STUDENTS ONE HEALTH INNOVATIONS CLUB

(SOHIC)

GUIDE

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TABLE OF CONTENTS

Page

Introduction

INTRODUCTION

A brief background to Students' One Health Innovations Clubs (SOHICs)

Africa One Health University Network (AFROHUN), formerly One Health Central and Eastern Africa (OHCEA) has promoted SOHICs as one of the strategies in pre-service training to support One Health experiential learning and promote breaking of disciplinary silos among the future One Health workforce. SOHICs are self-organizing platforms that among other objectives, promote building of requisite competencies among university students to create knowledge and awareness on critical health and health-related issues in the communities. Through their activities, SOHICs have impacted students, faculty and communities where they conduct outreach activities. Through these activities, SOHICs create societal benefits in areas of knowledge strengthening and behaviour change.

SOHICs with support from faculty and community supervisors, employ a service-learning model whereby the club members learn through delivering services to the communities and thereby creating positive change in prevention, preparedness and response to population health threats. The clubs aim to identify opportunities for strengthening cross-sectoral collaboration through students and alumni participation. The clubs can engage in various activities that promote interdisciplinary learning.

Partners engaged in building the One Health future workforce, including Africa One Health University Network (AFROHUN), recognize;

1. The importance of Students One Health Innovations Clubs (SOHICs) activities as an integral part of the efforts to develop a future One Health Workforce

2. That One Health learning experiences are enriched by self-organizing student organizations and activities.

3. The importance of promoting an environment which facilitates and recognizes individual and collective growth amongst the students through the space provided by the Clubs.

The Purpose of Students One Health Innovations Clubs (SOHICs)

Students One Health Innovations Clubs (SOHICs) provide students with critical opportunity for multidisciplinary collaboration designed to develop and strengthen One Health skills and competencies. Importantly, SOHICs provide an extracurricular environment for student engagement in primarily hands-on, community engaged outreach activities, and secondarily, in practical team-based learning exercises, such as case competitions.

Through participation in club activities, students have the opportunity to acquire foundational One Health skills and competencies needed to prepare them as One Health champions in their future education and workplace settings. SOHIC activities are designed to introduce students to the following novice-level competencies and skills;

- Networking
- Multi-disciplinary collaboration and partnerships
- Communication
- Project management
- One Health Leadership
- Gender, One Health and Infectious Disease Management
- One Health Policy and Advocacy
- Research

The Purpose of this Guide

This Guide for Students One Health Innovations Club (SOHICs) provides practical information to institutions (faculty and students) regarding establishing, maintaining, and managing a SOHIC. The guide provides information specific to student clubs focused on One Health activities that build specific skills and offer specific leadership development opportunities.

This document is not prescriptive nor is it intended to be exhaustive. It endeavours to consolidate into one document key information that may be useful to faculty and students intending to start up and manage a Student One Health Innovations Club (SOHIC).

This guide is divided into the following sections:

1. Establishment of Students One Health Innovations Clubs

2. Recruitment and orientation of students into the SOHICs

3. SOHIC Leadership and Governance structures

4. Implementation of SOHIC activities

5. Partnerships and collaboration, including with other SOHICs across the network

6. Faculty, and institutional support and Sustainability

7. Tools for Documentation, Implementation and Monitoring and Evaluation

8. Alumni engagement

1. Establishment of Students One Health Innovations Clubs

Establishment of a SOHIC in an academic institution without an existing club may happen in one of the following ways;

Students and faculty in a University with existing SOHIC may influence students or faculty in a university without a SOHIC. Information about established SOHICs can be secured from social media platforms, SOHIC websites, awareness creation events like

seminars, workshops and other experience sharing events. During these events, awareness will be created and students interested or faculty will initiate the process. Guests from institutions without SOHICs may be invited or event promotion materials may be advertised through posters, electronic blogs, or email list-serves at their institutions to arouse interest.

Students or faculty (with One Health interest and experience) may initiate the process of SOHIC establishment. Once the initiation comes from either students or faculty, the institution in which the SOHIC is going to operate will be requested to grant permission. Once permission has been secured from the institution leadership (e.g. Head of Department, Dean, or Chancellor), a sensitization workshop should be carried out. Relevant professionals who can share their experience in working with the One Health concept can be invited be invited to help the students and faculty understand the concept. The concept of SOHIC will then be fronted as a mobilisation platform for students to learn more about One Health and its applications for improving population health, and as a result have students embark on building their foundation for acquiring skills and competencies in One Health.

Registration of a SOHIC

Registration of the club is a good strategy to ensure recognition by the University and also ensure sustainability. For this process, students will be required to elect a steering committee to guide them through club registration. The club steering committee with guidance of a trusted faculty mentor should who is able to commit to guide the SOHIC activities. Students will be required to develop a SOHIC constitution in consultation with the mentor and other experienced stakeholders. Students will be required to follow university guidelines for registration of student bodies (these vary across universities). The

SOHIC should have a clear vision statement, mission statement and set of specific objectives. Examples of these are shown below;

a) Vision statement (Example)

"To live in a sustainable healthy environment without zoonotic diseases through a multi-disciplinary approach"

b)   Mission statement (Example)

'To minimize the risks of zoonotic disease emergence and spread of existing and new pandemic diseases''

c)   Specific Objectives (Example)

1. To support the One Health Initiative through organized involvement and collaboration with the environmental, public, and animal health communities

2. To support programs that endeavour to reduce human and animal disease and disability and improve human and animal population well-being.

3. To strive to improve communication, encourage collaboration, and enhance Integration of animal, human, and environmental health for the benefit of all.

Launching the SOHIC

Prior to the launch, members of the interim committee are encouraged to liaise with established SOHICs for guidance on how to roll out the activities. The first key activity will be to carry out university-wide awareness and sensitization campaigns. A recruitment process for new SOHIC members will follow the

launch. The steering committee will be required to host regular meetings to prioritize activities and define roles for SOHIC participants.

Club membership

Generally, the SOHIC members should comprise of the following membership categories

I. Executive member:

a. This shall be a member pursuing his or her studies (at Diploma, undergraduate or postgraduate level) at the specified University and is serving on the executive committee of the Club

II. Ordinary member:

a. This shall be any member registered by the club taking part in club activities but is not part of the Club's executive.

III. Associate member:

a. This shall be a member who will have finished his or her studies (at Diploma, undergraduate or postgraduate level) at the specified University and was once a member.

IV. Honorary member:

a. This shall be a member recognized for his or her technical, financial and moral contribution and active participation in the matters concerning the club

Formation of National level Student Clubs or Unions

To rally the country's student body through their institutional clubs to engage at national level and give visibility to One Health approach and its

utility. Such national-level coordination will enable the formation of a more cohesive One Health community of learners. A strong national student body can ably mobilise resources and organise national-level events, and can identify and access opportunities at national, regional and global levels, such as those provided by the International Students One Health Alliance (ISOHA).

