



## Word from the CEO

Hello Reader

Welcome to the AFROHUN One Health Digest. We are happy to have you once again, sharing with you our work in developing a One Health workforce. We thank you for your interest and the support we get from many of you.

In this edition of One Health Digest, we are delighted to share with you work done across the network in the areas of knowledge management strengthening, alumni tracking and plans for alumni engagement, using experiential learning approaches to develop a field-ready workforce, and how we are repositioning our programs to deliver what is relevant to our consumers. In different ways, we are also broadening the reach of the One Health concept, from the traditional One Health disciplines.

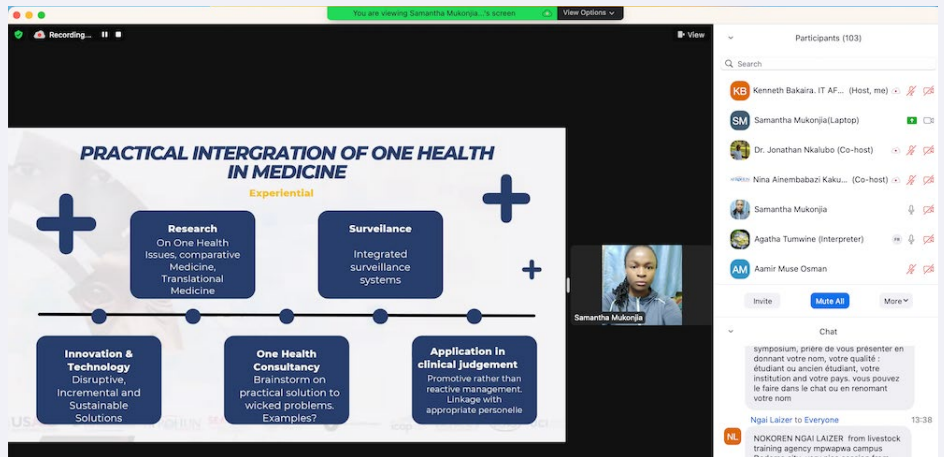
We are happy to share with you the outcome of the alumni and students' symposium; it was an amazing experience for the students, alumni and us here at AFROHUN Secretariat. The impact that AFROHUN has had on the continent's workforce was evident in the quality of the presentations, The keynote speakers, both former leaders of SOHICs, exhibited exceptional quality in their speeches.

A few months back, we conducted our first major alumni tracking exercise and the results are quite enlightening.

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## ENGAGING STUDENTS AND ALUMNI FOR IMPROVED PROGRAMMING AND RELATIONS

### The AFROHUN One Health symposium for students was a resounding success



AFROHUN organized a virtual two-day symposium that featured student presentations on work arising out of their activities in the field and other training programs, skills-building sessions, panel discussions, and other events. This symposium provided a unique platform for students and alumni to share what they had learned and how they had been changed by these experiences.

Students are our major currency; the bulk of the work that we do involves building One Health competencies among the pre-service workforce. AFROHUN has in the recent past started an aggressive process of

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To achieve the best health outcomes for people, animals, plants, and our environment

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Our alumni are occupying key positions of technical and policy influence and they have continued to share the One Health knowledge they gained from our training programs. One very heartwarming feedback from them is that they are very much interested in continuing to associate with AFROHUN as mentors, mentees, guest speakers, trainers, and CPD consumers.

Through the provision of small research grants, we have enabled students to contribute to pressing evidence needs for national One Health policy and practice decision-making. Read about these efforts in Cameroon and Senegal.

Rabies is a serious endemic disease in our communities and as AFROHUN, we do have a responsibility to work with other partners in efforts to eradicate it.

Through our very active student clubs, we have had numerous campaigns in all countries geared towards working with communities to eradicate this disease, which is on the priority list of zoonotic diseases in many countries.

Very good news from AFROHUN Kenya. The long process of developing the Master of Science degree in Infectious Disease and Global Health is finally

over. With much pomp, fanfare, and excitement, the program was launched. We very much welcome our first cohort of students.

Well, we have a lot more for you. Just sit back, relax, and enjoy your reading!

**Professor William Bazeyo**  
Professor of Occupational Medicine and Chief Executive Officer - AFROHUN

## From page 1

alumni tracking and engagement to improve the design and delivery of training programs. This work is done with USAID financial support under the One Health Workforce Next Generation project, implemented with technical support from a University of California Davis-led consortium of US universities and agencies.

Conducted virtually over two days for two and a half hours each, the symposium under the theme, **“One Health Workforce Development: Voices and Experiences of Students and Alumni”**, the symposium attracted over 100 participants from across Africa.

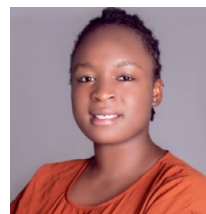
Opening the symposium, the AFROHUN Chief Executive Officer, Professor William Bazeyo welcomed and encouraged the students and alumni who participate in the symposium, to keep sharing feedback with AFROHUN to enable the network design training programs that address emerging competence needs in the field. He noted that the network has contributed tremendously to the development of One Health capacity for the region, by training close to ten thousand pre-service and in-service professionals. He expressed the need for the different partners working in the region to come up with strategies on how they can come together to create synergies and work more efficiently.

Mr. David Wolking, the OHW-NG Technical Director noted that

in One Health work, students and alumni are the ones often connected to communities, creating a bridge between communities and universities. It is therefore of utmost importance for universities and networks like AFROHUN to keep them engaged. He emphasized that most of the AFROHUN success stories are focused on student activities, especially experiential learning stories. He shared his own student experiences with One Health.

