



# Towards a More Resilient Veterinary Workforce for Africa 2024

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*Animal health is our health. It's everyone's health*



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# WOAH VPP Curricula missions and main results from missions

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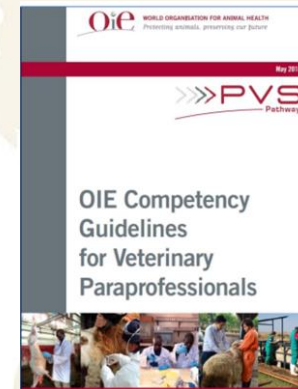
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## Outline

- ***Introduction***
- ***Overview of curricula review methodology***
- ***Finding from mission in Senegal, Togo, Cameroun, Kenya and Rwanda***
- ***Main issues and challenges to prepare for during the process***
- ***Conclusions***

# Introduction

- ❑ PPV training in africa : Different levels, grades, competencies, and so forth.
- ❑ Competencies not aligned sometimes with field needs, legislation, etc.
- ❑ Recommendations of 2015 continental conference on VPP
  - ✓ To consider developing minimum day-one competences for the various categories of para-professionals that exist, in scope and in level of qualification;
  - ✓ To consider developing minimum core training curricula for the various categories of paraprofessionals that exist, in scope and in level of qualification;
- ❑ Developpement of guidelines by WOAHA
- ❑ Project P3V : Developpement of PVS pilot mission on VPP curricula review and developpement



# Introduction

- Curricula review process on different stages

- Step 1 : Identification of VPP activities in the country.*

- Step 2 : Workshop for training and curricula analysis.*

- Step 3 : Meeting training institutions to develop new curricula.*

- Step 4 : Workshop to adopt new curricula.*



# Methodology of curricula review mission

- **Step 1 : VPP activities identification in the countries: field visits**

- Why ? : Important to develop curriculum based on country needs (ideally – job descriptions).
- How ? Interviews with different stakeholders : VS, Private vet, VPP, public vets, training institutions, VSB, etc.
- Allow us to describe VPP activities in animal health, veterinary public health and laboratory diagnostic.



# Methodology of curricula review mission

## □ Step 2 : Workshop for training on guidelines and curricula analysis (5 days):

### □ 2-day training on competency and curricula guidelines

- Training institutions, VPP association, VSB, VS, program accreditation institutions, etc.;
- Training of stakeholders on competency and curriculum guidelines
  - ✓ Knowledge of these documents and their usefulness during curricula review/
- Presentation on different topics:
  - ✓ WOAHA activities regarding VPP throughout the world;
  - ✓ Principles of competency based education.

# Methodology of curricula review mission

- ❑ **Step 2 : Workshop for training on guidelines and curricula analysis**
- ❑ **3-days focused on national context**
  - Group discussions on
    - ✓ Strengths and weaknesses of VPP training in-country;
    - ✓ Validation of VPP activities in the county;
    - ✓ Competencies identification for different VPP activities;
  - Presentation and use of CAM for curricula assessment matrix.



# Methodology of curricula review mission

## ❑ Step 2 : Workshop for training on guidelines and curricula analysis

- Group work for curricula analysis using the CAM tool for each training institution / Training program
- Identification of gaps in the curricula according to three tracks (animal health, Veterinary public health and Laboratory diagnosis)
  - ✓ Gaps : courses/Learning Outcomes of WOAHA guidelines absent in the curricula reviewed
- Analysis of gaps regarding country needs
- Identification of new courses to be included in the new curricula and validation of a roadmap for the curricula development

# Methodology of curricula review mission

## Step 3 : Meeting for new curriculum developement ... weeks/months later

- Meeting with trainers in each training institution / Workshop with main trainers;
- Analysis of recommendations from step 2 and courses to be included in the new curricula;
- Identification of semesters where new courses must be included;
- Deletion and reorganization of courses;
- Definition of time volume, learning outcomes for each courses;
- Proposition of syllabus.

