



# Towards a More Resilient Veterinary Workforce for Africa 2024

Continental Conference 26 – 28 November 2024 Nairobi, Kenya

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



**BMZ**

Federal Ministry  
for Economic Cooperation  
and Development



**BILL & MELINDA  
GATES foundation**





# DESIGNING A CURRICULUM ASSESSMENT METHODOLOGY FOCUSED ON WOA COMPETENCIES AND CURRICULUM GUIDELINES FOR COMMUNITY ANIMAL HEALTH WORKERS

## TOWARDS RECOGNITION AND PROFESSIONALIZATION

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November 27, 2025



# Outline

## ❖ Rationale

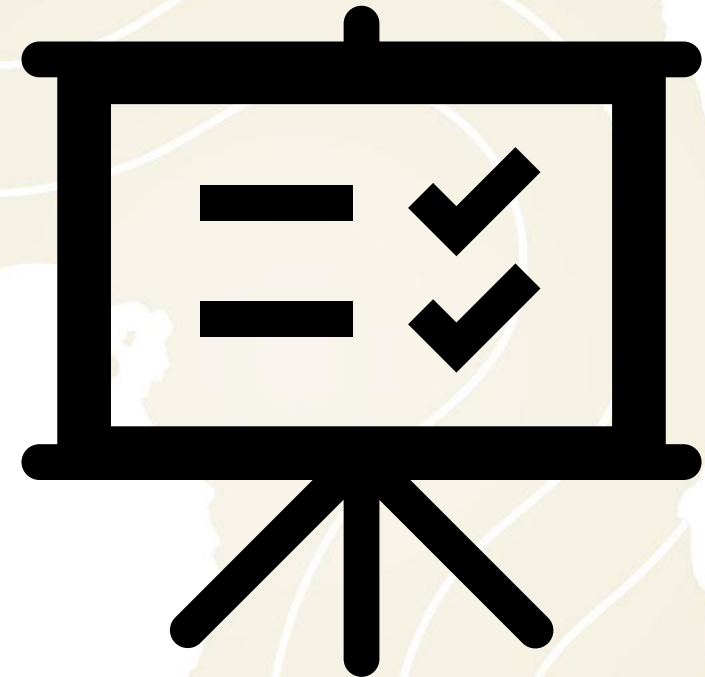
## ❖ Utility

## ❖ Tool Development

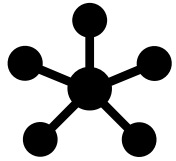
- Literature Review
- Assessment Design

## ❖ Next Steps

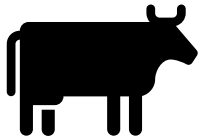
- Creation of Materials
- Feedback collection for content validity



# Rationale



Well-educated veterinary workforce is key for an effective Veterinary Service



CAHWs are valuable providers, particularly in remote areas



Need for consistent, harmonised, competency-based curricula

## Competency and Curriculum Guidelines for Community Animal Health Workers



# Rationale

## Competency and Curriculum Guidelines for Community Animal Health Workers



### iii. Curriculum

Module 1.	Community Animal Health Workers scope of work	23
	Unit 1.1. Regulatory framework for Community Animal Health Workers	
	Unit 1.2. Code of practice for Community Animal Health Workers	
	Unit 1.3. Community context	
	Unit 1.4. Community Animal Health Workers and 'One Health'	
	Unit 1.5. Role of Community Animal Health Workers in disaster management	

Training Manual

Manuel de formation de  
**l'Auxiliaire d'Elevage**  
*Witineero gaaka bon-feeray nooyan tira*

# DIGITAL CURRICULUM ASSESSMENT TOOL FOR CAHWs



Module 9.	Keeping Food Safe	31
	Unit 9.1. Safe food of animal origin	
	Unit 9.2. Safe food handling and preparation	
Module 10.	Engaging with the Community	32
	Unit 10.1. Communicating effectively	
	Unit 10.2. Working with all people	
	Unit 10.3. Communication tools and approaches	
	Unit 10.4. Supporting access to government and other programmes	
Module 11.	Running a Sustainable Service	33
	Unit 11.1. Fair compensation for services	
	Unit 11.2. Keeping financial records	
	Unit 11.3. Managing a successful service	
	Unit 11.4. Value of working cooperatively	

goyey



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# Utility of the Curriculum Assessment Tool