The keynote speaker for Day 1, Dr. Samantha Mukonjia gave a powerful delivery of how she has managed to integrate One Health into medicine, which she considers ‘the unpredictable science’. She pointed out the importance of clinicians taking on a One Health approach as they engage their patients.

**“When I am with a patient, I look at them from the perspective of a member of a large community, living and interacting with many other people, and animals and working within a certain environment. I know there are certain beliefs and practices that affect health outcomes too. This way, one can take the patient’s history in a wholesome manner”, she shared.**



Dr. Mukonjia is formerly a Students One Health Innovations Club President at the University of Nairobi

College of Health Sciences and is now based at the Kakamega County Hospital.

Day 2 keynote speaker, Mr. Abdoulaye Samb shared his practical One Health experience as an environmental health student. Mr. Samb who was once President of the Senegal Students One Health Innovations Club (SOHIC) now works at the National One Health Platform and is undertaking his PhD studies. He shared that his One Health training built his engagement skills which have enabled him to engage key stakeholders at national and local levels.

**“At the National One Health Platform, it has been easy to transfer the knowledge to practice because there are many sectors represented and One Health is our core business. Working with people at the community level is one of the best ways to translate One Health knowledge to practice”, he noted.**



He noted that environmental issues are not yet at the forefront of One Health debates and narratives, yet current occurrences like famine, drought, extreme weather conditions, and loss of forest cover affect food security, which is emerging as a real-world crisis. Managing these effectively, he says, will require a change in the way professionals are trained.

At the conference, the Chair of the SOHIC Technical Working Group (TWG), Professor Salvius Bakari Amuri, presented the SOHIC roadmap, noting that the dream of the TWG is for Africa to become a model for One Health workforce development. He noted the need to innovate for the One Health approach to ensure it truly impacts policy in a meaningful manner. The TWG is also focusing on strategically cultivating data from students and alumni to be able to work better and smarter as AFROHUN continues to develop impactful training programs and support alumni better. The rest of the story is available via <http://bitly.ws/FDzc>

## Tracking One Health Alumni

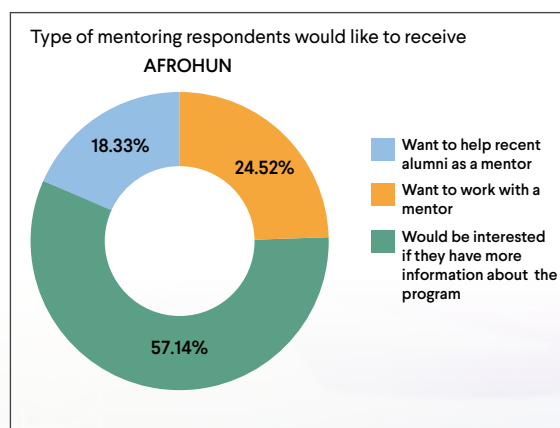
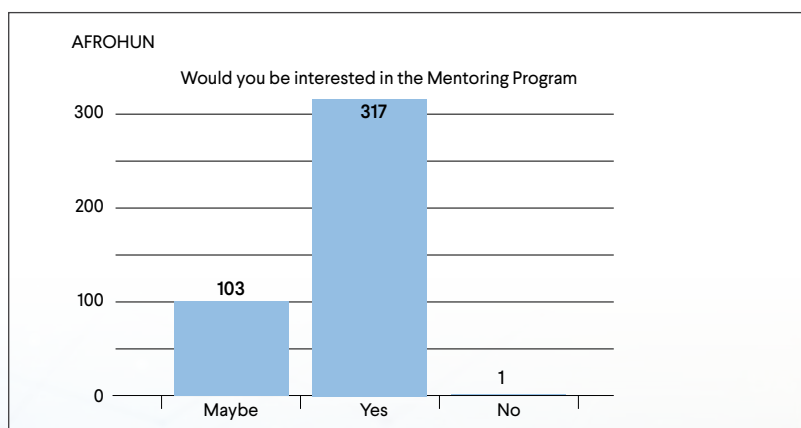
Africa One Health Network (AFROHUN) has been in the business of building a One Health workforce for the continent for over 10 years. Currently over 10,000 pre-service and over 3,000 in-service professionals have undergone One Health training at different levels. To enable the network to develop evidence-informed training programs, we recently embarked on a process of creating strong links with its alumni. After piloting alumni tracking in Year 2 of the OHW-NG, the alumni tracking survey was scaled up to Tanzania, Ethiopia, Cameroon,

Senegal, DRC, and Uganda. Over 400 alumni responded to the survey and the responses provided useful insights into future engagement strategies. An alumni engagement strategy is now being developed to guide the process and ensure mutual benefits. Many expressed interest to be mentored and also mentor others.