The Community of Practice of SOHIC faculty mentors, working with AFROHUN Country Managers and Country Administrators, will work together in their respective countries to support the institutional club leaders to plan collaboratively for the formation of national level coordination. This will initially be done virtually using online platforms, such as WhatsApp, Telegram, and Zoom. Physical meetings may be organised when necessary and as resources become available.

The national-level Students One Health Innovations Club (N-SOHICs) will enable students to engage with historical and contemporary One Health issues as they bring their local institutional contexts and perspectives to national and global platforms.

2. Recruitment and Orientation of Students into SOHICs

Various models of recruitment and orientation of members into the SOHICs can be adopted by the different institutional SOHICs depending on the context.

Integration and orientation of new students into SOHIC

New club members should be recruited as they start their first year of University studies at undergraduate or postgraduate level.

At some universities, student bodies are provided a platform to speak during orientation programs attended by new students. The SOHIC should request inclusion in the program to present One Health framework and the word of SOHIC. Where possible, an information and exhibition desk can be set up in a strategic location for those who may have follow-up questions. Information materials like brochures, flyers, annual reports, newsletters and bookmarks, videos of previous club activities can be organised and shared at the SOHIC stand (if provided). Club members, knowledgeable in the SOHIC activities shall be identified to share information with the new students. Each student who visits the SOHIC stand will be encouraged to write his/her contact for follow up. Interested students will apply by filling in either online forms or printed forms and answering a few questions on One Health and their expectations in joining the club. Successful applicants will be individually communicated to and can also be officially announced in a SOHIC meeting. New SOHIC members start to participate in regular SOHIC activities.

Efforts should be made to interest and recruit international students studying at institutions where SOHICs exist or are being established as well as postgraduate students.

Recruitment can also be done through creation of awareness about the club in the colleges/faculties and schools through scheduled workshops/seminars, debates.

Representatives can be selected at those respective levels to promote the club and help recruit more members.

Recruitment of new students into the club has several advantages, including having plenty of time to inculcate the One Health framework in the students who will be in the University for an average of 3 to 7 years, while at any one time, there will be a growing population of young people active in the realisation of the One Health vision.

The SOHIC on-campus training and other events should be left open to all students in the colleges/faculty/school for the interested students to attend and learn more about One Health. Continuing exposure to information may encourage the otherwise reluctant continuing students to join the club. Posters, WhatsApp, campus radio, and other platforms that are frequently used by the students should be used to motivate more students to join the club; subject for discussion during meeting should be diversified to fit the needs of the potential new members.

Gender, disability and ethnic minorities are issues that should receive special attention while on SOHIC recruitment drives. Academic disciplines that are not among the traditional One Health framework shall be given special attention during recruitment. These may be, but are not limited to; sociology, computing, gender, performing arts, political science, information and computer sciences, engineering, agriculture, business administration and management. SOHIC executive members should design special strategies depending on the circumstances and context of the respective countries and institutions, to ensure students in these different categories of students and disciplines are included.
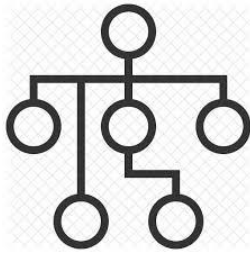
3. SOHIC Leadership and Governance Structures

Student One Health Innovations Clubs should be formal entities. Each SOHIC's constitution should stipulate how the club is governed. The constitution should clearly outline the student club membership, leadership structure and the roles of each leader, as well as the rest of the club's business and operational procedures. Considerations for gender, disability, ethnic minority, among other issues should be made to ensure that no one is left behind. No less than 30% of the club leadership shall be dedicated to these special categories of students.

In terms of leadership and management of the SOHICs, each SOHIC should have an executive committee comprised of the following (or their equivalent, depending on the country culture/context):

I. President

II. Vice president

III. Secretary

IV. Treasurer

V. Publicity Secretary

VI. Projects Coordinator

VII. College/School/Faculty representatives

The roles of each executive member are as follows:

<u>President</u>

The president shall:

● Head the club

● Preside over executive committee meetings

● Delegate any member of the club to do a particular activity or represent the President at a particular event

- With the help of the executive, develop an activity plan or strategic plan for the Club

- Head mobilisation of resources to support the Club activities

- Ensure all Club business is directed towards achieving the Club's vision and mission.

- Execute such duties as may be ancillary to achieving the Vision and Mission of the Club

Vice president

The Vice President shall:

- perform all duties of the President whenever the President is absent

- perform any duty delegated by the President

- represent the club at any conference, or external links as deemed appropriate by the executive.

Secretary

The Secretary shall:

- Send out official communications on behalf of the Club

- Convene scheduled Club meetings or such extraordinary meetings as the need may arise

- Be a custodian of all the club documents such as minutes, resolutions, register, the Club seal, the constitution among others

- Maintain an updated register of the Club

- Perform the general duties of the club with any other member as may be delegated to do so by the President

Treasurer

The Treasurer shall:

- In consultation with the executive, using the Club's workplan as the guiding document, shall prepare the Club's budget

- Coordinate the spending of the resources of the Club in accordance with the Club's approved budget and financial management procedures

- account for the resources of the Club

- Present the financial situation of the Club as and when called upon to do so to the Executive and General Membership of the Club

- Keep books of accounts of the Club

- Perform such other roles and duties that are in line or expected of a Treasurer

Publicity Secretary

The publicity secretary shall:

- Be the spokesperson of the Club, in consultation with the executive committee

- seek opportunities that can increase and improve the visibility of the Club and its work

- develop and share innovative communication and visibility strategies and products for the Club

- Shall perform any duties assigned to him or her by the President or his/her delegated officer

Project Coordinator

The Project Coordinator shall:

- Initiate and coordinate projects in the club

- Provide reports to the executive committee on potential new projects or project ideas

- prepare project progress reports for strategic visitors and club funders/donors

- Perform any duties as assigned to him or her by the president

College/School/Faculty representatives;

- shall be the contact person for the executive at a College/School or Faculty

- shall mobilize members at a College/School or Faculty for the club

- shall identify and share opportunities at the School/College/Faculty for the Club to engage in. These may include conferences, community outreaches, external visitors, recruitment opportunities, education moments for the Club, among others

Adjustments can be made to this proposed committee to suit the institutional context of the respective university. The composition of the executive committee members should aspire toward equal gender representation with 50% of the members being female and that there is appropriate representation from the various academic and professional disciplines such as animal heath, human health, and environmental health; with additional representation from the humanities, agriculture, engineering and others as may exist at the institution. These positions will be filled by registered students at the respective universities, by a popular vote by all club members present as stipulated in the club constitution.

It is encouraged, that a newly elected executive committee will be required to undergo induction training and orientation. This induction is meant to equip them with One Health leadership skills pertaining to their respective roles. Club mentors and patrons will be requested and encouraged to support the club to mobilise financial and technical resources to facilitate these orientation trainings. The training will either be conducted by the mentors or any other competent professional identified by the institution leadership.

The AFROHUN Secretariat will develop a training pack for this induction that will be used across the network. This training pack will borrow extensively from the One Health Modules, while new content will be brought in to address organisation management and growth needs of the SOHICs. Country teams will have room to adapt relevant aspects of the training to suit country-specific needs and circumstances.