## Purpose of the Tool

To help harmonize the core curriculum for CAHWs across training programs



## Intended Users

CAHW Curriculum Accreditation Body  
Representatives

CAHW Curriculum  
Developers/Managers/Assessors



## Intended Uses

To assess if the **National Curriculum for CAHWs and/or CAHWs training curriculum** is aligned with the *WOAH Competency and Curriculum Guidelines for CAHWs*



## Misuses

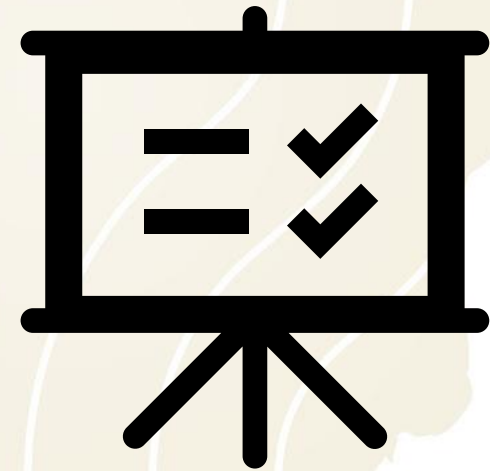
New curriculum  
development

CAHWs evaluation or  
certification

Impact  
assessments

# Tool Development

- Literature Review
- Assessment Design



# Literature Review

213 screened => 79 fully reviewed => 50 pertained to CAHWs =>  
**7 highly relevant to CAHW training and curriculum assessment**

## KEY INSIGHTS

Heterogeneity of CAHWs  
Training Programs

Conversational methods

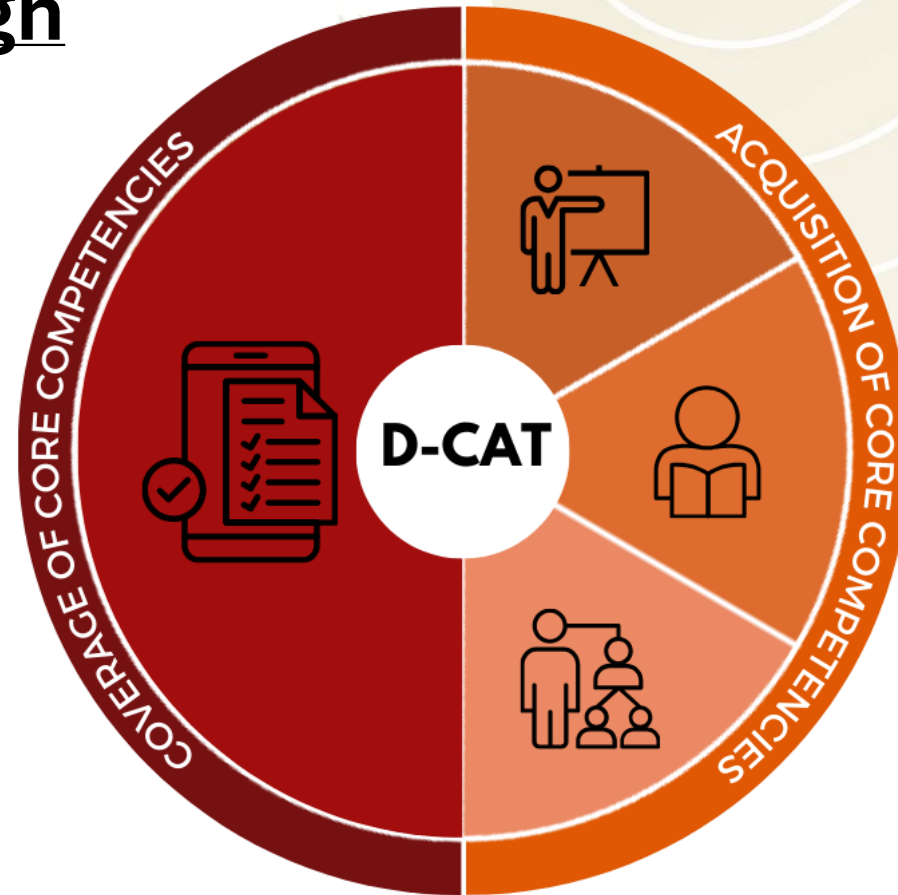
Participatory approaches with  
learners, trainers, mentors,  
supervisors, livestock owners