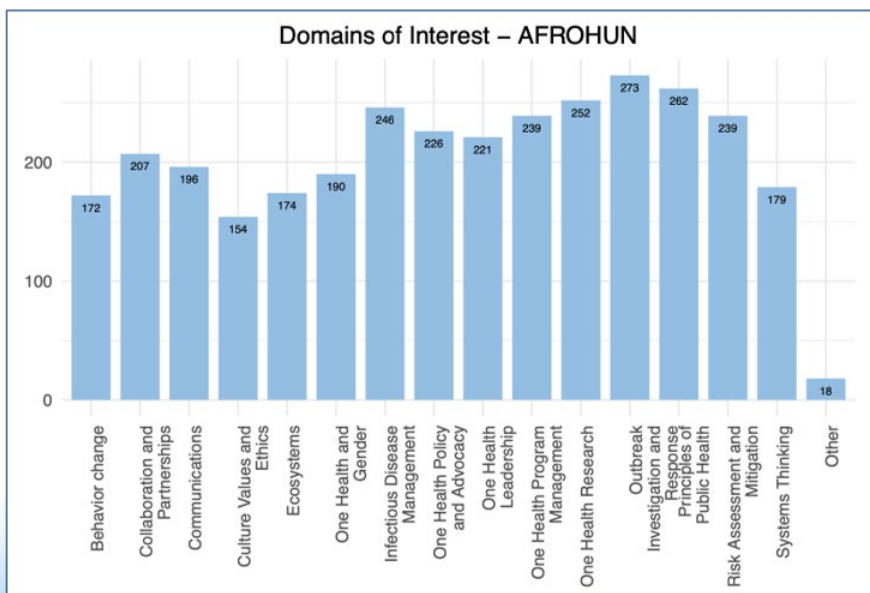
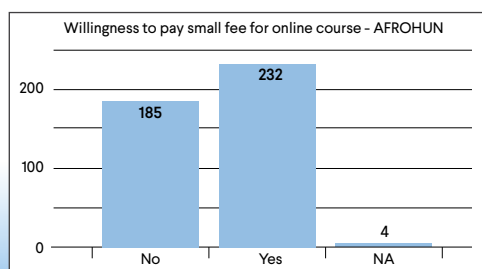
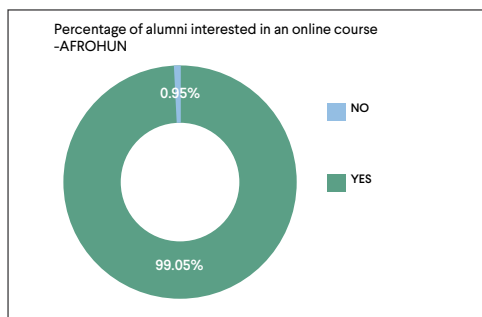
We also had alumni indicating that they would be happy to source for and support AFROHUN with funding support, while others are already working as faculty in universities and are ready to support AFROHUN's work there.

There is also strong interest in continuing education among the alumni although few can pay for the education. However, through partnerships and engagement of employers through the Employers' Forum, this challenge can be addressed, fully or partially.

With over 99 percent of the respondents saying they are ready to take up online courses, the issue of fees may also be addressed as costs are likely to go down with courses mounted on virtual platforms.



### AFROHUN ALUMNI WOULD LIKE TO CONTINUING EDUCATION BUT MOST IF FUNDED BY OTHERS





# RESEARCH AND KNOWLEDGE TRANSFER GAINING SPEED AT AFROHUN

## Small Research Grants Program in Cameroon: Enhancing the Understanding of Complex Public Health Issues through a Multidisciplinary Approach

In Cameroon, we developed a small grants research program that has enabled students to learn by working in a collaborative approach. Over the past two years, AFROHUN Cameroon has worked hard and has institutionalized the small grants program to promote interdisciplinary, inter-sectoral research and collaboration across seven universities. This grant scheme targets undergraduate and postgraduate student research teams consisting of at least three different disciplines. One of the key eligibility criteria is the formation of multidisciplinary student teams and mentors while ensuring gender equity. The grants program has moved students out of their comfort zones, to working with other disciplines.

*“I have always been in my comfort zone until this adventure with my fellow students from other fields. I was able to learn from others and understood that alone, it is difficult for me to solve a (complex) scientific problem effectively. My wish is that AFROHUN Cameroon continues to give this opportunity to students to learn, in a practical way, the unique skills of collaboration, coordination, ethics and communication.”* **MEGUE KENMOE Paule**, a Biologist and former student at Udm.

Since 2021, two rounds of small grants have been awarded to 18 students (10 females, 8 males). The disciplines involved include veterinary medicine (6); animal sciences (3); human medicine (5) and environmental sciences (4). This research activity allows students to conduct field investigations and

laboratory analyses on various OH topics such as antimicrobial residues from local fish farming system in Cameroon or studying the genetic diversity of *Cryptosporidium* species in children, neonatal calves, and water sources in the southwest region of the country. Experience gained through the grant program has greatly influenced the beneficiaries while carrying out their duties.

*“As chair of the SOHICs at Udm, and recipient of one of the small grants, I have come to appreciate the need to collaborate with students from other disciplines to answer complex research questions. This experience has greatly influenced the way I work in my current position.”* **Élise Djien**, Former Udm SOHIC President.

## Strengthening the Capacity of Senegalese early career researchers in One Health research through a small grants program



*SOW engaging community members in research*

In Year 3 of the OHW-NG project, AFROHUN Senegal awarded six scholarships to four masters and two Ph.D. students. In addition, two small grants were awarded to two multidisciplinary teams with a total of 12 recipients, to conduct research using a collaborative

approach. To enable the small grants and scholarship recipients to become more efficient, three pieces of training were organized that focused on methods for multidisciplinary research, scientific writing, and policy-brief and fact-sheet development.

AFROHUN Senegal provides small grants to early career teams of researchers on an annual basis. This support framework is a boon to young researchers given the limited financial resources for research in Senegal, particularly in One Health. During the grant period, recipients undergo training on multidisciplinary research methodology and scientific writing to strengthen their skills in the OH approach and to allow them to successfully complete their research projects. Mr. Mouhamadou Moustapha SOW was one of the small grants program beneficiaries under the second cohort. Currently, this young researcher is a Ph.D. student at the Université Cheikh Anta Diop (UCAD) and is applying the skills he gained from the grants program to carry out his duties in

an Antimicrobial resistance (AMR) project under the National Institute of Agricultural Research.

