recordings. The principle of public access could differ between Member  
304 States. Also, the conferences ended with an automatic announcement, which EFSA should  
305 consider avoiding in the future.

306

307 In regard to the FAQs produced by EFSA, the document could have been more focused on  
308 several questions with short answers, rather than a few questions and lengthy answers. Further,  
309 given that consumers are the main target group for FAQs, language should be simpler than in  
310 the present form. It is also necessary to explain concepts, technical terms and different types of  
311 health effect properly. For future use, EFSA would benefit from producing a standardized set  
312 of questions for cases of acute poisoning.

313

---

## 314 2.6. General remarks on crisis management

315

316 Even though it was not explicitly stated in the exercise conditions that players should adhere to  
317 the procedures outlined in the Emergency Manual, this section will address some aspects  
318 related to general crisis management procedures.

319

320 A salient aspect of crisis management procedures is to log actions taken and contacts made.  
321 This is an essential aspect for various reasons, such as to keep track of the latest developments,  
322 maintain situation awareness as well as for potential future accountability processes. In this  
323 case, general notes were taken and sent around at the end of the exercise. However, the record  
324 keeping could have been more detailed - for example it did not address all decisions made. It is  
325 therefore essential to already from the very start of the exercise clearly assign personnel to take  
326 notes and record a log.

327

328 The technical support was provided by a single person, who did an impressive job. However  
329 no back-up was available. In order to ensure organizational resilience in times of crisis, EFSA  
330 should make sure that there are more people trained on how to set up video and  
331 teleconferences from a technical perspective.

332

333 As noted by the observers, EFSA has access to other types of technical tools, such as web-  
334 based document sharing, which was not used during the exercise. In order to better make use  
335 of such tools, EFSA should make sure that sufficient personnel have been properly trained.

336

337 The exercise also pointed out the division between the European Commission and EFSA in  
338 terms of risk management and risk assessment. In this particular case, if EFSA starts providing  
339 advice to consumers it runs the risk of confusing stakeholders about its role in a crisis. The  
340 observers concluded that EFSA ought to review their FAQs and press releases in line with this.

341

342 Another comment brought up during the exercise was the multiple linkages between  
343 pharmaceuticals and food safety. In future ESFA should benefit from establishing cooperation  
344 also within this field (e.g. with EMEA).

345

346 A beneficial outcome of the exercise was the use of the Crisis Room. EFSA should further  
347 consider how to make the most of, and how to use, the room in a real crisis. One suggestion  
348 made by the observers was to set up wall clocks displaying time zones in various parts of the  
349 EU. In order to keep track of developments, the room needs to be equipped with notice boards  
350 (for example as a way of visualizing time lines). Further, in order to make sure that people do  
351 not disturb the conferences (by talking, making phone calls, etc) there is a need to establish a

352 signal system ('on air sign') able to indicate ongoing conferences. Finally, someone ought to be  
 353 assigned to keep the room in order and to take care of practicalities (such as making sure that  
 354 there are enough chairs, food and air conditioning).

355

356 **3. Further crisis preparedness training**

357

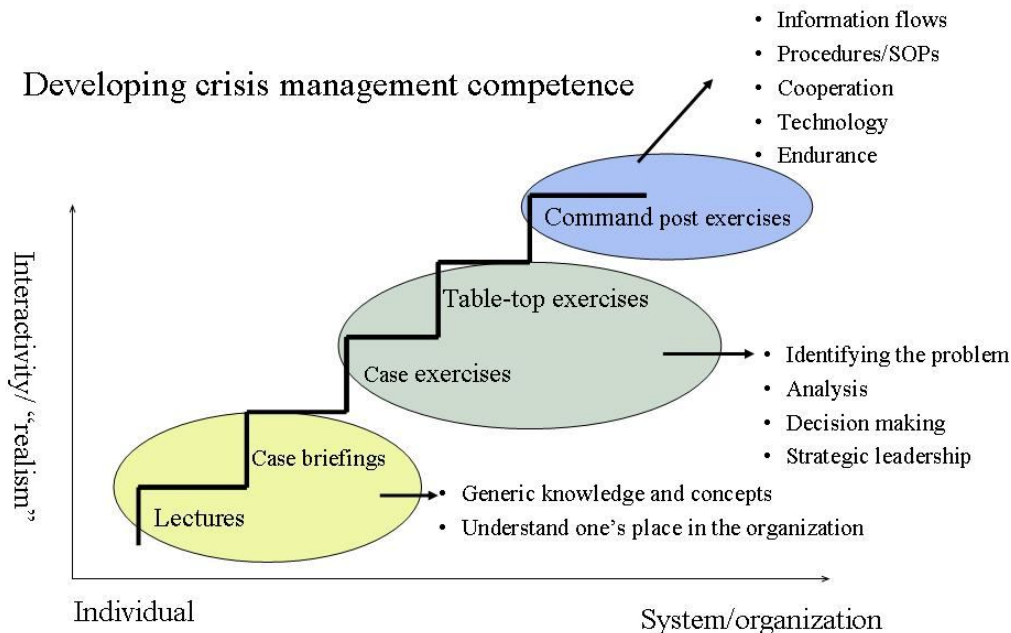
358 In the following section, we will discuss future crisis management training possibilities for  
 359 EFSA. In general, there are three basic questions that need to be addressed when tailoring the  
 360 appropriate training formats; that is, *why*, *how*, and *what*.

