



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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Can online learning bridge gender gaps to facilitate competency development?

FAO Virtual Learning Centers

Empowering Veterinary Paraprofessional Entrepreneurs

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Can online learning bridge gender gaps to facilitate competency development?

We will try to answer this question by looking at three examples:

Data from VLC
courses

Training needs
assessment for
veterinary
paraprofessionals

Blended learning:
Female Leadership
in One Health

Gender and VLC courses

Overall, **49%** of those who complete a course with the VLCs are women.

Participation of women and men varies significantly by region. Zooming in on one global course, Avian Influenza Preparedness:

- Latin America and Caribbean: 70% women
- Europe: 69% women
- Sub-Saharan Africa: 46% women
- Near East North Africa: 43% women

Broadly, completion rates for our online courses are similar for women and men. In some courses, slightly higher completion rates are seen amongst women than men (2-5%).

Gender and VLC courses



Rehab Elbassal,
VLC Manager RNE

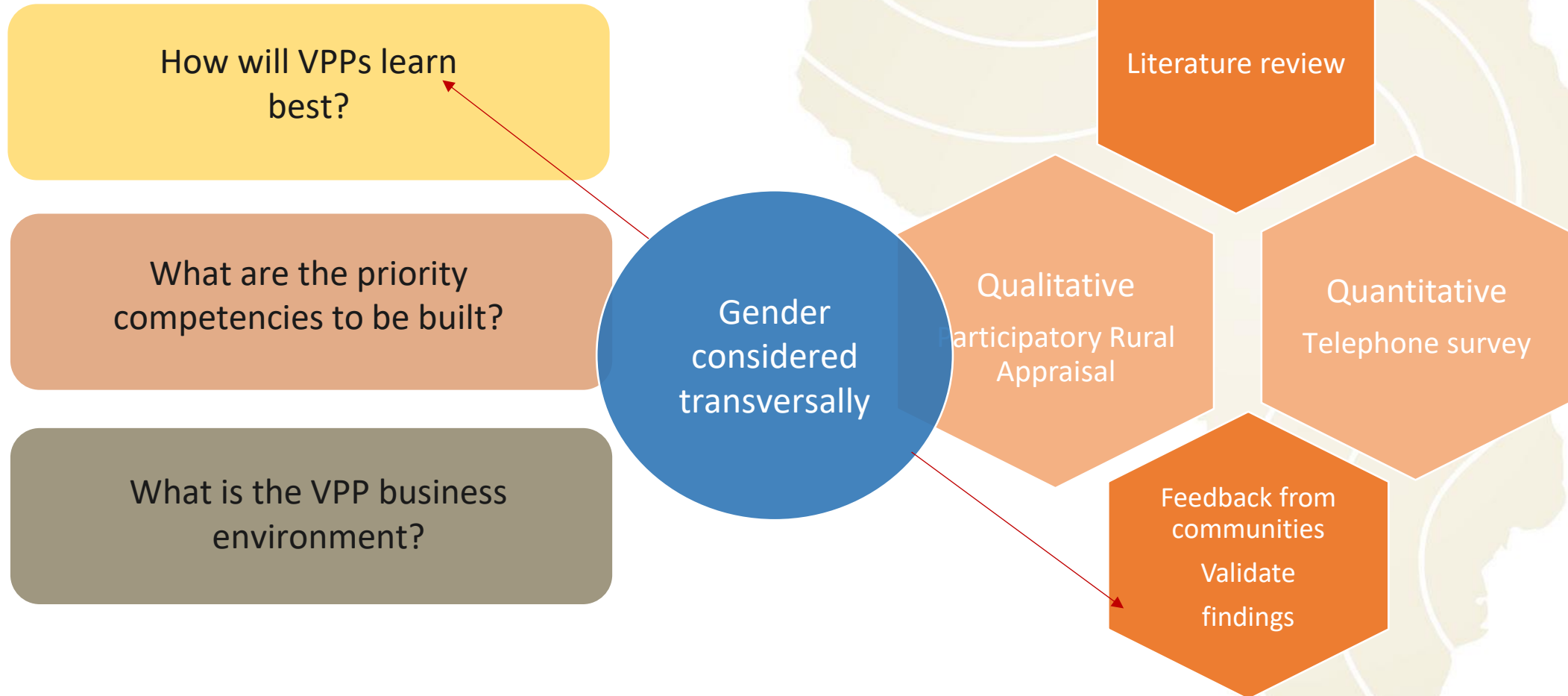
Women face significant challenges in accessing education and improving their financial situations due to cultural, social, and economic factors.