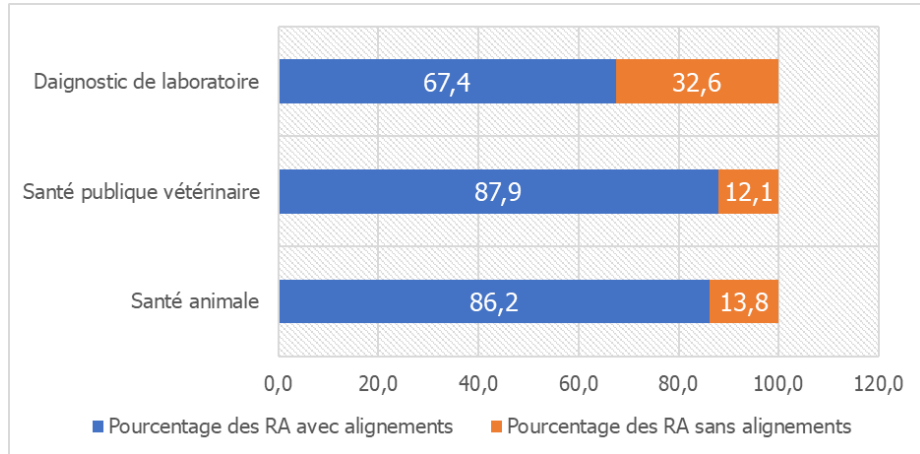
# Methodology of curricula review mission

## Step 4 : Workshop to adopt updated curricula ... weeks/months later

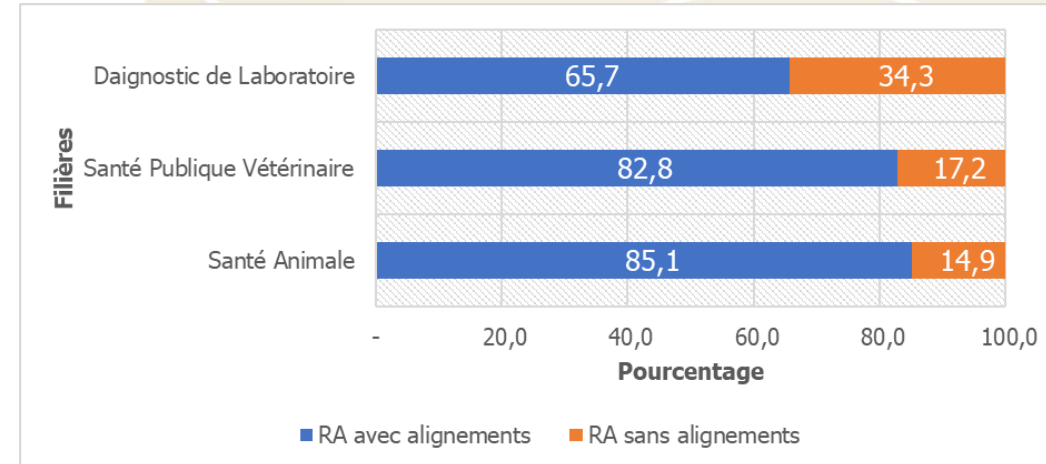
- Same stakeholders as curricula analysis workshop;
- Presentation of curricula developed by expert and trainers;
- Discussion to include whether to remove some courses or learning outcomes;
- Analysis of syllabus developed and production of new syllabus;
- Adoption of curricula.