361

362 *Why* should an organization such as EFSA conduct crisis management training? There are four  
 363 answers to that question. First of all, there is a need to raise *interest* in crisis management in  
 364 order to get the topic on the agenda. Secondly, training needs, capability gaps, or other internal  
 365 weaknesses and vulnerabilities can be *identified*. Thirdly, training events can *increase*  
 366 *individual and/or organizational capabilities*. The fourth reason is to *test individual and/or*  
 367 *organizational capabilities*. The most important thing to remember is to choose the right  
 368 training technique with regard to the aim of the training event.

369

370 The *how* question relates to which kind of educational techniques can be used. CRISMART  
 371 works with five techniques which are illustrated in the figure below.



372

373

374 The first activity category is *lectures*. Lectures are appropriate for individual learning and can  
375 range from generic knowledge regarding different IT facilities available within EFSA and the  
376 Emergency Manual to media relations training.<sup>4</sup> Lectures can also be a component in a table  
377 top exercise. The second activity category is *case briefings*. Real life cases are presented to the  
378 participants who in turn get the chance to engage in a discussion and even ask questions to a  
379 researcher/practitioner who recently experienced or researched a crisis. The third category is a  
380 case seminar based on the *Harvard case teaching methodology*. These seminars are built  
381 around different kinds of cases focusing on a situation or series of events. The task of the  
382 participants is to analyze a case and to formulate possible courses of action. The seminar is a  
383 good training technique to use in order to discuss EFSA's mission and the Emergency Manual.  
384 A case seminar is led by an instructor and is an excellent tool for self-analysis. The fourth  
385 activity category is the *table top exercise*. These exercises start off with a short description of  
386 the context or background surrounding a specific case. In contrast to the Harvard case  
387 methodology, the development in these exercises is driven by a series of injects (inputs  
388 regarding changes in the developing situation). As in the Harvard case methodology, the  
389 participants analyze and formulate possible courses of actions, but the main difference is the  
390 dynamic proceedings inherent in the table top exercise. It is also possible to give participants  
391 more concrete tasks during the course of the exercise (e.g., producing a press release or  
392 various kinds of statements). The last step is a *command post exercise* which is scenario-based  
393 and driven by various forms of injects. The difference here, compared to the two other types of  
394 activities, is the large number of injects and the increased complexity and "realism".

395

396 Thirdly, the *what* question is about the topic of the exercise. This can range from narrowly  
397 specific issues (such as media training of ESFA personnel) to complex and broad issues (such  
398 as training the procedures in the Emergency Manual). Different themes can be tested such as:  
399 framing the problem, early warning, strategic decision-making and leadership, and learning  
400 from crisis.<sup>5</sup>

401

---

<sup>4</sup> These training aspects were suggested by the EFSA staff evaluation form and observer reports.

<sup>5</sup> In the evaluations following the November exercise, EFSA staff members made, among other things, the following suggestions for future training: media training, external crisis communication, communication with important stakeholders (such as the food industry), issues regarding animal health, and communication and cooperation with the European Commission and risk managers. In relation to this, it can be noted that a majority of the Member States considered the exercise's usefulness to be good or very good and suggested that there should be annual training events. They suggested that the Advisory Forum network should be tested on their ability to react quickly and promptly to various emerging food/feed safety crises. Suggestions for future training activities from the Member States were organizational preparedness to handle microbiological outbreaks, chemical accidents, plant and animal welfare, and GMOs. A few Members States also stated that they wished that the European Commission would conduct a command post exercise where both risk management and risk assessment would be tested.

402 The three aspects described above (why, how and what) can be combined in a number of ways  
403 depending on organizational needs. The choices also need to be consistent with the  
404 organization's crisis management competence level. Based on the discussion within the EFSA  
405 Working Group "Crisis simulation exercise 2009", EFSA's Emergency Manual, and the  
406 lessons learned from the two exercises conducted in 2009, CRISMART proposes a package  
407 consisting of various smaller table-top exercises based on the identified areas which would  
408 eventually lead to a full scale command post exercise. It should thus be noted that CRISMART  
409 strongly believes that exercises should be decided upon in close cooperation with the  
410 organization in question (since they have better insight into why the organization needs  
411 training).

412

413

### 414 **3.1. Proposed training package**

415

416 In addition to what has been mentioned above, CRISMART suggests that the first step should  
417 be taken is to set up a number of case discussions and table top exercises where participants  
418 would have the time and opportunity to reflect upon and discuss what is expected of them in  
419 times of a crisis. The following suggestions are products derived from the two exercises, but  
420 also issues pointed out by the EFSA staff. They are mainly ideas for future elaboration.

421

422 *Information management procedures:* The aim of training would be to improve the staff's  
423 knowledge about the information management procedures, since capability gaps were observed  
424 during the July exercise. Research shows that if staff members have developed a common  
425 understanding of a situation by having made sense and meaning of a crisis, it is easier to  
426 manage the situation. With improved information management procedures, it is easier to  
427 remain professional and maintain the public's and key stakeholders' trust. The table top  
428 exercise would focus on improving the awareness of the information management procedures  
429 outlined in the EM. In order to maximize the benefits of a table top exercise, the units  
430 scheduled to participate in such an exercise could, for example, the day prior to the actual  
431 exercise have a seminar discussing the information management procedures outlined in the  
432 EM.