Other trainings for the executive committee may include; Finance for non-finance managers, project management, managing voluntary human resources, fundraising and resource mobilisation, including writing proposals for projects and financial support.

4. Implementation of SOHIC Activities

SOHICs can implement many activities at their discretion and guidance from faculty mentor, depending on their skills/competence-building needs as well as national/institutional/community needs. SOHICS should be guided and encouraged to identify and engage in low cost but impactful activities. SOHIC activities can be implemented both on-campus and off-campus.

Identification of activities

Club membership should be encouraged to think about activity ideas and share with the leadership. Such activities should be in accordance with the established priorities by the government/regional/universities/local community and the prevailing needs. Priority activities may not necessarily align with specific student interests. This will help in institutionalizing SOHIC activities. The Club executive can then discuss the feasibility of the suggested activities and make a final decision with the guidance of the Club mentor.

The Projects Coordinator with the support of the Club mentor should have regular contact with the relevant ministries in the country to keep a tab on ongoing national and sub-national processes that can yield activity/project ideas for the Club.

Lists of projects with a One Health focus and those outside One Health but with potential to infuse One Health in them, in the institutions should be generated with faculty mentor's input so that these are lobbied to engage the SOHIC, where possible. This is one area where collaboration with projects and organisations within and outside the institution can be very helpful in ensuring the Club is active all the time.

The following section has examples of activities, suggested implementation procedure and the competencies being targeted by the particular activities.

Example 1: Hand Washing- Clean Hands Save Lives

Preparatory stage

- Develop the concept note and materials
- Select the school basing on the needs assessment and select the date
- Seek for inputs from the faculty lead and patron
- Inform the school administration
- The pupils should be prepared as well by their teachers
- Select the SOHIC students to be involved and inform them of their different roles in the outreach.
- Select the faculty and students' activity leads.

Community entry & partnerships

Time has reached:
- Debrief meeting with the administration and pupils leads especially the hygiene prefects.
- Tour of the key school areas (kitchen, latrine, dinning, if applicable)
- Meanwhile the pupils are gathered, and the training materials gathered.

Delivery & Implementation

- Listen to pupils' expectations
- Give a pre survey to the pupils to assess their knowledge
- Give out set of pictures showing the times for handwashing
- Ask each pupil with a card to come up and say what is in his/her picture
- Explain why we need to wash hands at this time
- Summarize all the times that we should wash our hands

- Demonstration on how to wash hands

When should you wash your hands?

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

The use of visual aids like these images can be useful
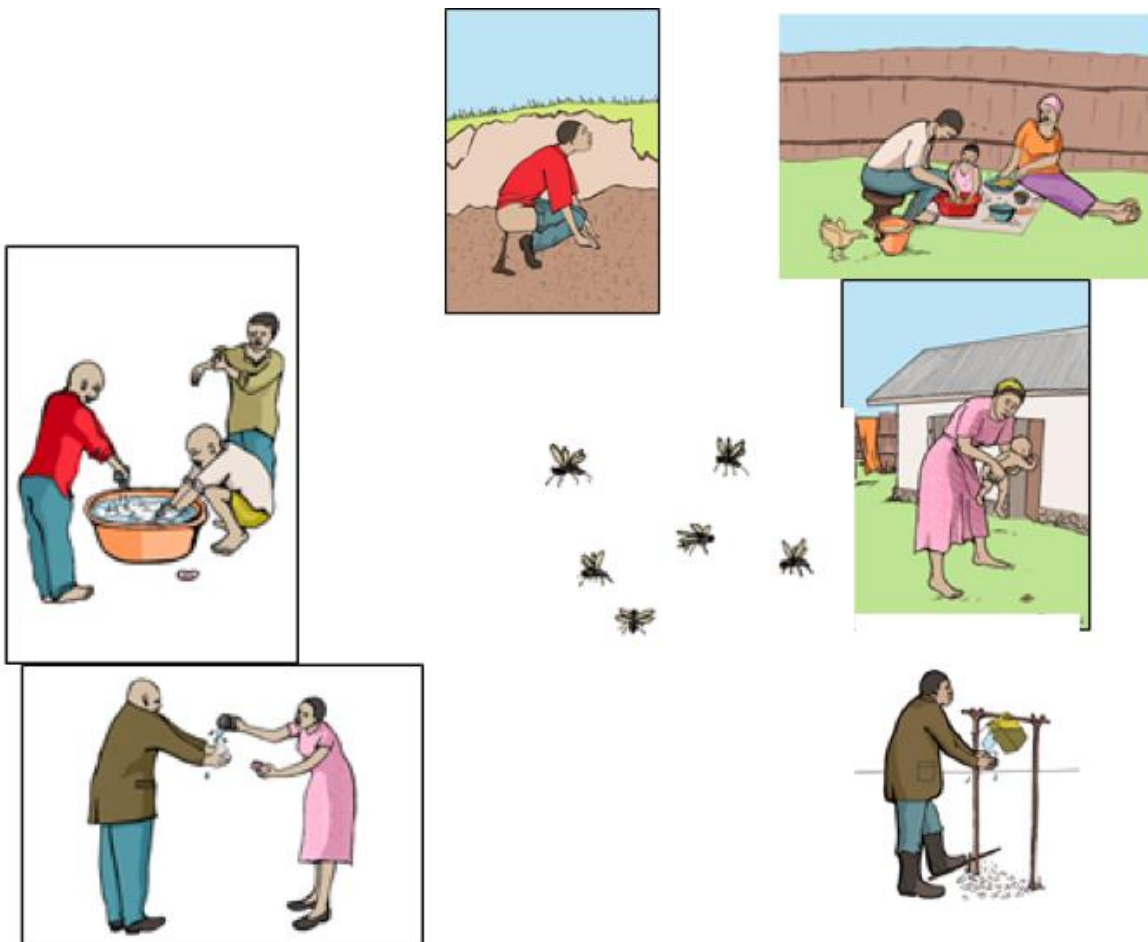
How should you wash your hands?

- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.

- Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.

What should you do if you don't have soap and clean, running water?

- use an alcohol-based hand sanitizer that contains at least 60%.

Hand sanitizers are not as effective when hands are visibly dirty or greasy.

How do you use hand sanitizers?

- Apply the product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the product over all surfaces of your hands and fingers until your hands are dry.