# Main results from curricula missions - Senegal

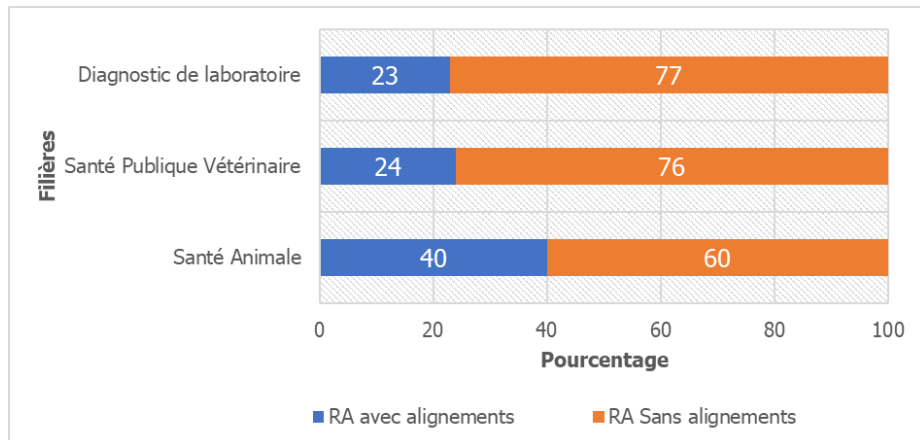
## CNFTEIA – Saint Louis



## ISFAR – Bambey



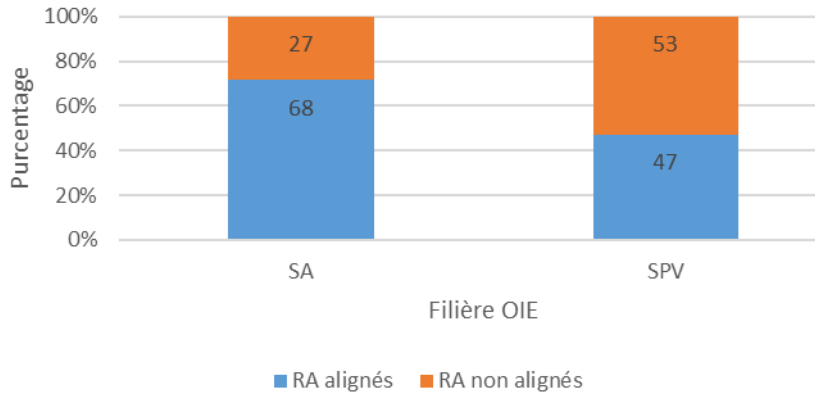
## USSEIN – Kaffrine



**Lower alignment scores (0 or 1) was noted regarding**

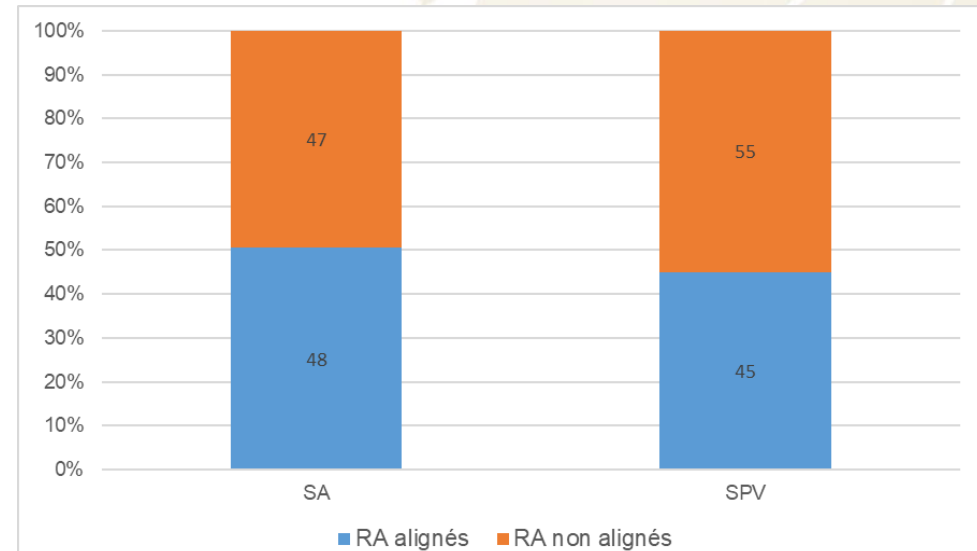
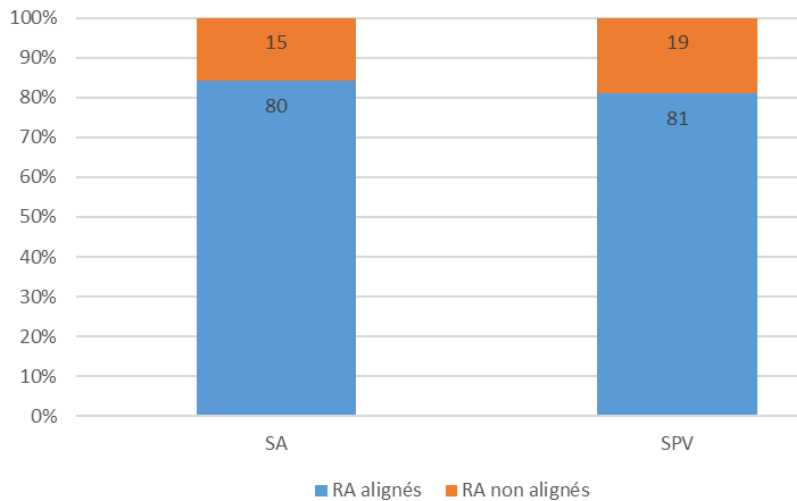
- One Health;
- Biosafety and biosecurity;
- Risk Analysis;
- Legislation and regulation.