## FEASIBILITY CONSIDERATIONS

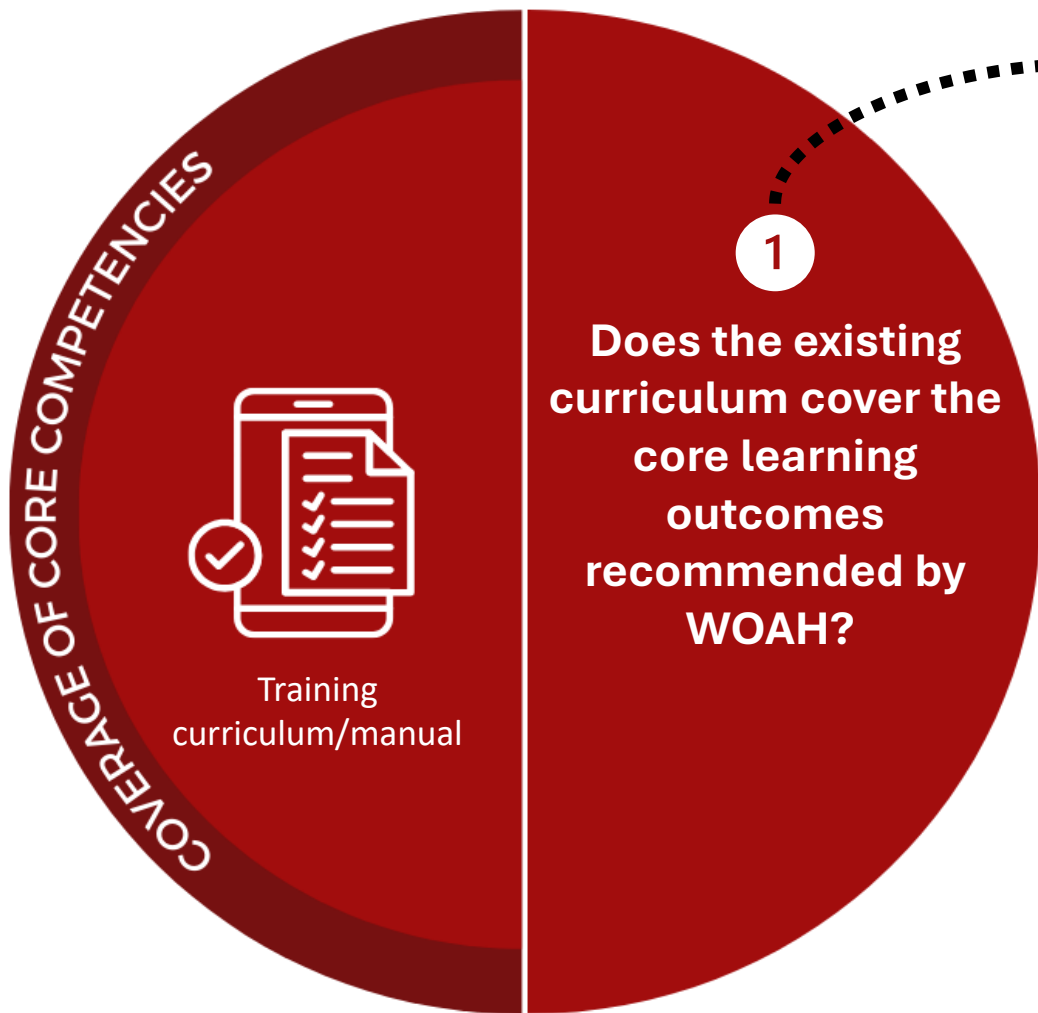
- ✓ Background information
- ✓ Some degree of customization for implementation
- ✓ Suitable questions and response options
- ✓ Potential respondents include learners, trainers, and supervisors



# Assessment Design



## DIGITAL CURRICULUM ASSESSMENT TOOL FOR CAHWs (D-CAT)



**e.g. Training Program Manager**

Does the curriculum include lessons on the importance of purchasing and using quality veterinary medicinal products from reliable sources? For example, does the curriculum cover the consequences of purchasing low quality products like decreased effectiveness and increased toxicity?