433

434 *Emergency back-up routines and 'business' continuity:* It times of crisis it is fundamental for  
435 an organization to have redundancy and demonstrate resilience. The aim would be to discuss  
436 EFSA's back-up procedures in the EM. This table top exercise would focus on EFSA's  
437 emergency back-up routines and business continuity, such as 50% loss of personnel due to a  
438 pandemic flu outbreak during a feed or food crisis. The scenario could entail that, after an  
439 initial AMT meeting, the ED or another important person in the team "falls" ill in the flu  
440 together with the staff members who are working on the risk assessment. The remaining

441 players would have to discuss how they would resolve this difficult situation and implement  
442 appropriate decisions.

443

444 *Crisis communication skills:* This theme would be directed towards the AMT and  
445 Communications Directorate and could use different activity categories. Crisis communication  
446 is one of the most effective, yet least understood, means of creating order in the turbulence  
447 generated by a crisis situation. One exercise suggestion would be to assess EFSA's crisis  
448 communications skills focusing on both relations to the media and the public as well as key  
449 internal procedures related to external communication. The exercise could start with an  
450 established risk statement. The players would be requested to prepare a press release and  
451 conduct a press conference (with professional journalists) as well as work out strategies on  
452 how to communicate to the public. The proposed exercise will also include the setting up and  
453 running of the gate-keeping team as stated in the EM.

454

455 *Other subjects* could include, among others, data collection procedures and roles and mandates  
456 within the organizations in times of crisis. The table top exercises could be complemented with  
457 lectures focusing on topics of interest in order to raise awareness of the importance of crisis  
458 management in general and more specifically to provide ideas on best practices in the various  
459 areas. The areas trained with the use of the table top design would then be incorporated into a  
460 large scale command post exercise training all areas identified as important to EFSA's crisis  
461 management capabilities as stated in the Emergency Manual.

462

463 *Emergency Manual test:* An annual large scale in-house command post exercise, similar to the  
464 one conducted in July 2009, would be extremely beneficial for testing the procedures outlined  
465 in the Emergency Manual under more real life crisis conditions involving a great deal of  
466 uncertainty and stress. It should be noted that the EM is a living document, which ought to be  
467 tested frequently in order to be appropriately adapted to forthcoming conditions and changes.

468

469 One important aspect to remember with regard to command post exercises is that the  
470 participant will have a limited picture of what is happening, since they will only be working  
471 with those parts of the exercise in which they have expertise. That is also why debriefing after  
472 the exercise is so important, since it is the only forum where the complete picture can be  
473 painted for all participants. A lesson learned from the exercises this year is to start the  
474 debriefing with a smaller group discussion, so that all participants get a chance to talk about  
475 their experiences, and end the debriefing with the larger group where the complete picture can  
476 be painted. During the debriefing of the November exercise, it was revealed that the staff had  
477 learnt a lot in the preparation phase before the actual exercise day. The preparation time before  
478 an actual exercise can be an equally important learning event as during and after the exercise.  
479 During these activities, staff members had the chance to find out things about their internal  
480 procedures that they would not normally have time to think about in their day to day work.

481  
482 The overall aim of crisis preparedness training is to provide EFSA with increased knowledge  
483 and self confidence within the field of crisis management. CRISMART therefore recommends  
484 EFSA to expand the scope of such exercises by including key stakeholders pivotal for  
485 successful cooperation in crisis. The same concept could be used here as outlined above; that  
486 is, starting with focused table top exercises involving relevant units in each of the selected  
487 organizations, with the final aim of testing most of the procedures in a joint command post  
488 exercise. Cooperation is known to be difficult in times of crisis and information is always  
489 scarce; therefore it is necessary to build an effective network for communication before an  
490 actual crisis occurs. As mentioned above, CRISMART also recommends that EFSA continues  
491 its effort to strengthen cooperation with the Member States and the European Commission.

492  
493 The issue of why, how and what to train is large and can at times seem overwhelming, but we  
494 have tried to present a few of the most important ideas here. CRISMART observes that EFSA  
495 has already taken a big step forward in terms of training crisis preparedness. Since many EFSA  
496 staff members and representatives of the Member States have voiced a sincere will and interest  
497 in continuing such training activities, we hope that EFSA continues this learning journey.

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498 **Appendices**

499 **ANNEX A: EFSA STAFF QUESTIONNAIRE**

500

501 Answers: 15

502 **I. Video conference**

503 If you were connected to the video conference, did you have a stable connection?

504 If you were connected to the video conference, did you find the quality of the connection (e.g.  
505 sound and image) satisfactory?

