

COHESA

Capacitating One Health in Eastern and Southern Africa

COHESA Work Package 3 – Building the Future OH Workforce

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WP 3: Building the Future OH Workforce

- One Health approach is best suited to tackling with problems at human, animal, and ecosystem health interface.
- Need to invest in training of OH professionals and those with OH competencies.
- WP3 aims to build capacity of **educational institutes** to educate, train, and empower the **next generation** workforce, to deliver **OH solutions**.

What WP3 will support

Long term courses
(undergrad & grad programs)

Short term courses
(schools, universities, professionals)

Training of OH trainers
(research institutes)

Activities (1)

- 3.1 **Benchmarking** of tertiary OH training
- 3.2 Implement benchmarking of OH relevant tertiary education courses and modules
- 3.3 Identifying existing and co-developing new **short courses & content** to fill gaps – school children, higher education, professionals
- 3.4 Capacitate secondary and tertiary education institutes to **deliver OH courses & content**
- 3.5 Capacitate research institutes to train the next generation of OH **researchers** through experiential learning

Schedule

In-depth survey - October

- Understand HEI OH training capacity and needs
- Contextualize core competencies
- To identify OH priorities

Planning meeting 21st November

- Team-building and sharing
- Planning activities on benchmarking, content development & delivery

Progress (1)

Benchmarking (EAC)

- TNA: Desk review of OH competencies, to be updated after 3.1.1 survey (OH courses).
- Curriculum Benchmarking:
 - Engaged with IUCEA and proposed TWG members (1st meeting scheduled)
 - Southern Africa – engaged with SARUA - workshop in Nov to discuss benchmarking processes
 - Engaged with AU for wider promotion

Curriculum Enactment:

- Engaged with University of Gondar & University of Guelph

INTER-UNIVERSITY COUNCIL FOR
EAST AFRICA



**BENCHMARKS FOR
BACHELOR OF EDUCATION
PROGRAMMES**

JUNE 2017

Progress (2)

Short courses

- Compiled lists of available OH courses by SSA HEI
- Inventorying wealth of OH material from other sources - planning 'matchmaking' with CIRAD tool to link
- Some new content to be developed, to fill existing gaps, will follow on from survey findings.
- Exploring a joint Global South – Global North to give joint accredited PGC in Southern Food Systems One Health

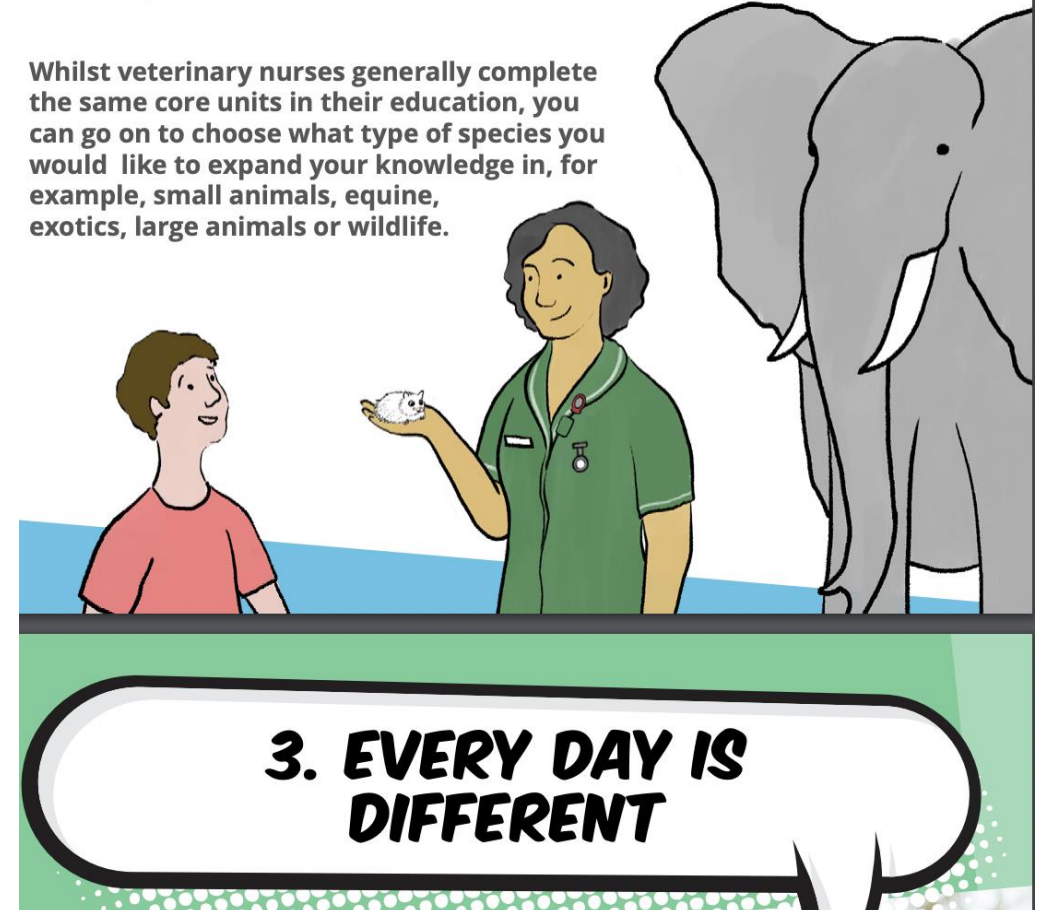
Progress (3)

Other content

- Survey to understand current outreach & needs for non-HEI workforce
- Contacted RVC School Outreach Initiative

- Other roles such as animal behaviour, physiotherapy, laboratory work and opportunities in the pharmaceutical industry.

Whilst veterinary nurses generally complete the same core units in their education, you can go on to choose what type of species you would like to expand your knowledge in, for example, small animals, equine, exotics, large animals or wildlife.



Year 2 plans

- 3.1.2 Benchmarking processes continue (through schedule meetings with TWG members)
- 3.1.3 E-delphi/ stakeholder consultations (agree on key domains and sub-domains that OH curriculum should include) (based on desk review work, survey, and expert opinion)
- 3.1.5 review of proposed benchmarks – for EAC, IUCEA has a process that they follow (will discuss that for Southern Africa)
- 3.15 Finalize on the benchmarks (reporting for each region) – IUCEA has an established process of doing this (quality assurance committee review, approval by Executive Board).

Year 2 plans cont.

- 3.2.1 (deep dives)- co-develop and disseminate with tertiary institutes information on OH tertiary modules and OH curriculum for secondary schools.
- 3.2.2 Conduct survey on secondary school and graduate fellow demand for OH modules
- 3.2.3 (deep dives)- Develop or adapt new / existing modules on OH at tertiary institutes to meet demand
- 3.3.2 Review and develop an inventory of OH short courses (started in Year 1)
- 3.3.3 Develop and run short online courses on OH for wide range of students
- 3.4.1 Develop training session plans for long and short courses (Y2 & Y3)

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