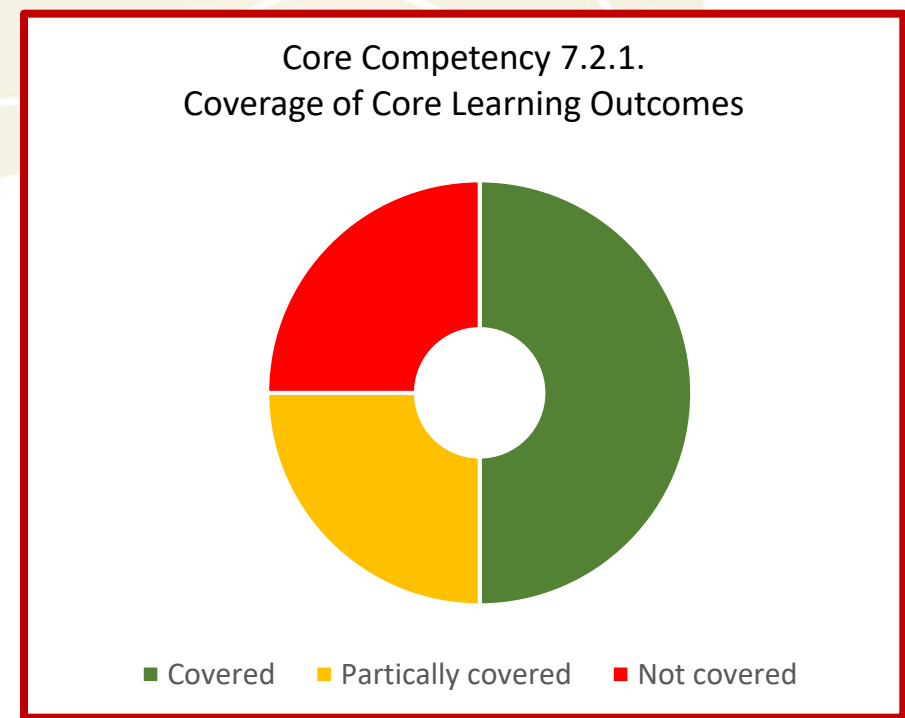
- Yes, this content is covered in the curriculum
- Partially, only some aspects are covered in the curriculum, or the content is not clearly presented
- No, this content is not covered in the curriculum
- Not sure

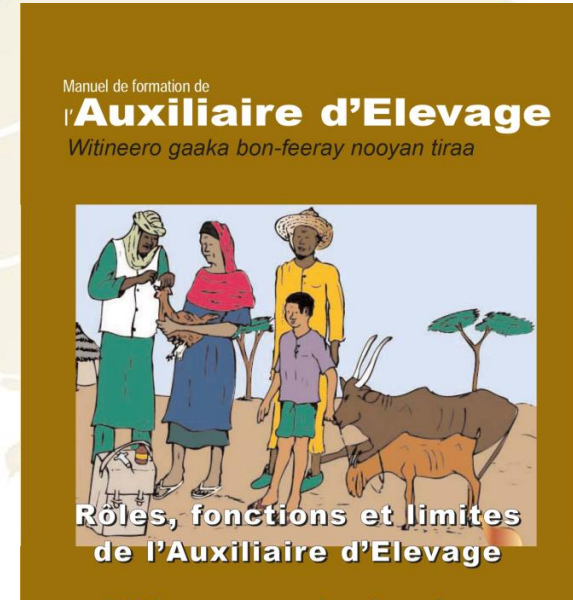
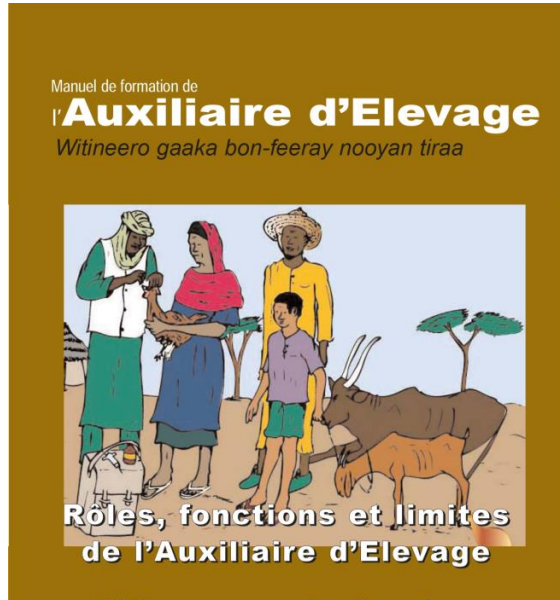
Does the curriculum include lessons on the sources/channels for obtaining quality veterinary medicinal products?