506

	Yes	No
Ability to connect	12	
Satisfactory quality	9	1

507

508

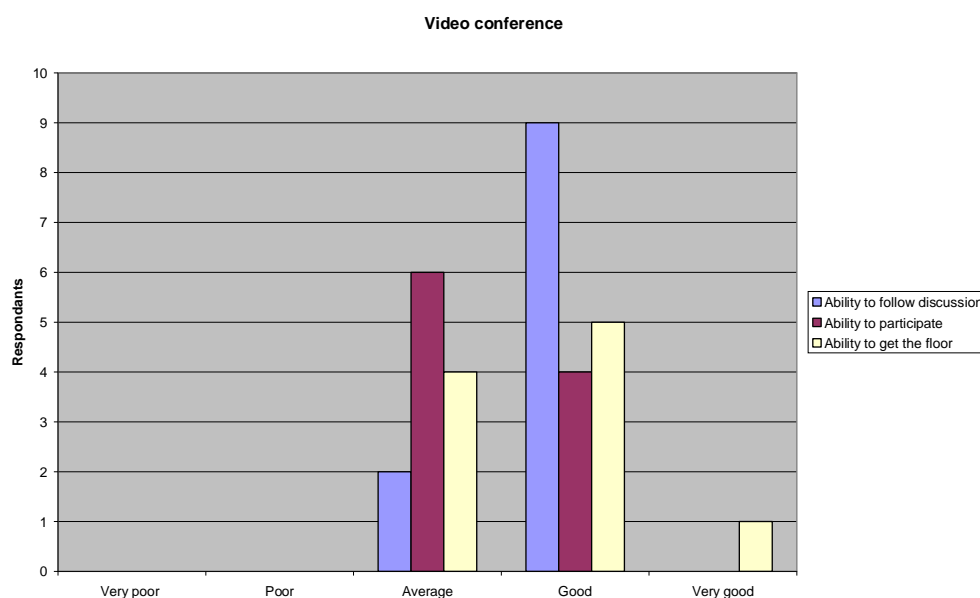
509

510 Rate the video conference as a forum for discussing the exercise statement, in terms of:

511 The ability to follow the discussion

512 The ability to participate in the discussions

513 The ability to get the floor



514

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515 II. Telephone conference, 10 am

516

517 *If you were connected to the telephone conference, did you have a stable connection?*

518

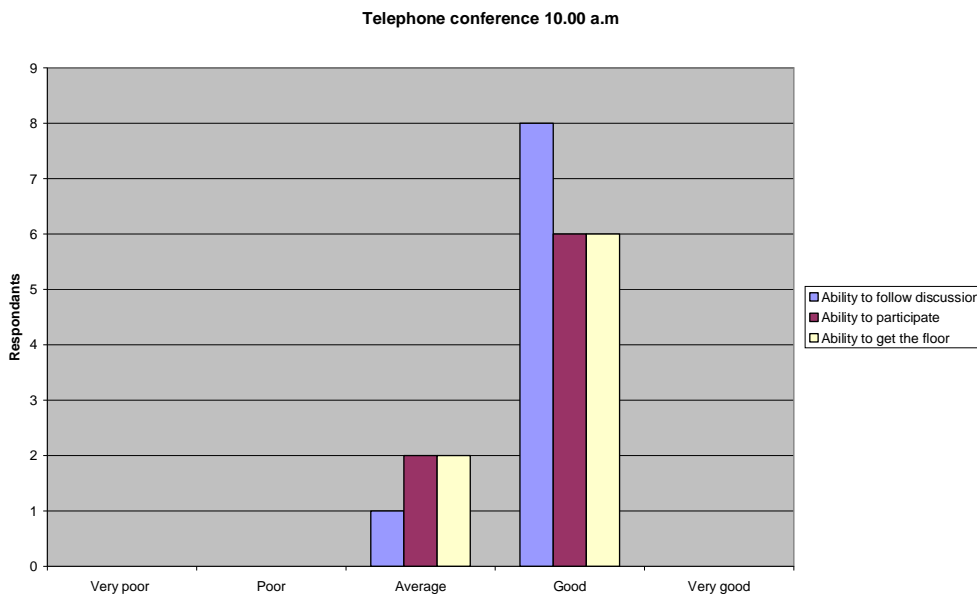
	Yes	No	519
Ability to connect	9		520
			521

522 *Rate the telephone conference (10 am) as a forum for discussing the exercise statement, in terms of:*

523 *The ability to follow the discussion*

524 *The ability to participate in the discussions*

525 *The ability to get the floor*



526

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527 III. Telephone conference, 11 am

528

529 *If you were connected to the telephone conference, did you have a stable connection?*