In face-to-face courses, we often found that women from remote areas struggled to attend due to family commitments. Their participation could be limited by the decisions of husbands or family members, who held power over their movements.

Online training can serve as a powerful tool to empower women by providing them with the skills and knowledge needed to overcome these obstacles and enhance their livelihoods. **Online learning can be completed from home around family tasks.**

Training needs assessment for private VPPs

Nigeria, South Africa, Uganda



Findings: gender gap



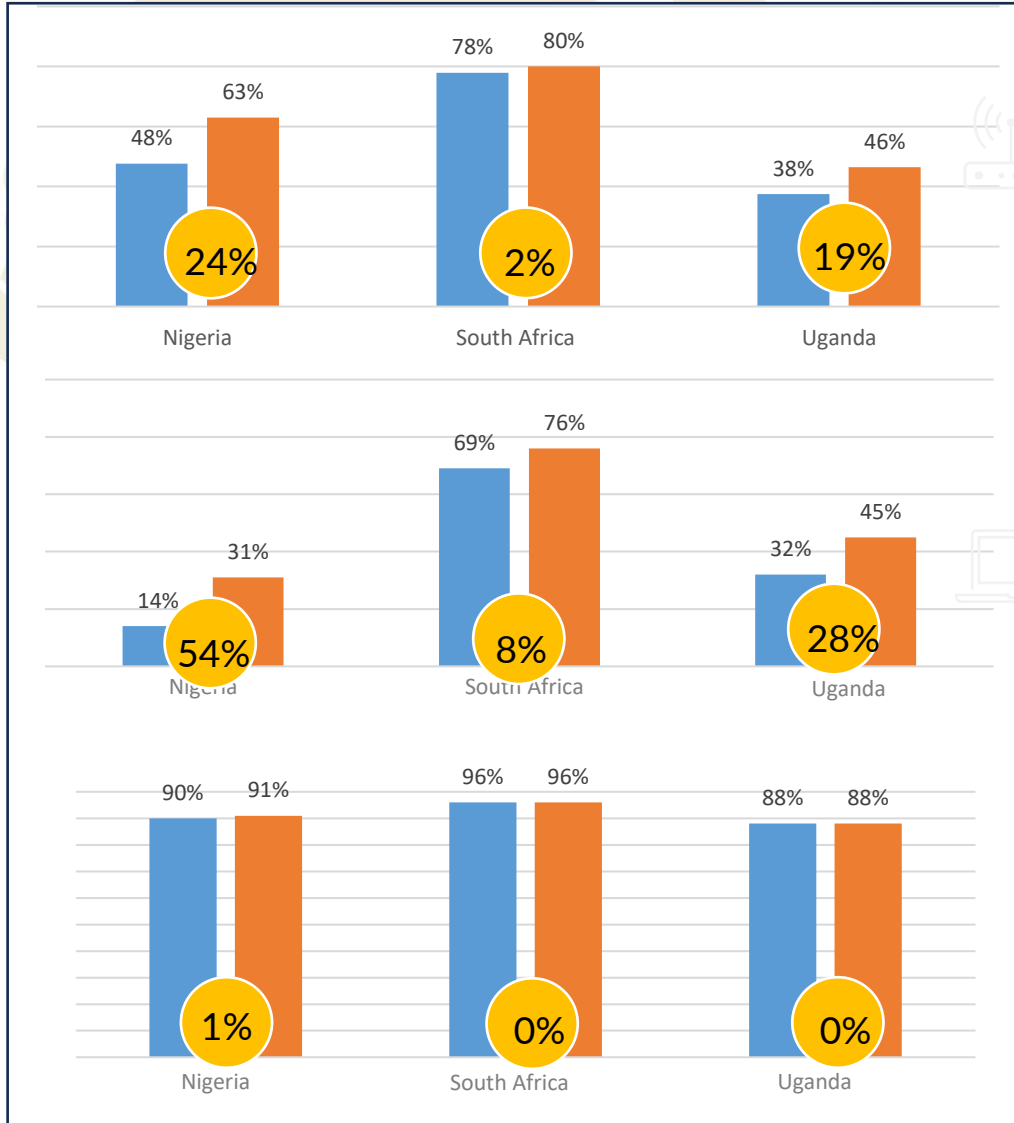
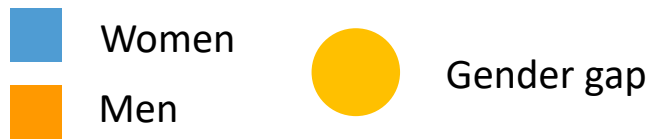
Internet access by gender