- Yes, this content is covered in the curriculum

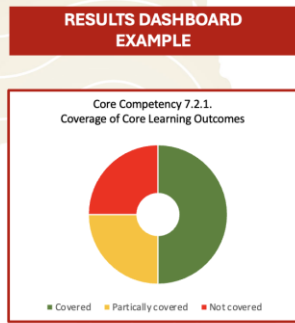
MODULE 7. MANAGING VETERINARY MEDICINAL PRODUCTS	LEARNING OUTCOMES	COVERAGE	
	<b>Core Competency 7.2.1.:</b>		
	7.2.1.A: Explain the importance of purchasing and using quality veterinary medicinal products from reliable sources.	COVERED	
	7.2.1.B: List the sources/channels for obtaining quality veterinary medicinal products.	NOT COVERED	
	7.2.1.C: Describe potential signs of counterfeit or substandard veterinary medicinal products, such as suspicious packaging, labelling, or product appearance.	COVERED	
7.2.1.D: Recognise and communicate the potential risks and consequences of using counterfeit or substandard veterinary medicinal products to the animal owners and keepers.	PARTIALLY COVERED		

## RESULTS DASHBOARD EXAMPLE

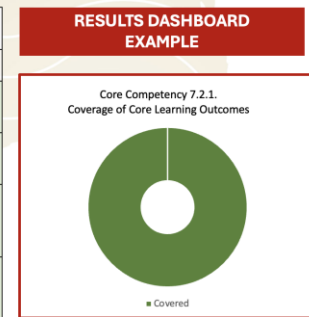




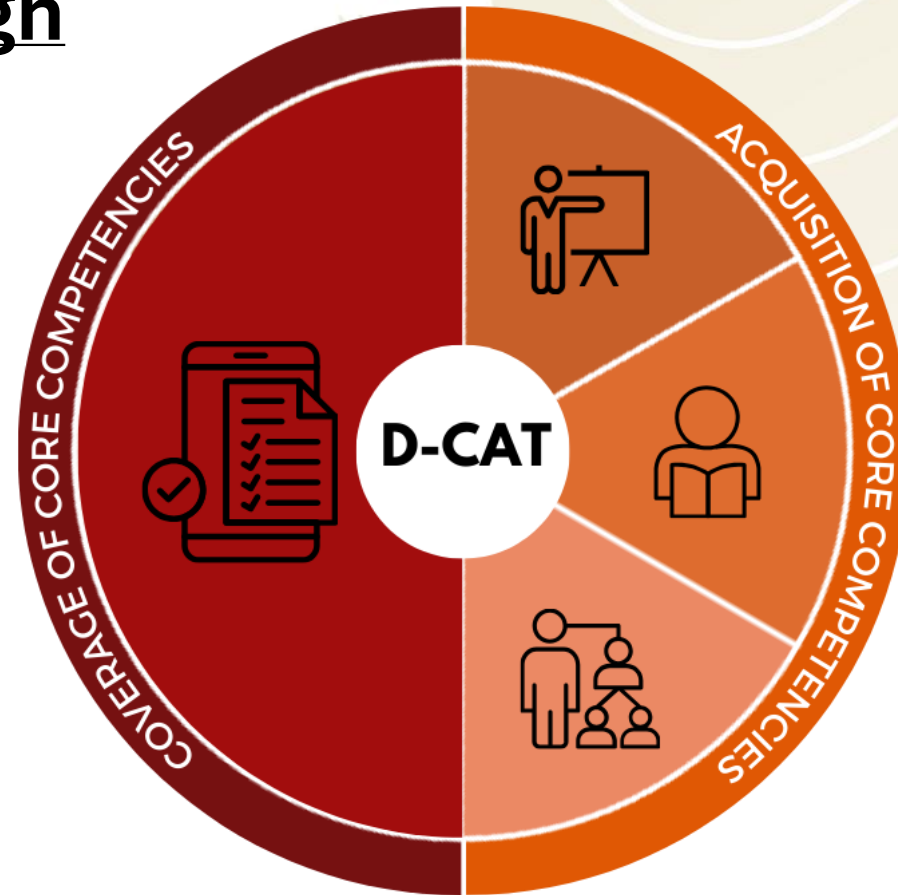
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# Assessment Design