530

	Yes	No
Ability to connect	10	

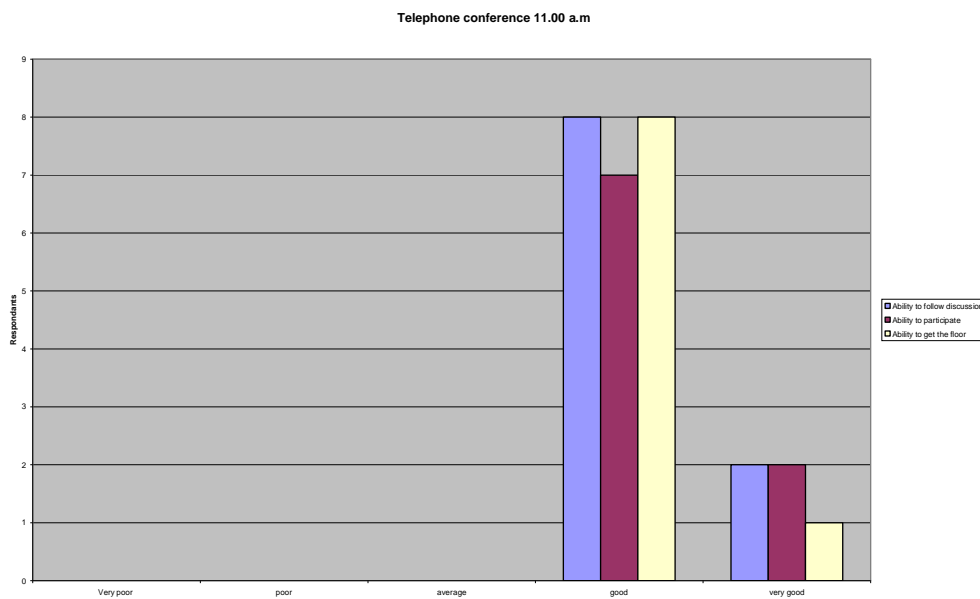
531

532 *Rate the telephone conference (11 am) as a forum for discussing the exercise statement, in terms of:*

533 *The ability to follow the discussion*

534 *The ability to participate in the discussions*

535 *The ability to get the floor*



536

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## 537 IV. Communication (non-technical aspects)

538

539 *Answer the questions in this section if you were actively participating in coordinating scientific*  
 540 *and/or public communication issues with EFSA, the Member States and the European Commission*  
 541 *during the exercise.*

542

543 *How did you perceive EFSA's ability to, in a structured and clear manner, communicate scientific output*  
 544 *(that is, presenting the Risk Statement) to the European Commission and Member States during the*  
 545 *exercise?*

546

547 *How did you perceive EFSA's ability to, in a structured and clear manner, address scientific input*  
 548 *(that is, comments from the European Commission and the Member States on the Risk Statement) to*  
 549 *EFSA during the exercise?*

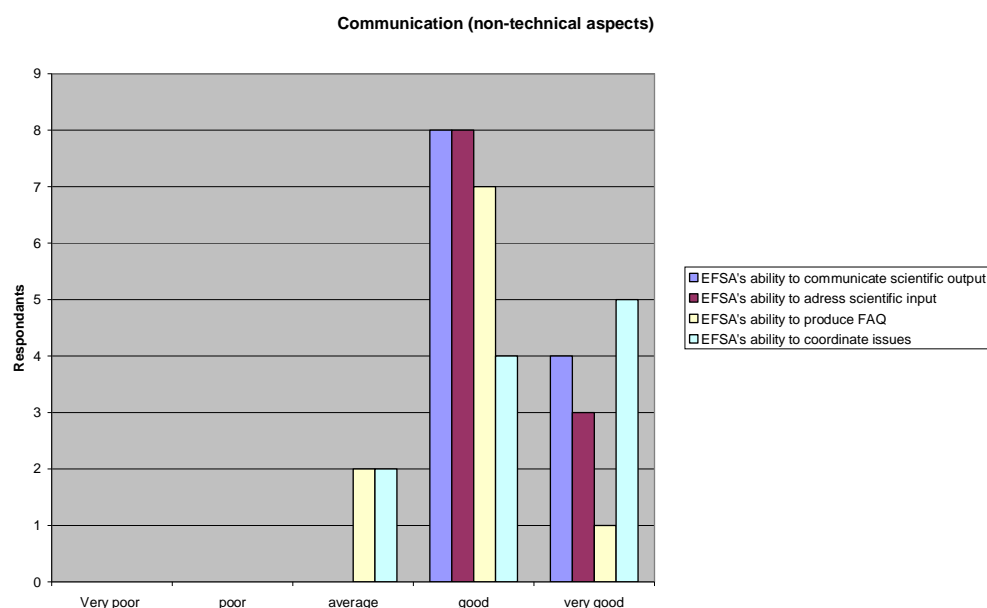
550

551 *How did you perceive EFSA's ability to produce FAQ's based on the discussion between EFSA, the*  
 552 *European Commission and Member States?*

553

554 *How did you perceive EFSA's ability to coordinate issues related to external communication with the*  
 555 *European Commission and Member States during the exercise?*

556



557

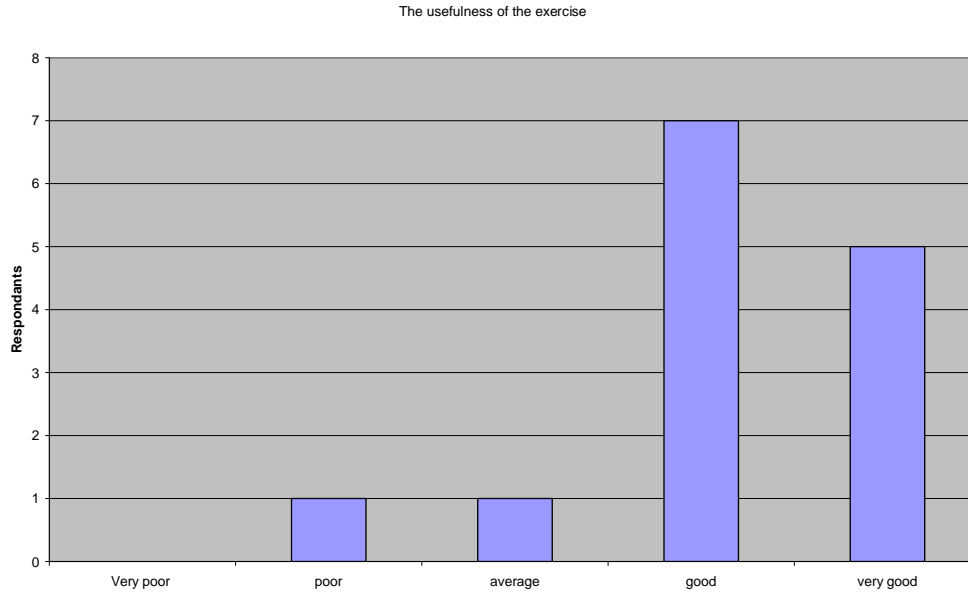
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558 V. Exercise Format