# Main results from curricula missions - Togo



**Lower alignment scores (0 or 1) was noted regarding**

- Applied epidemiology/Animal diseases control programs;
- Legislation and regulation;
- Animal welfare;
- Biosafety and biosecurity;
- One health.



# Main results from curricula missions - Rwanda

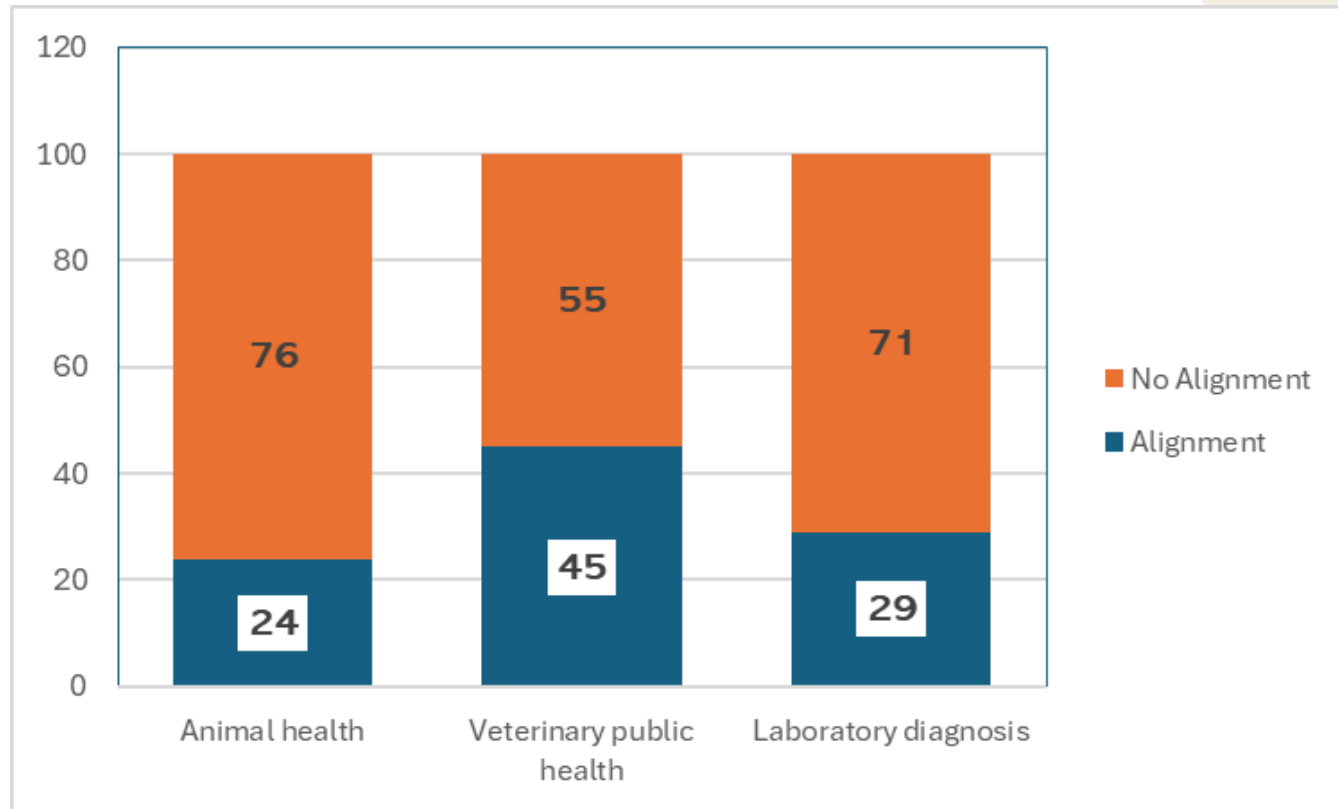
- The TVET programme has been transformed and play a pivotal role in providing a regulated and integrated TVET programme countrywide.
- Currently 30 accredited VPPTIs provided mostly by government and private schools and colleges offering training from level 3 – level 7 encompasses 92 courses in total.
- A single standardised curriculum for the country has been implemented.
- Constraints due to lack of farm animals cause a gap in the hands-on practical training.
- The curriculum structure has two distinct learning domains namely – complementary modules/courses (n=35) and core modules (n=58).
- Timeframe for completion of the curriculum vary between 12 – 24 months.
- Currently a total of 5057 VPPs registered with the Rwanda Council of Veterinary Doctors.
- Alignment of the curriculum as follows:
  - Certificate 81% alignment;
  - Diploma (L6) 27%;
  - Diploma (L7) 41%;
  - VPH Track alignment between 5% - 7%;
  - Laboratory Track alignment between 16% - 21%.