## DIGITAL CURRICULUM ASSESSMENT TOOL FOR CAHWs (D-CAT)

e.g. Trainer

Is the average learner competent in explaining the importance of purchasing and using quality veterinary medicinal products from reliable sources?

For example, do they know at least one consequence of purchasing low quality products like decreased effectiveness or increased toxicity?

- Yes, they are fully able to perform this activity
- Partially, they can only manage some aspects of this activity or need additional assistance to perform it
- No, they are not able to perform this activity
- Not sure about their ability to perform this activity

Is the average learner able to list the sources/channels for obtaining quality veterinary medicinal products?

- Yes, they are fully able to perform this activity
- Partially, they are only able to manage some aspects of this activity or need additional assistance to perform it

Are learners acquiring the core competencies recommended by WOA?

2



Trainers



Learners







Supervisors

ACQUISITION OF CORE COMPETENCIES

## RESULTS DASHBOARD EXAMPLE

### Core Competency 7.2.1.

LEARNING OUTCOMES	COVERAGE	ACQUISITION	FOLLOW-UP ACTIONS
7.2.1.A: Explain the importance of purchasing and using quality veterinary medicinal products from reliable sources.	COVERED	COMPETENT	
7.2.1.B: List the sources/channels for obtaining quality veterinary medicinal products.	NOT COVERED	NOT COMPETENT	
7.2.1.C: Describe potential signs of counterfeit or substandard veterinary medicinal products, such as suspicious packaging, labelling, or product appearance.	COVERED	NOT COMPETENT	
7.2.1.D: Recognise and communicate the potential risks and consequences of using counterfeit or substandard veterinary medicinal products to the animal owners and keepers.	PARTIALLY COVERED	NOT COMPETENT	

Manuel de formation de  
**l'Auxiliaire d'Elevage**  
*Witineero gaaka bon-feeray nooyan tira*

**Rôles, fonctions et limites de l'Auxiliaire d'Elevage**  
*Witineero gaakasinyaka goyey*

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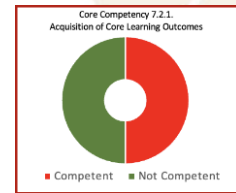
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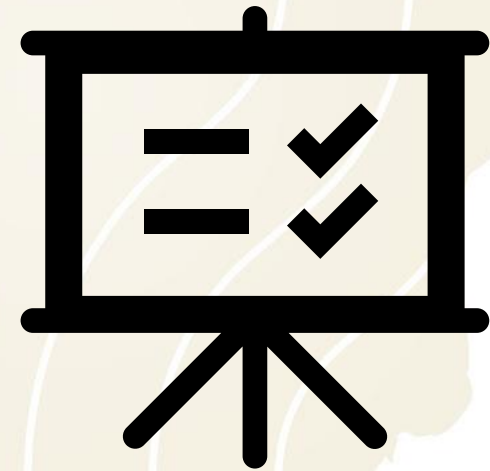
# TRAINED CAHWs





# Next Steps

- Creation of Materials
- Feedback collection



We want to make D-CAT the  
most useful and relevant for you!



Complete the interest  
form to get involved

Interested in helping  
us refine the tool?

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