Evaluation

- Give time to pupils to ask questions
- Ask pupils some questions to assess
- Give them the post survey to assess their knowledge levels.
- Meet the admin and prefects to share the onsite findings, share the positive points, the gaps noted, action points generated and non-conformities if any.
- Make recommendations for improvement and carry some samples for evidence-based reporting.
- At the faculty,
  - The students fill a survey form to assess their learning skills from the activity
  - the students meet and compile a comprehensive report that is shared to all the stakeholders.
  - Follow up meeting with the school to review the action items and assessing their closure and sustainability of the new projects set up

Foundations for Skills and One Health One Health Core Competencies being built by engaging in this activity

Management
Awareness of his or her role as a Public Health actor
Learning objectives:
At the end of this activity SOHIC member will be able:
To demonstrate the right way to conduct Public Health awareness
To recognize the contribution of various disciplines in addressing OH challenges

Communication
To develop communication strategies (to effectively communicate with communities
Learning objectives:
At the end of this activity SOHIC member will be able:
To express themselves effectively to communicate with communities
To engage community members effectively for implementation of the campaign

Values and Ethics
Ability to demonstrate respect to others
Learning objectives:
At the end of this activity SOHIC member will be able:
To relate with others from the different disciplines and socio-economic levels

Systems thinking
Appreciating the contribution and importance of all elements towards the common goal
Learning objectives:
At the end of this activity SOHIC member will be able:

To design a comprehensive framework of a multidisciplinary approach towards OH challenges

Example 2: One Health Education Campaigns among University Students

Preparatory step
Define the key objectives of the campaign
Learning objectives by the SOHIC members / skills and competencies to be addressed (e.g. building students skills in communication, sensitization)
Participant related objectives (e.g. Create awareness on OH, recruit new members of the SOHIC, increase faculty participation in OH activities)
Identify date and venue
Identify facilitators (faculty, alumni, student leaders, government ministry staff)
Identify University / Campuses to be involved
Advertise the education campaign through posters, flyers, University radio, social media, use of student leaders etc
Preparatory meetings for facilitators and admin staff

Materials
Use the learning objectives from the module on OH Principles and Concepts to explain a specific local or global disease outbreak, such as COVID-19 emergence and crossover from an animal origin to human populations
Develop flyers / information leaflets on OH to provide to participants
Videos showing some examples of One Health in action – especially by SOHIC members
Pre/post-test questions
Sign in sheets to capture participants' details such as name, email address, phone contact, school / discipline, and year of study.

Community entry, and partnership engagement
University leadership: buy-in, authorization and well as official opening and closing
Student leaders: mobilization of students
SOHIC Alumni: Facilitate some sessions
Deans
Faculty / activity leads

Government Ministry staff (Vet, Health, Environment, Agric, Education, etc)
Media: local radio or TV to advertise and report on the activity

Delivery
One day-training training:
Registration of all participants / for tracking and accountability
Conduct a pre-test at the beginning
Power point presentations on One Health principles and concepts
Talks on actual One Health challenges addressed by government ministry staff (e.g. Ebola, Yellow Fever, Rabies, AMR etc)
Video shows on One Health in action by SOHIC members
Post training evaluation

Exit Strategy

Presentation on SOHIC and encouraging recruitment of new members
Distribute flyers and information sheets about OH and SOHIC
End of training evaluation to assess how participants liked the training
Debrief with university leadership
Write a report which should detail: what was done, when, who was involved, what were the results, and next steps.

Evaluation

Pre / post training to assess gain in knowledge
End of training evaluation to enable us understand how participants liked the training and what could be improved upon
Qualitative study to capture facilitators' perspectives in supporting designing and implementing SOHIC activities
Online evaluation after 6 months to assess how participants are using the knowledge gained, whether they joined the SOHIC and how helpful the campaign was

Foundations for Skills and One Health Competencies being built by students' involvement in this activity

Systems Thinking
Identify and explain core OH principles
Ability to understand inter/intra-professional linkages and relations
Appreciating the contribution and importance of all elements towards the common goal

Communication

Develop a common understanding of the concept OH (knowledge of the concept, understanding the concept)

Leadership
Motivate diverse disciplines towards OH goals
Promote mutual respect between different [professional] corporations compared to complex of superiority or inferiority

Collaboration and Partnership

Learning outcomes
By the end of this activity, participants will be able to:
Define One Health framework
Explain core One Health principles
Explain the roles of each discipline in addressing identified health challenges
Recognize the importance of various disciplines in addressing health challenges
Demonstrate interest in Joining SOHIC
Explain the value of networking and team building in addressing complex challenges

Example 3: Outbreak investigation of Rift Valley Fever for Pastoralist community
Preparation step

Background research regarding the community and RVF in the community.
Times of the year when the disease outbreak is likely to occur.

Community Entry and partnership
Engage the local veterinarian, environmentalist and the human doctor in charge and local government. With their help, we can engage community leaders e.g. chiefs, elders. Engage other organizations with similar interests and mandate e.g. FAO

Delivery and implementation
Sensitize the community on prevention of RVF in animals(e.g. vaccination, isolate sick animals, notify the vet) and in humans (e.g. wearing protective gear before manipulating delivery in animals, burying the aborted foetus, not eating uninspected meat, visit the hospital if unwell etc)
Sensitizing the community on RVF clinical signs (e.g. abortion etc) and the animals species affected (Cows, small ruminants)
Encourage them to vaccinate animals against RVF every year.
Informing them on how the disease comes about

Exit strategy

Provide the community with protective gear e.g. gloves to help prevent contraction RVF during manipulative delivery.

Encourage them to report to the relevant authorities e.g. the vet in case they suspect an outbreak.

Evaluation

Animal vaccination turn out.

Number of animals diagnosed with RVF from the Vet records

Number of RVF human cases reported to hospitals.

Samples collected from the animals for immunological assays for the presence of RVF

Foundations for Skills and One Health Competences being built by students' involvement in this activity:

Management

Resource management and mobilization

To identify the different resource providers

To utilize and account for resources secured

Activity planning and implementation

To describe the planning of an RVF outbreak

To describe the execution steps in RVF outbreak investigation

Ability to monitor and evaluate the process

The learners should be to describe monitoring and evaluation process during an RVF outbreak investigation.

Communication

Develop communication strategy

To apply innovative communication strategies

To demonstrate effective community communication skills

Data management

To demonstrate ability to collect, analysis, interpret and disseminate

Strengthening existing surveillance system

To develop RVF surveillance tools

Stakeholder/audience analysis

To describe the roles of the different stakeholders

Values and ethics

Accountability, flexibility and integrate

To demonstrate ability to utilize biosafety and biosecurity measures

To demonstrate ability to work with others

Leadership
Networking and team building
To describe the process of multidisciplinary team building

Collaborations/partnership
Interdependence within and among institutions
To describe on how the collaboration can made within and outside the institutions
Ability to harmonize a team
To describe how to work in a team
Identification of stakeholder
To be able to describe how to conduct stakeholder analysis

System Thinking
Apply systematic approach to understanding diseases outbreaks
To be able to demonstrate methods /steps to diseases outbreak investigation
Ability to identify key actors and support system
To describe how to identify key stakeholders and support systems during Outbreak investigation
Appreciating the contribution and importance of all elements towards the common goal.
To describe how to appreciate other people's ideas and the importance elements towards the common goal.

Culture, Belief, and Gender
Understanding and appreciating cultural/ethnic diversity
To demonstrate the understanding and appreciating of cultural/ ethnic diversity during outbreak investigation.
Ensure gender equality
To demonstrate gender roles during outbreak investigations

Policy and Advocacy
Establishment of OH databases
To describe how to develop OH databases
Share existing data across disciplines
To describe the ability to share data across disciplines

Data management
To demonstrate ability to collect data and put them together

Research management
Develop multidisciplinary and collaborative research

To describe how to involve different disciplines and work together

Develop an evidence – based practice

To describe how to develop an evidence-based practice

Example 4: Pasture improvement among pastoralists in arid areas

This had already been identified by the pastoral community as a priority challenge.