“Small grants were the trigger for an awareness of the role that we must play as students wishing to continue in research to provide solutions to the problems of zoonoses and AMR. Currently, I have started my Ph.D. and intend to capitalize on the skills received during the research training from AFROHUN Senegal to carry out my work,” declared **Mouhamadou Moustapha SOW**.

Mr. Sow and his research team worked on the research topic ‘Analysis of the risk of transmission of Avian Flu in Senegal’. He appreciated the opportunity which

allowed him to participate in conducting studies that address complex public health threats using a One Health approach and to collaborate with different disciplines.

“This initiative of AFROHUN Senegal is an opportunity for us young researchers, which allows us to work on OH-related public health issues within multidisciplinary research teams in order to propose sustainable solutions,” **Mouhamadou Moustapha SOW**.



Following the successful completion of the research taken under the small grant award, Mr. Sow and his team had a chance to share their project results during the 2022 Senegal National One Health Platform Research and Development workshop that focused on zoonotic diseases and AMR. The team also developed a journal article from their findings.

“My team and I were able to produce an article, which is not yet published; but we hope it will be the case soon,” **Mouhamadou Moustapha SOW**. The small grants program impacted the career pathway of Mr. Sow and seven other early career researchers by creating collaboration opportunities for them.

## ONE HEALTH COMPETENCE-BUILDING THROUGH EXPERIENTIAL LEARNING



### Global Health Case Competitions becoming a staple in AFROHUN institutions

AFROHUN Cameroon yet again organized another Global Health Case Competition (GHCC) that attracted twelve teams from 3 member Universities. Three sessions of the GHCC were conducted on Infectious Diseases, the One Health (OH) Concept, and disease outbreak management, to enhance students’ competencies in communication, community engagement, and problem-solving skills. The competition also aimed at stimulating interest in creating Students One Health Innovations Clubs (SOHICs) in the participating institutions and beyond.

Through the GHCC, AFROHUN Cameroon continued to enhance students’ understanding

of government systems, policies, and priorities in relation to the management of epidemic-prone diseases in Cameroon prior to in-service deployment, thus addressing core competency needs, related to OH. In this period, twelve teams from three member Universities (University of Montagne

(UdM), University of Ngaoundere (UN), and University of Buea (UB)) participated in the first round of the GHCC. At a minimum, two females were required in each of the five-person teams, in addition to members coming from different disciplines.

Four teams from two

different universities qualified for the second round of the competition. In the second phase, two of the four teams qualified for the third and final round of the competition. At the end of the competition, the AVENGERS team won the competition with an idea that focused on Monkeypox.



Members of ‘The Avengers’ team pose for a group photo with the AFROHUN Cameroon Country Manager, Prof. Arouna Njayou (front row, middle in white tunic).



# Building Students' Capacity for rabies prevention in Côte d'Ivoire

One hundred and forty-one (141) final year students from Institut National de Formation des Agents de Santé (INFAS), Unité de Formation et de Recherche des Sciences Médicales (UFR SM), and Institut National de Formation Professionnelle Agricole (INFPA) benefited from a face-to-face and online training on certification for rabies control using modules on the Global Alliance for Rabies Control (GARC) educational platform.

In September 2022, during his internship in a hospital in Abidjan, Mr. Assouan Michel applied the knowledge gained from the rabies training to provide appropriate care and guidance that saved the life of a patient bitten by an unknown dog. Mr. Assouan is a 7<sup>th</sup>-year medical student of the Unité de Formation et Recherche Sciences Médicales (UFR-SM) at Université Felix Houphouët Boigny (UFHB). He participated in a rabies training organized for graduating students by AFROHUN Côte d'Ivoire. Three training sessions were held in May 2022 at the Faculty of Medicine, UFHB, the National Institute of Training of Health Workers (INFAS), and the School of Specialization in Livestock and Meat Trades of Bingerville (ESEMVB).

Professors from the Faculty of Medicine and the School of Para-veterinary facilitated the training. They encouraged the students to reach out to parents, relatives, and friends to take their dogs for vaccination to avoid being infected with rabies in the case of dog bites. The instructors also emphasized the measures that doctors should take following exposure to a bite or scratch by a dog or cat such as taking a patient to a specialized service facility for post-exposure management in case of rabies. The Director of Veterinary Services created a WhatsApp group for students to continue sharing and discussing rabies. After the workshop, Mr. Assouan took



*Students at the different universities that participated in the rabies awareness and vaccination campaign, attend one of the training sessions.*

up the initiative to sensitize his parents, neighbors, and friends about rabies and its prevention. Following his advice, some of those he engaged took their pets for vaccination, paying for the service, which demonstrated the value and urgency they attached to the matter, after the interaction with him.

“The training on rabies is very important because it allowed me to maybe save the life of this patient. In the service where I was that day, I was the only one who knew the protocol for the follow-up of a person bitten by a dog. So, I shared the training link with medical students that were together with me on an internship that had not participated in the rabies training.”  
**Mr. Assouan Michel**, student UFR-SM-UFHB.