559

560 *How did you perceive the usefulness of the exercise?*



561

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562 **ANNEX B: ADVISORY FORUM AND ADVISORY FORUM COMMUNICATION WG QUESTIONNAIRE**

563

564 Answers: 14

565 Please observe that there were only three external participants in the video conference and only  
566 one of them submitted their evaluation.

567

568 **I. Video conference**

569

570 *If you were connected to the videoconference, did you have a stable connection?*

571

572 *If you were connected to the videoconference, did you find the quality of the connection (e.g. sound  
573 and image) satisfactory?*

574

575

	Yes	No
Ability to connect	1	
Satisfactory quality	1	

576

577

578

579

580

581

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586

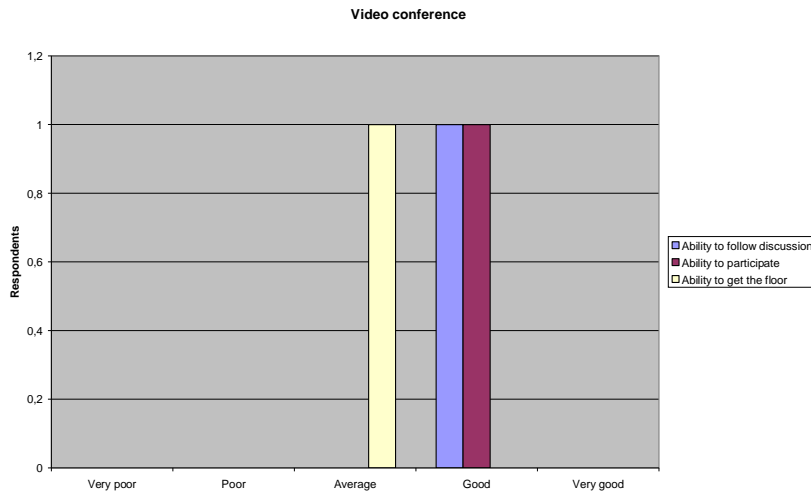
587 *Rate the video conference as a forum for discussing the exercise statement, in terms of:*

588

589 *The ability to follow the discussion*

590 *The ability to participate in the discussions*

591 *The ability to get the floor*



592

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593 **II. Telephone conference, 10 am**

594

595 *If you were connected to the telephone conference, did you have a stable connection?*

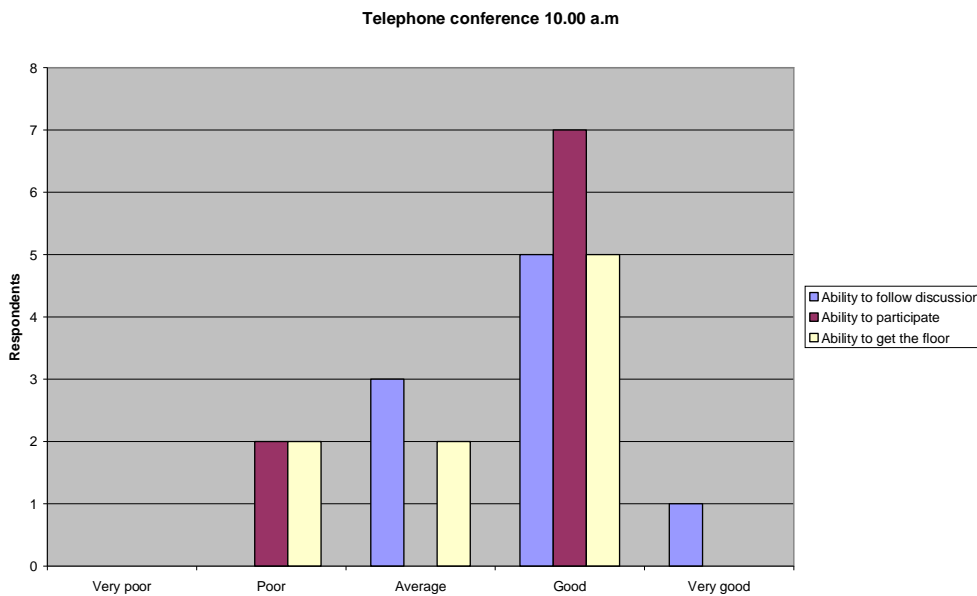
	Yes	No	596
Ability to connect	9		597
			598

599 *Rate the telephone conference (10 am) as a forum for discussing the exercise statement, in terms of:*