Preparation Stage

Develop an action plan and identify stakeholders

Prepare budget

Identify & obtain logistics

Identify &Invite stakeholders/ partners of interest

community leaders, local government, NGOs etc

Hold a stakeholders meeting

Aim:

To know each other/partners involved

Get a better understanding the target communities – Dos & Don'ts

Share the intervention/ plan

Determine roles & responsibilities of each

Training Plan, schedule community training

Identify & agree on ethical considerations

Student preparation

Seek permission from the relevant university authorities

Carry out student/participant selection

Training of trainers - on the topic & ethical considerations

Develop subtopics:

Methods of pasture improvement-

o Paddocking

o Harvesting and preserving during seasons of plenty

o Burning of old pastures to create space for new growth

o Use of feed additives e.g. molasses

o Demonstrations to some of these practices

Agree on methods of delivery – skits/ role play, flow charts, lecture, question & answer etc

Develop materials and tools for implementation and evaluation

Assign roles

Simulate/Practice before field visit

Revise & finalise materials and tools

Assemble materials, wrap up this stage

Community Entry, Engagement and partnership

Stakeholder meeting already covered part of these e.g. Roles given, community focal persons identified

Introduction of participants to the community

Organization of the target population into groups as culture dictates; - age, gender

Implement

Delivery/implementation

Conduct as per the simulation plan during TOT

Document experience

Exit

Agree on follow ups actions: Who? When? What?

Leave with the community the articles or materials that may be relevant to them

Provide your contact details

Appreciate the community for their hospitality

Evaluation

Pre: Assess what the community knows before the training

Post: Inquire from target population the lessons they have learned

Long term: 6 months later; to know if they have put into practice your recommendations.

Key Competencies and Objectives:
Management
> Identify and mobilize resources
> Prepare and implement a training plan

To;
> Assemble training resources
> Demonstrate ability to respond to an identified OH related community need
> Evaluate community knowledge gain after the training

Communication
> Public speaking
> Ability to develop and apply innovative communication methods (e.g. Skype, tweeter, Facebook, WhatsApp, etc

To develop training materials for pasture improvement

Leadership
To demonstrate effective teamwork and ability to lead
To assemble training resources
To demonstrate ability to respond to an identified OH related community need

Collaboration and partnership
> Ability to identify and work with partners

To;
> Demonstrate ability to work with identified partners

Culture, Belief and gender
> Demonstrate cultural and situational sensitivity in interactions with the local communities

To;
> Relate to community cultural beliefs, values and practices

Example 5: Rabies vaccination campaign for entire village

Preparatory stage

Brainstorming meeting

Assessment of current situation (health facilities)

Analysis of assessment data (need identification)

Prioritization of the village where the campaign will be conducted

- Stakeholder/partner/experts identification

Technical team meeting

Vaccines supplies

Participants

Equipment

Other logistics

Community entry, community and partnership engagement

Identify and contact community leaders

Place appointment

Discussion with community leadership and partners

Explain the objectives and purpose

Target households for the campaign

Schedule and duration of the campaign

Identify guides

Share the pre-assessment data

Official communication

Schedule of the campaign

Physical and human resources required

Community mobilization

Delivery/implementation phase

Arrival to the village

Arrange the required resource

Setting up of temporary animal health station

Temporary shelters

Vaccine cold chain

Waste management

Sensitization on objectives/purpose of the campaign to target groups

Registration of dog owners

Actual vaccination

Certificate award to vaccinated dogs

Exit strategy

Collect immediate feedback from the dog owners

Immediate recommendation for urgent issues raised

Discussion with the community leadership and field supervisors for feedback

Awareness creation on need for booster vaccination and importance of certificate for legal entities

Evaluation

Efficacy of the vaccine

FGD with community

Create a standard evaluation tool to assess the KAPB of students, field supervisors, mentors and community during the activity

Assess rabies burden post vaccination campaign

Analyse data and provide feedback to the partners

Generate a report and share with the concerned

Experience sharing workshop for various partners

Foundations for Skills and One Health Competences being built by students' involvement in this activity:

Management

Awareness of his or her role as a Public Health actor

Adapt training to the realities of public health

Capacity building

Create a OH action plan

Ability to develop and apply M&E tools

Ability to plan for management of diseases (prevention, eradication and control)

Ability to mobilize and manage resources (e.g. human, material and financial)

Impact assessment

Communication

Skills:

Data management (collection, analysis, interpretation and dissemination)

Stakeholder/audience analysis

Communication strategy (channels)

Public speaking

Mastery of language

Demonstrate capacity for connectivity within and across professions

Demonstrate effective communication skills across OH activities

To attain the communication skills

To develop communication strategies (to effectively communicate with communities, scientist, policy makers (leaders)

Ability to develop and apply innovative communication methods (e.g. Skype, tweeter, Facebook, WhatsApp, etc)

Developing communication strategies

Demonstrate effective communication

Provide communication skill training and tools

Strengthening the existing surveillance systems

Value and ethics

Skills:

Promote transparency and accountability

Be aware of own responsibility for the protection of the public

Promote a practice based on the lower risk

Protect intellectual property

Discipline and respect

Transparency

Honesty

Fairness

Demonstrate credibility

Demonstrate courage and perseverance in OH relevant situations

To be able to demonstrate accountability

To be able to demonstrate responsibility and honesty

Ability to demonstrate respect to others

Respect the code of conduct

Accountability, flexibility and integrity

Behave in an honest and fair ethical manner

Leadership

Skills:

Promote mutual respect between different [professional] corporations compared with
complex of superiority or inferiority

Develop an integrative vision

Strategic thinking and vision

Ability to motivate and delegate

Resource mobilization

Networking and team building

Multi-tasking

Public relations

Demonstrate decisiveness in OH relevant situations

Demonstrate effective teamwork

Ability to maintain composure

Ability to appropriately reaction to a situation

Demonstrate capacity to assess and control one's emotions or stress response

Leadership skills (negotiation skills, lobbying)

To be able to mobilize, coach, and mentor others

Conflict resolution and management

Ability to introduce and manage change

Motivate diverse disciplines towards OH goals

Influence OH stakeholders

Demonstrate the ability to lead

Collaboration and partnership

Skills:

Recognize own limitations and develop the spirit of complementarity (for each
discipline)

Diplomacy and international relations

Recognition and mutual respect

Ability to identify potential partners

Ability to identify interdependence within and among institutions

Ability to establish networking

Ability to harmonize a team

Conduct a needs assessment

Community mobilization

Demonstrate a commitment to building a trusting partnership

Identification of stakeholders

Creation and maintenance of strong links among stakeholders

Organize diversity into common vision

Systems thinking

Skills:

Develop a strategic vision based on opportunities and threats

Apply systemic approach to understanding disease outbreaks

Model and apply an effective systemic approach to addressing relevant OH issues

Identify and explain core OH principles

Apply OH principles in one's practice

To have a knowledge on ecosystem health

Ability to understand inter/intra-professional linkages and relations

Ability to describe and apply holistic approach in the management of diseases

Ability to identify key actors and support system

Ability to understand global trends

Making collective decision making

Appreciating the contribution and importance of all elements towards the common goal

Understanding the interaction, interdependencies and linkage in ecosystems

Culture, Belief and Gender

Skills:

       Motivate stakeholders/players (concept of value)

       Promote willingness for and culture of self-training

       Demonstrate cultural and situational sensitivity in interactions with the local communities

       Ability to recognize cultural diversity and respect of cultural differences

       Ability to reshape cultures, beliefs, and practices for proper management of diseases

       Ensure gender equity

       Understand the culture, religion, and beliefs

Policy and Advocacy

Skills:

       Policy awareness

       Policy brief writing skills

       Skills to lobby

       Stakeholder engagement

       Identify relevant existing policies for OH concerns

       Design a policy to address a gap

       Advocate effectively for policy implementation in response to gaps identified in assessment exercises

       Establishment of OH data bases

       Share existing data across disciplines

       Compile new data

Research

Skills:

       Develop an evidence-based practice

       Develop multidisciplinary and collaborative research

Learning Outcomes

       Able to plan, monitor and evaluate independently for the vaccination campaign

       Identify potential stakeholders and partners for the vaccination campaign

Describe the roles and duties of each stakeholders and partners

Apply the knowledge and skill of OH Approach during the campaign

Develop and disseminate the report of the vaccination campaign

Assessment of Competences

After every training event/activity, students should be subjected to a competence assessment to ascertain the competencies the training activity would have built in the individual students. This is very important, to be sure the training event/activity, the students have participated in is delivering the expected competencies. Competence assessments will therefore help generate a body of knowledge on how competences are built using the SOHIC space as a training approach.

Embedded here are two forms that faculty/Club leaders and activity coordinators, can use to conduct competence assessment.

One_Health_Training_
Activities_Competenci

SOHIC_Activities_Com
petencies_ObjectivesC

5. Partnerships and Collaboration

Partnership and collaboration are valued and necessary in One Health work, including student-level activities such as those that occur within a SOHIC. Certainly, partnership and collaborative efforts contribute to ensuring the success, visibility, and sustainability of the SOHICs within their universities, countries, and the broader AFROHUN network.

Partnerships aid in pooling resources together, including skills; hence designing and implementing activities that create more impact as opposed to working alone as the SOHIC.

Partnerships can be created at different levels and with entities of varying nature but with similar development objectives.

Partnerships and collaborations can be focused on one-off engagements like marketing an international day, or they can be on-going focused on implementation of a set of activities running over a considerable period of time.

Depending on the partners and SOHICs, such collaboration may require a documented MoU (Memorandum of Understanding)

Creating Partnerships and Collaborations

a) **Find a suitable institution for collaboration**

SOHIC leaders and faculty are responsible for seeking necessary and relevant partners and collaborators. Potential partners can be other SOHICs across the network or in SEAOHUN or other parts of the world.

SOHIC will appraise selected potential partner's history, vision, strategies, academic and technical expertise, and opportunities the potential partner presents to the Club, among other issues strategic to the SOHIC.

It is important to ensure that the objectives of the potential partner are complementary and compatible with that of the SOHIC to avoid getting into relations that will create conflict.

b) **Develop a shared vision between SOHIC and partner institution/collaborator**

SOHIC will start with the identification of shared goals and objectives. SOHIC will invest in effective communication with needed institution/ organization.

The following can be shared at this stage: each party's partnership policies and goals, individual and organizational commitment to the partnership, leadership, a formal framework of collaboration, among other key considerations.

c) **Gain institutional commitment from all parties**

Institutional commitment from both sides are very important to ensure possible progress and feasible duration of the partnership. An agreement on the roles of each side in the partnership should be documented, when it is necessary to do so.

Commitment can be stimulated by the following elements:

- Integrating the project/partnership into institutional development activities at all levels

- Institutional dissemination of the project/partnership to increase its visibility

- Inviting the presidents or top-level management to attend important meetings (kick-off, mid-term evaluation *etc….*) to raise their awareness of the partnership

- Formalizing the relationship, tasks and responsibilities of administration and integrating SOHIC into the institutional clubs' policy.

d) **Ensuring sustainability of collaborations and partnerships**

The foundation for sustainability finds its basis in what has been done well or not in the previous steps. Regular exchange of faculty and students, collaborative SOHIC and academic activities including the organization of seminars and symposia on a regular basis and the formation of collaborative research groups can all contribute to ensuring sustainability of the partnership.

Levels of Partnerships and Collaborations

SOHICs should be encouraged to initiate partnerships and collaborations at all levels possible and appropriate.

- *Partnerships and collaborations at National level*

These can be formed with government institutions and departments (including National One Health Platforms), national Non-Government Organisations, universities, and academic institutions (including with project leads working on health and health-related projects), private sector among others as long as they accept their work is not contradicting SOHICs core values.

- *Sub-national level partnerships and collaborations*

At this level, partnerships and collaborations can be formed with local governments (different levels depending on country structures), non-state actors working at that level, community health structures, among others as long as they accept SOHICs core values.

- *International level partnerships and collaborations*

Partnerships and collaborations at this level can be formed with similar students' clubs in other countries, SOHIC members in AFROHUN, OH related organisations/ institutions in the region and other parts of the world, International NGOs, relevant university units, among others. The International Students One Health Alliance (ISOHA) presents many opportunities for collaboration, visibility, learning and access to other opportunities. The ISOHA has room for individual students being elected on the Alliance's governing body as representatives of the continent as well as substantive officers.

- *Partnership with SOHIC alumni and other partners*

  - An alumnus is a former member of the SOHIC

  - They continue being members of the SOHIC in accordance with the guidance on membership.

  - They form an important part of the SOHIC

Benefits of working with Alumni and other partnerships:

1. Broader visibility of the SOHICs, their work and impact

2. Sustainability of the SOHICs through access to resources beyond what the SOHIC has

3. Information sharing

4. Linkages with industry for employment opportunities (Internship, Fellowship, scholarship) as a result of networking

5. Allows participation in national and international One Health activities that would otherwise be beyond the reach of the SOHIC

Members of the SOHIC, SOHIC leadership, SOHIC alumni and the patrons should be encouraged to leverage on their networks in creating linkages for the SOHIC.
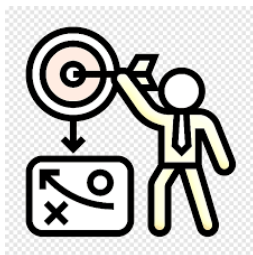
6. Faculty, Institutional Support and Sustainability

In order to do their work effectively, and to continue growing, SOHICs need support from both the institutions and faculty. The areas of support include but are not limited to;

- Facilitation of SOHIC registration within the university system
- Guidance and mentorship by faculty
- Encouragement- this being a purely voluntary undertaking students need encouragement to do the SOHIC work
- Support in the mobilization of partners, access to university resources through permission from the authorities, mobilisation of external financial and other resources and growing the club membership
- Role models and One Health Champions to inspire the young generation
- Reviewing the students' reports and other documents for further management
- Provision of supervisors who will oversee students proposal/project and project report writing
- Assessment and adoption of SOHIC identified courses that may not be in the curriculum

- Provision of attestation letter to students who participated and completed SOHIC projects upon student's graduation.