## Mobilizing Students to Implement Rabies Vaccination Campaigns: the Tanzania Experience

In Tanzania, there are inadequate human resources in the districts to vaccinate animals against life-threatening diseases such as Rabies. However, students from universities and other training colleges constitute a ready pool of individuals that can be called upon for disease control/eradication efforts in communities. Students from these institutions can be mobilized to participate in implementing such campaigns at a low cost compared to utilizing regular employees. To leverage this student resource, AFROHUN Tanzania utilized its recognition by the Prime

Minister's Office (PMO) which houses the One Health Coordination Desk under the Department of Disaster Management, to support students' assistance during rabies vaccination campaigns. While providing an essential service to communities, this strategy also provided invaluable field experience for students in OH competencies. Challenges encountered included inadequate financial resources to support student participation and difficulties in procuring rabies vaccines for the campaigns. However, collaboration with Food

and Agricultural Organization (FAO) to procure vaccines was a helpful action. We learned that to continuously leverage the low-cost student resource in such activities, funding support is required for greater impact. To address this need, negotiations are ongoing with the President's Office of Regional Administration and Local Government (PO-RALG) and the Ministry of Livestock and Fisheries (MOLF) to provide financial support to students as well as transportation to the field on a regular basis through internally generated funds.

# Using Multidisciplinary Students for a Rabies Sensitization and Vaccination Campaign in DRC

Rabies is one of the priority zoonotic diseases in DRC. The 2030 Rabies Elimination Plan, whose implementation is led by the Rabies Technical Working Group of the National One Health Platform, outlines actions toward rabies elimination in DRC including community sensitization and rabies vaccination campaigns. To contribute to this goal, AFROHUN DRC supports students to engage in community rabies awareness and vaccination outreach.

Learning from previous activities, this year's rabies outreach had a few changes. After undertaking an online rabies training, students from different disciplines attended an in-person one-day training, where they were exposed to rabies epidemiology, symptoms, post exposure prophylaxis, and prevention strategies including risk communication and community engagement.

They also practiced community entry and designing communication messages and before their deployment. These sessions strengthened the students' understanding of rabies and activity planning. The 51 students who participated in the two-day event came from the faculties of Medicine, Veterinary Medicine, Social Sciences, Communications, and Environmental Sciences. On day 1, students conducted a sensitization campaign, reaching 5000 community members in Kinshasa and Lubumbashi. Each group of students was supervised by a veterinary officer and a faculty member. On day 2, the Rabies Technical Working Group provided vaccines that were administered by veterinary officers supported by students to vaccinate up to 400 dogs. Through this activity students improved their knowledge of rabies and learnt community engagement strategies



A photo of Prisca Kabangu being interviewed by a member of the mass media who attended the event

and multidisciplinary collaboration.

“With a social science background this activity helped me to learn about rabies and to understand my role toward rabies elimination. I was thinking that this is only for veterinarians but now I

understand that without community engagement it's very difficult to achieve rabies elimination in DRC. As a social scientist, I have the right knowledge to help with the community engagement with such activities.” Prisca Kabangu, a Social Science student.



Left: Community members bringing their dogs for vaccination and right; a student speaking through a megaphone to mobilize community members for the exercise.

“Despite my knowledge of rabies, it was not clear to me how a multidisciplinary approach can be useful for rabies elimination. Through this activity, I was able to see that in action.” Love Biaba, a Veterinary Medicine student.



## AFROHUN Côte d'Ivoire establishes two more Student One Health Innovations Clubs

Student One Health Innovations Clubs (SOHICs) have continued to grow and gain prominence as a key student-centered training approach in AFROHUN. AFROHUN Côte d'Ivoire established two more SOHICs; one at Université Félix Houphouët-Boigny (UFHB) and the second at Université Nangui Abrogoua (UNA). This year, prior to the establishment of the clubs, online and face-to-face engagement meetings with Deans, faculty, and student leadership were held to introduce the One Health approach. Thereafter, one-day meetings involving 30 students per university were held. Collaboration with these student clubs will allow for more extensive participation of students in activities that promote One Health in universities and other training institutions in Côte d'Ivoire.

## Another cohort of Ethiopia students trained in infectious disease management

Thirty-five (35) final-year students (40% female) from Jimma and Addis Ababa Universities, coming from the disciplines of veterinary and human medicine, nursing, public health, environment, biology, and animal sciences were trained in Infectious Disease Management (IDM). The training covered concepts including One Health

## A one-day mini-conference following the field experiential learning placement was held, attracting over 100 university students, faculty, and other stakeholders

Students shared their experiences, including One Health case scenarios observed, and suggested interventions. In addition, panel discussions were organized under three themes: “Advancing the OH Response to Antimicrobial Resistance (AMR)”; “Zoonotic Disease Surveillance and Control using the OH Approach”, and “The Role of Pre-service (students) and in-service Workforce in One Health”. The discussions were an additional opportunity to raise student awareness about OH challenges in their settings, the need for a multidisciplinary and collaborative effort, and the capacity needed to effectively respond to the identified OH challenges.

The program offers multi-disciplinary students the chance to uncover health issues in a specific region in Rwanda. This year, the activity took place in Rwinkwavu where students learned about water-borne diseases and human-animal interaction through water sources, and interacted with the general community, farmers, and their animals. The site is also close to the Akagera

fundamentals, infectious disease epidemiology and multidisciplinary approach in IDM, the global burden of disease, outbreak investigation, gender, infection control, leadership, risk communication, and systems thinking. Teaching approaches included problem-based learning and simulation exercises.

## Rwanda’s Post-Demonstration Site Field Placement conference addresses Key One Health issues

Using a multidisciplinary approach, 40 students participated in a Field Experiential Learning placement in Kayonza District. This site was chosen because it is one of the established demonstration sites, and is an arid place with severe water shortage. The challenges identified by the students during the attachment included tsetse fly infestation, rift valley fever as well as lack of protective gear for the miners in the area. Students worked with community members to identify and document health issues, prioritized the challenges, and developed interventions using locally available resources. Interventions included awareness through information posters and disseminating this information at the district in collaboration with the health promotion and disease prevention officer. The participation of the district office in this activity provided an opportunity for partnership between the universities and local government.