600 *The ability to follow the discussion*

601 *The ability to participate in the discussions*

602 *The ability to get the floor*



603

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604 III. Telephone conference, 11 am

605

606 *If you were connected to the telephone conference, did you have a stable connection?*

	Yes	No
Ability to connect	5	1

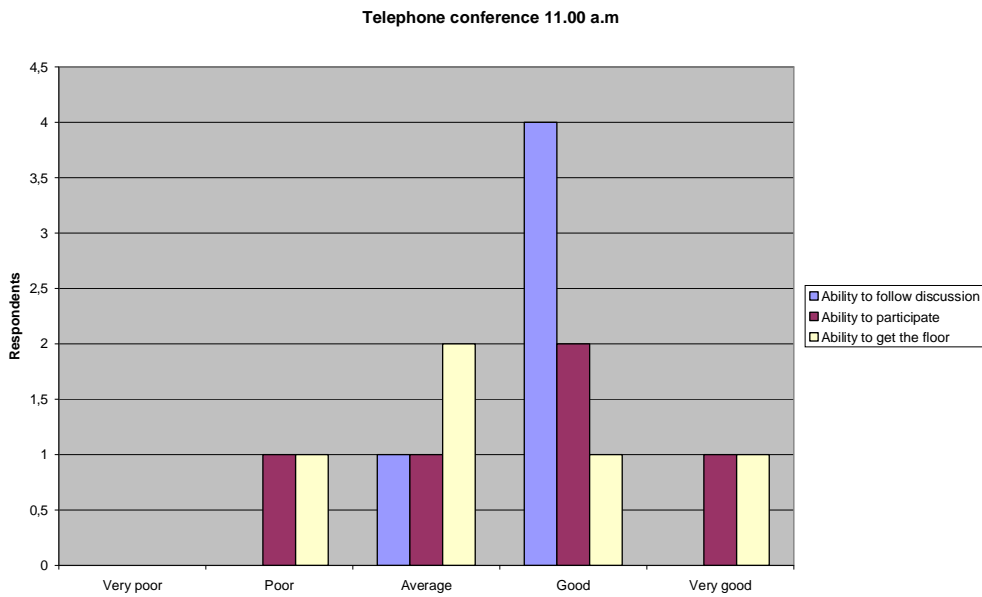
607

608 *Rate the telephone conference (11 am) as a forum for discussing the exercise statement, in terms of:*

609 *The ability to follow the discussion*

610 *The ability to participate in the discussions*

611 *The ability to get the floor*



612

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613 IV. Communication (non-technical aspects)

614

615 *Answer the questions in this section if you were actively participating in coordinating scientific*  
 616 *and/or public communication issues with EFSA, the Member States and the European Commission*  
 617 *during the exercise.*

618

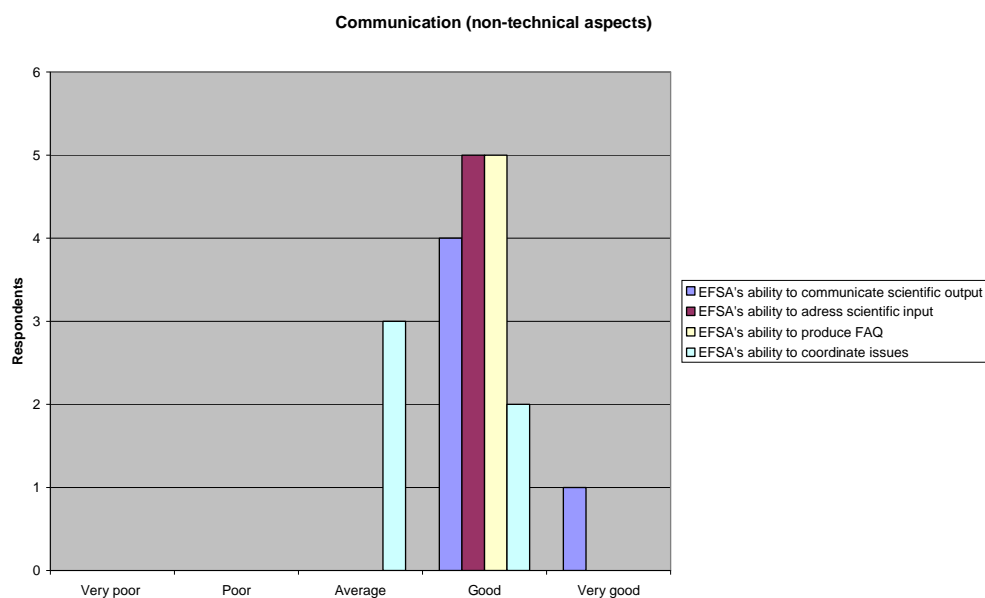
619 *How did you perceive EFSA’s ability to, in a structured and clear manner, communicate scientific output*  
 620 *(that is, presenting the Risk Statement) to the European Commission and Member States during the*  
 621 *exercise?*

622

623 *How did you perceive EFSA’s ability to, in a structured and clear manner, address scientific input*  
 624 *(that is, comments from the European Commission and the Member States on the Risk Statement) to*  
 625 *ESFA during the exercise?*

626

627 *How did you perceive EFSA’s ability to produce FAQs based on the discussion between EFSA, the European*  
 628 *Commission and Member States?*