Mentorship:

Definition of mentor: - one who provides knowledge, advice, depending on the learner's career development goals

He/she can also share with a mentee information about his /her own career path.

Roles of the mentor

✓ guidance

✓ Provide motivation and emotional support

✓ Position oneself as a role model

✓ Help students to explore careers, setting goals, developing contacts, identifying resources, student supervision

Note: the relationship can be a structured program that has specific expectations and guidelines, or it can be informal and grows organically

The mentor should develop mutual trust, value the mentee as a person, maintain confidentiality and help the mentee to solve problems rather than giving directions. SOHIC members, especially the leaders need mentorship to develop into leaders and managers.

Club Sponsors

This individual encourages or helps a person, a cause, or a work, a furtherer and a promoter; a person who protects, supports, or countenances, a defender, an advocate or a person of distinction under whom a person [or club] places herself / himself.

SOHIC Sponsors should be influential to the community in which the SOHIC is located.

Unlike mentors whose role involves working closely with the club for technical guidance and growth, the Club Sponsor is more of a cheerleader; providing moral support, connecting the SOHIC to opportunities at all levels, promoting the SOHIC within the Sponsor's circles, among other things.

The Club Sponsor must be elected by the SOHIC members with the guidance of the mentors and other relevant members of the institution.

The SOHIC executive can solicit for nominations, draw a shortlist which can be presented to the membership and then voted upon. When choosing a Club Sponsor, the following should be taken note of;

- ➢ that the person identified shares the values and interests of the Club

- ➢ That the person is passionate about One Health issues

- ➢ That the person enjoys working with young people

- ➢ That the person understands their roles in life of the Club

- ➢ That the person has a clean social and professional profile

- ➢ The Club Sponsor may or may not be a staff of the institution where the SOHIC is located

Other issues to consider:

- • The SOHIC should determine in their constitution the term duration for the Club Sponsor.

- • No legal status or binding obligations.

- • The Club Sponsor has no role in the management of the Club or the way funds are spent. However, as a person whose reputation is key to their professional survival,

Sponsor have a vested interest in ethical management of the entities they associate with.

- The title of Sponsor can be withdrawn by the SOHIC, or returned by the Sponsor, if the views or activities of the SOHIC or the Sponsor are incompatible with, or inappropriate to the other party

- Sponsors are not paid for their support of the SOHIC activities.

- Overall, Sponsors help to make SOHIC work possible by contributing time, skills, profile, contacts, credibility, networks and/or money

Faculty who are already supporting SOHIC activities and other interested members of staff can provide support and ensure smooth operation of the club. They can support the SOHIC in conceiving and organising activities, including but not limited to identifying potential partners and funding opportunities.

Faculty can also;

✓ Engage student in sharing their SOHIC experiences using various platforms

✓ Emphasize higher order cognitive activities in the classrooms focusing on One Health

✓ Interact with students and challenge them academically, especially in One Health-related issues

✓ Organise enriching educational experiences

Institutional Support

The Institution is the College/University/school in which the SOHIC students are found. All SOHIC should be members of the institution and they should have legal entity within the university to get support for their day-today activities

The role of the institutions in supporting the SOHIC will be;

- ✓ To facilitate registration of the SOHIC with in the university system

- ✓ Work in close collaboration with the SOHIC executive committee to ensure ethical management of the Club

- ✓ Help supervise the various activities performed by the SOHIC

- ✓ Provide transportation, finance, and stationary materials for the implementation of activities, where possible

- ✓ Discuss community outreach activity ideas in close collaboration with the SOHIC executive committee

- ✓ If possible, provide space and other required logistics for running the SOHIC affairs

- ✓ Allocate some time for the orientation of newly-joined students during the university/college level orientation

- ✓ Provide the required human resources whenever requested for, for necessary trainings,

Sustainability

Sustainability of the SOHICs means the ability to attract financial and other resources as well as continued attraction of new members to ensure the survival and growth of the Club.

To ensure sustainability, SOHICs can do the following;

- ✓ Where it is possible, SOHICs should be registered with the University as a students' association/club to be officially recognised and able to access some of the University resources, like vehicles, administrative support as well as other benefits like partners and collaborators. This would anchor SOHICs into regular university programs, including joint attachments for students from different disciplines and the identification of projects in the university where students could be engaged. Registration of the club should be as per the country/university rules and regulations

- ✓ Make deliberate efforts to raise operating funds through membership registration fees (where permissible). The fee should be set at a level that an average student will find affordable. Such funds would help to run the day-to-day activities of the club. Identify and prioritise engagement activities that require minimal financial investment

- ✓ Work through partnerships and leverage on the partners' resources (financial and non-financial) to deliver on the planned activity.

- ✓ Sustainability and survival of the SOHICs requires continued mobilization and retention of members to create a critical mass of young people engaged in realization of the One Health concept and approach. Recruitment drives should target postgraduate students as well. They come with benefits including having been in service and having access to potential networks and partners.

- ✓ Integration of certain One Health activities into the routine university training activities - including internship- for all disciplines involved in internship or community-based education.

- ✓ Preparation of strategic plan for the SOHIC

- ✓ Preparation of an annual workplan to guide activities to be undertaken in a particular year

- ✓ Establishing One Health clubs in various elementary and high schools

- ✓ Establishing community networks in different sites that can support SOHIC work

- ✓ Information sharing with field-based collaborators and community leaders

- ✓ Identification and organizing One Health field-based training demonstration sites

Means of generating Income

✓ For income generation, the SOHIC members should closely work with their mentor and the Champion/Sponsor to look for possible sources of funding from inside and outside the institutions through writing various grant proposals.

✓ Funding can also be raised by the SOHIC students through selling of University products and souvenirs at affordable cost to their colleagues and outsiders. They can also screen health and health-related videos/movies, stage drama shows, among other activities.

✓ Approaching staff implementing research and service projects related to the mission and vision of the SOHIC. These project owners can also be sources of information for grants to which students may submit proposals and applications.

✓ Training in grants writing is a long- term investment strategy that the SOHICs can consider.

7.   **Alumni Engagement**

Alumni: have completed their studies at the University and have been members of the SOHIC at that University.

Alumni can be a source of inspiration and motivation by sharing success stories on the application of the One Health approach in their workplaces and professional careers. They can work as a link between the theory of One Health and the practice. Alumni therefore should be engaged by the SOHICs through various strategies that can be designed by the different SOHICs depending on the country context.