National Park making it an excellent study point for One Health issues.



Students and other delegates listen to presentations during the mini-conference.





*Left and Right; students engage community members during the students' attachment at the demonstration site.*

Sandra Makaka, a third-year student of Environmental Health Sciences at the University of Rwanda was among the students who participated in the placement. As an Environmental Health Sciences student, Sandra learned how to apply OH concepts in her area of practice. She identified health issues in collaboration with the community and fellow students as part of a learning process. The first lesson Sandra learned from the field experience was that cooperation and teamwork yielded the best community health solutions. Sandra improved her problem-solving skills and understood the importance of collaborating with the community.

“Participation in the demo site activity improved my appreciation of the One Health concept through interaction with multidisciplinary colleagues,” Sandra shared.



Working with other students, Sandra raised awareness

about the dangers of waterborne diseases, encouraging the community to find a more viable alternative source of drinking water. Additionally, Sandra had the opportunity to participate in other community health campaigns, including immunization of livestock against Rift Valley Fever and educating the community on the prevention and control of the disease. Additionally, Sandra and her colleagues also had the opportunity to develop strong relations with farmers and provided them with tsetse fly traps to help fight the flies that are vectors to Trypanosomiasis, a chronic disease among the farmers' cattle.

“Getting rid of tsetse fly will increase our milk production and improve the health of our cows. Although not all farmers got traps, we are happy with the students' voluntary initiative to provide us with traps.”



**Jackline**, a farmer in Kagyeyo area bordering Akagera National Park.



*Sandra and other students engaging the community members.*



# REPOSITIONING PROGRAMS IN RESPONSE TO EMERGING CAPACITY NEEDS

## Kenya One Health field experiential learning program reviewed for robustness



*A community member sharing his indigenous knowledge with students.*

AFROHUN Kenya engaged five faculty from the two Universities that are members of AFROHUN, in updating the Kenya One Health Field Experience to make it more robust, incorporate new ideas, and address measures for the sustainability of the program. The review was informed by the lessons learned over the last five years. GHS partners from CORE Group, Kenya Red Cross Society, and FAO joined the AFROHUN team in conducting this review.

AFROHUN'S field experiential learning approach was developed to contribute to the improved capacity of countries to respond to any emerging pandemics in the region, through the expansion of the human resource base needed to detect and respond to potential pandemic disease outbreaks. For Kenya, experiential learning contributes to the realization of aspirations and objectives as stipulated in the One Health Strategic Plan for the Prevention and Control of Zoonotic Diseases in Kenya (2021-2025).

AFROHUN Kenya has been running field experiential learning training since 2016, with slightly over 100

pre-service participants going through the program which entails students, faculty, community, and government professionals working together to address joint complex health problems through long-term research, training, and outreach at human-wildlife-livestock-environment interfaces. Some of the program participants have utilized the experiences to further their studies as well as secure opportunities for employment.

Following an impact assessment carried out in 2020 (AFROHUN Kenya 2020), it was observed that there

was a need to align the program to changing trends, as well as the need to respond to client/stakeholder needs as captured in UNFAO-OIE-WHO and UNEP Quadripartite agreements. This formed the basis for the review. Subsequently, the goal was refocused to reflect the current needs and aspirations of the program, and study sites expanded from the initial two (in Amboseli and Laikipia ecosystems) to other five ecosystems making a total of seven, course content expanded to incorporate additional skills and/or competencies and opportunities for collaboration expanded.



*A long view of students and community members during a dialogue at community entry stage.*



## Understanding gender gaps in access to higher education at the KSPH in DRC

During Year 2 of the One Health Workforce – Next Generation project, the USAID Health Office in DRC engaged AFROHUN and the OHW NG Global Consortium to assist the Kinshasa School of Public Health (KSPH), an AFROHUN member institution, with the administration of the MPH scholarship program and integration of OH into the program’s curriculum. The objective of this program is to strengthen the pipeline of OH professionals in DRC. The program targeted in-service professionals working within the Ministry of Health & the Ministry of Animal Health. In Year 3, AFROHUN DRC worked closely with KSPH’s leadership to support the program’s administration in recruiting the second cohort of 30 scholarship recipients (19 males and 11 females).

Unfortunately, with only 26% of the applicants to the program being female, this gender imbalance needed to be addressed. Every year, the school receives less than 30% of its applications from women. By 2021, KSPH had trained more than 1,450 MPH students, of which only 261 were female while 1,189 were male. However, there was a lack of data to explain the factors behind the gender gaps in enrolment, recruitment, and selection of candidates. We, therefore, conducted a study to identify the gender barriers to access to higher education. A mixed-method study complemented by a document review was conducted.

The study provided an in-depth understanding of the factors associated with gender gaps relating to access to higher education in general and the MPH program at KSPH. It was noted that the major barriers were socioeconomic and cultural factors in nature. Most of the women who were interested in applying for the MPH program faced financial challenges; negative/prohibitive family/cultural influence and being unaware of the existence of the USAID-funded scholarships, among other factors. Below we share insights from the study participants on key factors identified.

“The family does not favor the woman to do higher education especially when she is not married, because the priority of the family is marriage and the surroundings also obstruct as well as society which says that the woman is weak even if she studies, she will not do anything with it,” said a **female participant** during the focus group discussion.

“The husband or fiancé is also a big obstacle especially if he knows that after studies the wife will have a higher level of education than him. Culture also an obstacle,” said a **male participant** during the focus group discussion.

“Marriage is the first obstacle, especially if you have children. It is not easy for the husband to let you go but also the distance especially for women in the

provinces, not to mention the in-laws that intoxicate {influence} the husband,” said a **female participant** during the focus group discussion.