629

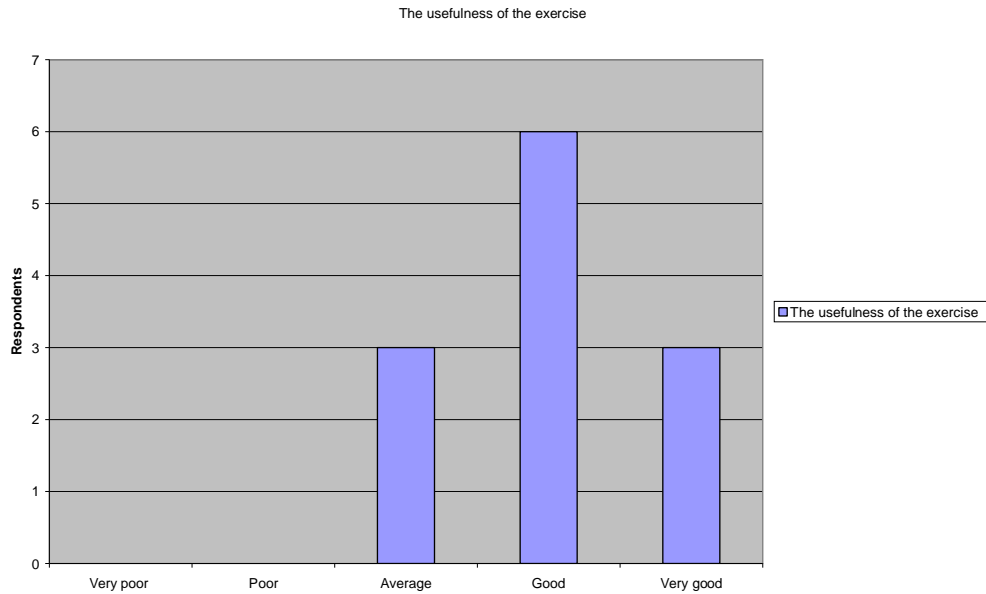
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630 V. Exercise Format

631

632 *How did you perceive the usefulness of the exercise?*



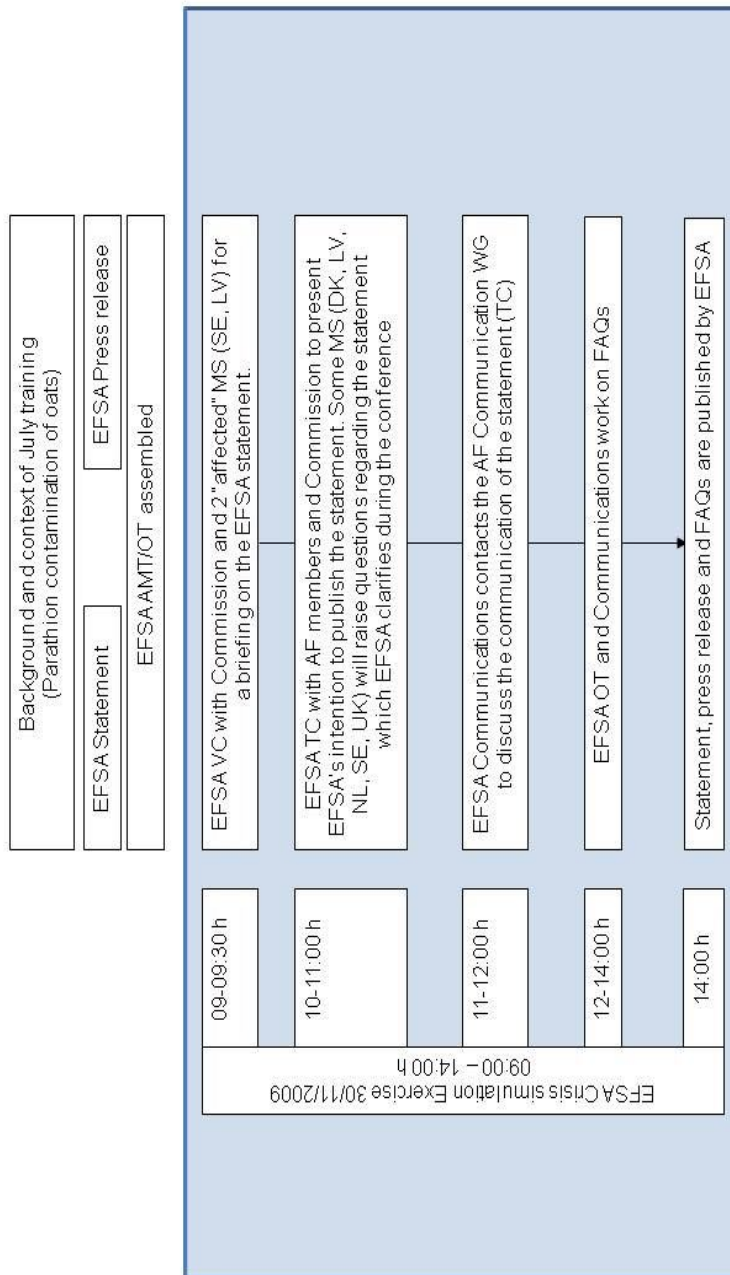
633

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634 ANNEX C

635



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