Social media platforms can be a good space where alumni and current students can interact, share experiences, share project and activity ideas, and share resources and opportunities on One Health. Each SOHIC should have a specific database of members who are entering their final year of their program ready to join the alumni database. At the end of each academic year, SOHICs can organize a farewell ceremony for final year members, during which representatives of the alumni will be invited to welcome them to the alumni platform. Certificates of membership can be awarded.

Lobbying for the Club

Alumni working in Health-related institutions could use this opportunity to advocate for the club and facilitate student engagement with their current workplace (public or private). This can include advocating for internship placements or training opportunities. In the case of field activities at their institutions, for example, student support might be required to provide an experiential learning opportunity while also helping these institutions to carry out their mandates.

Field mentorship and supervision

Alumni in health-related institutions could be instrumental in supervision of club members during field trainings, community programs or placements.

Guest speakers and lecturers

Alumni can also be harvested as excellent resources for guest speaker and lecturer events.

8. Documentation, Implementation Tools and Monitoring and Evaluation

a) Documentation tools

Documentation is an important requirement for all SOHICs; a good documentation strategy will enable sharing of success stories, storage of data, and serve as reference for future activities.

Documentation of SOHIC activities will be a shared responsibility; students good at observation, note taking and digital recording (photography and video recording) will be encouraged to carry out documentation for the different activities. Overall, this component of the SOHIC work will be overseen by the Club's Secretary with guidance of the faculty mentor, depending on the nature of the activity.

The following documentation tools can be adopted by SOHICs;

- Websites - designed well and updated in real time, a website can be a good way of documenting and telling the SOHIC story. Websites can serve as centres where students' work and achievements are documented and packaged for public consumption.

- Field activity reports/videos/images – images and video footage should be action that tell the story of what was happening with minimal use of words

- Minutes (Template) - of executive committee meetings, general SOHIC meetings and of any other meetings.

- Blogs - students reflecting over their experiences and sharing what they have learnt and how the process has impacted them. Blogging by students and faculty is encouraged for the sharing of experiences where students and faculty can reflect on what they are doing in One Health and how this is impacting them. It is a good way for knowledge-sharing and transfer.

- Newspaper publications

- Email list and updates to all SOHIC members

- Social media (Facebook, WhatsApp, twitter, etc.) - posting of updates in real time

- Counter books - working as logbooks for individual students and the leadership

It is important that official documents and sensitive announcements are reviewed by the Club mentor before being uploaded to the website or social media platforms. This review will ensure accuracy and integrity of the information and safe-guard against plagiarism. The Publicity Secretary with support of the institution's IT staff will be responsible for uploading such reviewed content.

Documented information to be kept, may include:

- Membership register, including student's name, school, program and year of study

- Annual calendar of activities/Year Planner

- Success stories

- The Club constitution

- Templates for monitoring and evaluation

- Minutes of meetings

- Videos and images taken during SOHIC activities

SOHICs at country and institutional level, with the help of the mentors, can lobby units responsible for communication function within the universities to create dedicated space on the different communication channels and products for the SOHIC so that SOHIC issues and activities are mainstreamed in the institutional structures. Visibility of the clubs and their work will be enhanced, and this contributes to attracting partners and collaborators which in turn strengthens sustainability.

Implementation tools

All SOHICs will generate implementation materials to enable proper execution of their intended activities. Such materials may include but are not limited to:

- Gantt chart - set project timelines and track progress

- Concept note of the activity or implementation plan

- Activity/project budget

- Materials needed depending on the activity, e.g. vaccines, seedlings, etc

- Personnel/implementation team- these may be students, supervisors, technicians, etc.

- List of any hardware or software tools needed

- Facilities like labs, storage facilities, etc.

- Publicity materials (banners, posters, fliers, etc.)

Dissemination

For visibility and greater impact, success stories and activity reports should be disseminated to reach SOHIC members who were not part of the activity, partners and the general public. Such information must be peer-reviewed and edited by the mentor to ensure accuracy. Outstanding outcomes from SOHIC work will be published in relevant reputable journals.

Other means of dissemination may include:

- Notice boards and other places

- Conference/seminar/symposia presentations

- Unique reports for all stakeholders (Ministry, Community, Faculty, Donors)

- Articles on websites

- Mass media reports and articles - newspapers, radio, TV

- Blogs- by students, faculty and partners

 Monitoring and Evaluation

Monitoring and Evaluation will form a key component of SOHIC activities management. After coming up with a list of activities that the club will implement over a period (preferably a year), the executive committee members should develop a Gantt chart. This chart will among others, show all the activities and the time within which each activity will be implemented. This will provide a schedule that will help to plan, coordinate, and track specific tasks. The projects coordinator or another designated member of the executive committee will be responsible for updating the Gantt chart with changes as soon as they occur. The updated Gantt chart shall be shared with the mentor on a quarterly basis.

It is important that reports are produced for each activity that is implemented. SOHIC executive committee members need to remember that "what is not reported is not done". Whereas each club may agree on the template of the report to be used, it is important that the report reflects the following 6Ws:

1) Who-Who was involved i.e. in organizing and implementation as well as the beneficiaries;

2) What -What exactly was done?

3)When -When was the activity implemented;

4) Where -Where was the activity done?

5) So What? -What makes the activity you implemented so important that people should care? The reports should also include good quality action photos, where they are available.

In addition to routine monitoring of activity implementation, efforts should be made to evaluate the implemented activities. The evaluations should seek to answer questions such as:

- What lessons/competencies have the students gained from the activity?

- How do the various stakeholders (SOHIC members, faculty, community supervisors / collaborators, and community members) perceive the learning outcomes from the SOHIC activities?

- What are the students' and faculty views on designing and implementing SOHIC activities?

- How do community stakeholders feel they have been impacted by the student activity?

- What should be done to sustain SOHIC activities?

SOHIC members, with guidance from faculty should use low-cost approaches to conduct the evaluations. The approaches could involve use of online survey tools (especially for faculty and students since most of them have emails and can access internet), conducting group discussions where appropriate (this can also be done for students and community members). Additionally, other than conducting evaluation as stand-alone activities, they could be done as part of another activity e.g. if a team of students travels to a community to implement activity X where activity Y was implemented sometime back, the students can organise a focus group discussion with community members to evaluate intervention Y. By so doing, the students would be able to implement activity X as well as evaluate activity Y at the same time.

Annual audits to SOHICS should be made by the patron/ faculty lead to assess performance in the previous year as per the Gantt chart as well as ascertain if the set objectives were made at all levels of learning.

Other areas that shall be periodically assessed include gender representation, inclusion of students with disabilities and ethnic minorities to identify opportunities for targeted recruitments and incentives. These assessments will focus on representation on leadership structures, membership to the club as well as opportunities provided for participation in club activities.

9. References and Resources

Online.mwf.org//site/Doc server/How to start an Environmental group in your schools

International Student One Health Alliance - https://isohaonehealth.wordpress.com

One Health Platform – Student Competition: https://onehealthplatform.com/one/student-competition/overview

Veterinary Students for One Health (UC Davis):
https://ohi.vetmed.ucdavis.edu/education/students-one-health

AAVMC: https://www.aavmc.org/students-applicants-and-advisors/one-health-and-research-related-student-opportunities