# Main results from curricula missions - Kenya

- Total number of VPPs in Kenya around 12,000 with additional 1,500 train annually.
- Total of 17 VPTIs in Kenya offering accredited training to VPPs.
- Minimum training standards set by the Kenya Veterinary Board but not a standard curriculum for entire country.
- Hands on practical training with more farm animals available for training must be provided.
- Curricula are reviewed at least every 5 years.
- Different programmes consist of the following credits
  - Certificate – 98 – 119 over 24 months aligned only 8% to WOAHP;
  - Diploma – 142.5 – 180 credits over 24 – 36 months aligned 61% to WOAHP;
  - BSc degree – 206 – 271 credits over 48 months aligned 82% to WOAHP;
  - VPH Track alignment to WOAHP curriculum range from 12% - 30%;
  - Laboratory Track alignment range from 3% - 17%.

# Main results from curricula missions - Cameroun

- Curricula for Veterinary nurses



**Lower alignment scores (0 or 1) was noted regarding**

- Animal diseases control programs;
- Applied epidemiology;
- Zoonosis and emerging diseases;
- Communication;
- Legislation and regulation;
- Animal welfare;
- Biosafety and biosecurity;
- One Health.



# Main issues and challenges to prepare for during the process

- Ensuring good logistical arrangements for workshops eg multiple projectors to use CAM tool, printed versions of guidelines, interpretation/adequate national facilitators, etc;
- Understanding and use of the CAM tool;
- CAM tool : Not built for Competency based education model – this will need to be improved by experts over time;
- Translation issues in the guidelines;
- Subjectivity of some alignment during CAM tool filling;

# Main issues and challenges to prepare for during the process

- Health of aquatic animal is not considered in guidelines;
- Time for the workshop (Phase 1) seems to be short;
- Motivation of stakeholders for Step 2 and trainers during the Step 3;
- Duration of meeting vs. workload for Step 3;

# Conclusions

- Very important initiative of WOAHA to adapt training of VPP to legislation
- Encourage WOAHA members to ask for curricula mission
- Importance to consider aquatic animals health in the guidelines
- Improve translations in the guidelines
- Team is working to develop the final methodology of these curricula missions



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**Thank you**