One of the successful candidates of the program, Mayala Masiata Viviane, a medical doctor in the Health Economics track working with KSPH in the Department of Management, suggests that a lot needs to be done to encourage women to take up the program.

“We should encourage women to apply. It is not easy when one has children and other commitments at home to take on such training. But if the woman has the will and determination, it is possible to make it. This {scholarship} opportunity was good because it took good care of us. Me, I have been married for 3 years now and I have a child of 2 years, but I have the determination to study. Even when you are in class there are (people at home) calling you. But you must have the will to continue,”

It became clear that there is a need to create awareness about the scholarship program to reach the intended beneficiaries.

“A real problem of communicating on the existence of the scholarship, almost all women doctors in my area don’t have this information,” said a **male participant** during the focus group discussion.

The understanding of these factors will guide the development of mitigation strategies going forward.

## AFROHUN Kenya Pilots a New Course for frontline workers

Piloting of the short course for frontline workers developed in Year 2 of the OHW-NG project was conducted, where 402 multidisciplinary pre-service and in-service professionals including faculty, were in attendance.

The short course was developed following a training needs assessment (TNA) for frontline health workers, which identified lapses in; communication; use of digital technologies, provision and use of personal protective equipment, deficiencies in prevention, preparedness and response mechanisms, community engagement networking and collaboration among frontline workers especially during pandemics. A stakeholder review of the TNA proposed the development of a course, with modules, and topics that address the gaps that were identified.

The online training on digital communication tools and applications was accredited for Continuing Professional Development (CPD) by the Kenya Veterinary Board (19 CPD points), the Environment Institute of Kenya (25 CPD points), and the Public Health Officers and Technicians Council (CPD points to be awarded as per the council guidelines). Most of the participants (95.1%) indicated that the training was useful in providing information needed to effectively participate in digital communications for improved healthcare delivery, as a

frontline worker.

Some of the areas the participants were trained on include digital health information systems including the digital health enterprise architecture, communication tools for One Health support e.g., USSD codes, KoboCollect, the Kenya Animal Biosurveillance System (KABS) and the FAO-ECTAD Decision Support Tool (DST).

## Moi University finally Launches the Long-awaited MSc IDGH Program

AFROHUN Kenya launched the MSc IDGH curriculum after a six-year-long journey of program development. The launch was held on 29<sup>th</sup> September 2022 and was officiated by the Ag. DVC of Moi University in charge of Administration, Planning, and Strategy, Sir Prof. Ambrose Kiprop. It was attended by several partner

representatives, including Food and Agricultural Organization (FAO) Kenya, World Health Organization (WHO) Kenya, and other Global Health Security Agenda (GHS) partners and professional regulatory bodies among others. Three full scholarships were awarded for the program, courtesy of Prof Mining, a faculty at the Moi University School of Medicine, through the European Union (EU)-funded Partnering for Health Professional Training in African Universities (P4PHT-II) project.

The mood was celebratory, the ambiance set, the tape ready, and the air of expectancy was palpable. This was the setting for the launch of the MSc Infectious Disease and Global Health (IDGH), program by Moi University, at the Eka Hotel, in Eldoret. The event concluded an exercise whose journey began during USAID's One Health Workforce project. After its inception in 2016, the University of Nairobi and Moi University jointly

developed the MSc IDGH program, which is unique in Kenya and beyond. The process involved conducting a needs assessment, benchmarking both regionally and internationally, stakeholder workshops, and the approval process at the level of the two Universities and the Commission of University Education (CUE).

The program received three fully funded scholarships for students, courtesy of Prof. Simeon Mining of Moi University School of Medicine, through the EU-funded 'Partnering for Health Professional Training in African Universities' (P4PHT-II) project.

The conference room burst out in celebration minutes after 5 pm EAT, when the ceremonial tape was cut by Prof. Kiprop, revealing the curriculum mock-up. This marked the official launch of the program. Guests agreed that this was a memorable event that ushered in this timely curriculum and program.



“The program has come at the right time, because the world currently faces a lot of challenges with pandemics. I think this program is timely, very timely,” **Dr. Carol Sawe**, Department of Human Nutrition, Moi University.



“It is a good and timely investment in human capital development. In the context of global interconnectedness, the epidemiological transition, marked for Africa, by the double burden of communicable and non-communicable diseases, and the global devastation of the COVID-19 pandemic, Kenya, and indeed the world needs this graduate program.” **Professor Blessing Mberu**, Head of Population Dynamics and Urbanization, African Population and Health Research Center, Nairobi, Kenya.





# Tanzania integration of One Health Content into diploma and certificate curriculum

Since the One Health Workforce project days, OHCEA and now AFROHUN Tanzania has been working with various institutions in the country to downscale One Health modules developed by the network, by integrating content into diploma and certificate curricula. As one of a series, this year, AFROHUN Tanzania held a workshop in Bagamoyo to integrate One Health content into the diploma and certificate training programs curricula. The workshop focused on newly identified diploma programs that were left out during the initial phases of content integration. During the workshop, One Health content was incorporated into the diploma and certificate level curricula for Clinical Dentistry programs as well as the revised format of the Environmental

Health and Medical Laboratory Certificate and Diploma curricula. The five-day workshop involved nineteen (19) participants from diploma and certificate colleges, the Ministry of Health, the National Council for Technical Education (NACTE), Muhimbili University of Health and Allied Sciences (MUHAS), and Sokoine University of Agriculture (SUA). Participants were tasked with integrating the One Health content into their curricula. The drafts of the three programs that were developed, were then submitted to the Ministry of Health for validation and subsequent approval. Management and Development for Health (MDH) {a non-profit public health organization in Tanzania}, provided support for the integration of the content into

National Technical Awards (NTA) levels 4, 5 and 6 curricula of Clinical Medicine, Nursing and Midwifery, Environmental Health and Medical Laboratory in collaboration with the Ministry of Health in order to facilitate approval by NACTE. These curricula will be validated by NACTE and approved by the Ministry of Health for national rollout.