Desktop or laptop computer ownership by gender



Smartphone ownership by gender



Findings: focus group discussions



- Less familiar or interested in online learning
- Digital device access
- Some required husband's permission for training

“Online training would be the best but unfortunately I don't have a smart phone. It would be number 1 since you can take the course from wherever you are, even at home. It does not necessitate transport, and the material can be re-read several times”

- Female VPP, key informant interview - Soroti, Uganda



Approaches to narrow gender gap


- Blended approach with initial face-to-face **training to assist access** to online materials. Ongoing support for any technical issues.
- **Family approach:** wrote to family explaining training goals to enable their support.
- Online learning content on gender sensitive livestock service delivery, mainstreaming topics relevant to women VPPs, use of women in case studies.

FILE
Gender-Sensitive Livestock Service Delivery

View

Farmer Hassan says that he is the only person involved in looking after his cattle. Which of the following should you do as part of a gender-sensitive approach?

Select ALL correct answers:



Ask who is involved in some of the key tasks: feeding, taking out to graze, milking, keeping pens clean.

Female leadership in One Health



Aims

Empower women to:

- address gender-related challenges; and
- become One Health leaders.

Because women....

- are more exposed to zoonotic diseases due to gender roles and inequalities;
- have less access to information/extension services; and
- **can be agents of change.**

Course development methodology: participatory needs assessment



Focus group discussion with female community health workers

Access to internet capable smartphones

Gender bias and gender-based violence is common

Women service providers face challenges specific to their gender

CHW did not know of the existence of VPPs

Low awareness of zoonotic diseases and One Health concept

Workshops need to be short and child friendly



Two days workshop

- Women only
- VPP and CHW together
- Two states in Nigeria
- Role play, group discussion, farm visits
- How to use the e-learning platform

Three weeks online tutored regional course (approx. 10 hours)

- Men and women (235 completed)
- Human (16%) and animal health (84%) professionals
- Smartphone based, self-study interactive modules, webinars, discussion forum

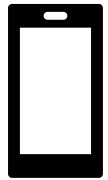
One day workshop

- Debriefing and reflections

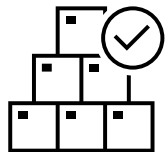
Key messages



Valuable to use **gender disaggregated data** as part of needs assessment, monitoring and evaluation of training.



Gender differences in access to technology, familiarity with technology and ability to attend to face to face training occur in some geographies and some parts of the animal health workforce.



Gender-responsive approaches are an effective strategy for enhancing the accessibility and relevance of One Health education.



Online learning can be a powerful tool to reach and empower women veterinarians, VPPs and by extension, farmers.

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