This brings the total number of diploma and certificate curricula with One Health integrated to 9. They include: Clinical Medicine, Nursing and Midwifery, Environmental Health, Medical Laboratory (human and animal), Wildlife Management, Pharmacy, Livestock and Fisheries, Agriculture Production, and Dental Health.

# Implementation of the first One Health Fee-Based Continuing Professional Development Course in Tanzania



*District professional staff that participated in the One Health training, work in groups on specific tasks.*

AFROHUN is gradually working towards weaning itself off heavy donor dependence. In this respect, AFROHUN Tanzania piloted the first fee-based One Health CPD course among in-service personnel at the district level and members of professional councils of Tanzania. In 2021, AFROHUN Tanzania in

collaboration with five professional councils, developed the course with support from USAID. The course covers important OH competencies, including leadership skills, emerging and re-emerging infectious diseases, and AMR among others. The workshop attracted a total of 20 participants

and covered OH competencies that included: leadership, emerging and re-emerging pandemic threats, antimicrobial resistance (AMR), an overview of OH concepts and practices, systems thinking and OH, team building and conflict management and resolution in OH, risk assessment, communication

and management, disaster preparedness and response, the structure of the Tanzania One Health Coordination Desk and role of stakeholders. Field visits were also organized. The course is expected to be run on a yearly basis by the two AFROHUN member institutions, which have been accredited to run it for the next ten years. The course will constitute an income-generating avenue for the two institutions and AFROHUN Tanzania. This activity will have a significant impact when more professionals enroll and obtain credit points for their licensure. The course was first piloted and following the successful pilot, AFROHUN Tanzania with support from the Secretariat, conducted the full-scale fee-based course. Nine professionals attended the course, while two participants from the Rwanda Council of Veterinary Doctors and faculty from the University of Rwanda also attended the course to learn from members of professional councils in Tanzania about the process of involving councils to establish OH CPD courses. AFROHUN Rwanda is

planning to run similar courses soon.

Dr. Onesmo Peter Mandike is a Veterinary Officer working in the Department of Agriculture, Livestock and Fisheries at Arusha City Council in Tanzania. To continue practicing in 2022, Dr. Mandike needed to renew his practice license by gaining Continuing Professional Development (CPD) credits. His search for an opportunity to renew his practicing license was frustrating until he came across the advert inviting applications for the short course. Filled with excitement, Dr. Mandike applied for the course and was admitted. Dr. Mandike, joined eight professionals from human health, animal health, forestry, and environment disciplines, on the course. They gained knowledge on One Health. When asked if he had heard about OH before, Dr. Mandike said, ***“The first time I heard about One Health was during the course”***.

When asked what he would do with the knowledge and skills gained during the course he said, he would encourage his peers to join future courses so that the OH workforce

in Tanzania is strengthened. With gladness, Dr. Mandike received a certificate for course completion which he can use to attain the required credits from the Veterinary Council. Dr. Mandike made the following statement regarding the usefulness of the course.

***“The One Health CPD course is a very useful program, not only for improving participants’ knowledge and skills but also for preparing a strong One Health workforce for Tanzania as a country”***

When Dr. Mandike returns to his home institution in Arusha, he will submit this certificate to the Veterinary Council of Tanzania (VCT) to receive 15 CPD credits that he accrued from this course. However, he still needs another 15 CPD credits (from other areas relevant to his practice) to obtain his full license to practice for the year 2022/2023 cycle.



Participants of the first Tanzania CPD during a training session



Participants and facilitators pose for a group photo during a break at the first CPD training in Tanzania.

## CONTINUING PROFESSIONAL DEVELOPMENT(CPD)



# BROADENING THE REACH OF ONE HEALTH FURTHER

## **AFROHUN DRC Establishes a Partnership with Malteser International for Successful Implementation of sub-national One Health Training Activities**

During Year 2, the AFROHUN DRC team participated in the partnership engagement training organized by the OHW-NG Global Consortium. The knowledge acquired during the training enabled the team to engage Malteser International, a German international Non-Governmental Organization (NGO), in activities conducted in two provinces in the Northeastern part of DRC. At the request of Malteser International, AFROHUN DRC shared insights into the work AFROHUN is doing in the country and potential areas of collaboration. Following this virtual interaction, discussions were initiated, and an MoU was signed between the two organizations. Through these engagements, USD 65,000 was mobilized for training 56 One Health professionals in Buta and Mahagi where Malteser International is implementing a transboundary One Health surveillance project.

After this training, two One Health committees were established; one in Buta and one in Mahagi to support the implementation of the project. Given that DRC is a huge country, there is a great need to have professionals at national and sub-national levels, trained and competent in One Health.

## **Ethiopia in-service professional training in risk communication and management**

In Ethiopia, close to 60 participants from the Ministry of Agriculture, Ministry of Health (MoH), Ministry of Environment, the disaster risk management office, government officials, and members of academic staff from Jimma and Addis Ababa universities participated in training on risk management and communication. The training equipped the academic staff and government sector office professionals with knowledge and skills in risk communication, risk assessment, and risk management, and skills in conducting multidisciplinary research.

## **Uganda scaling up the decentralization of One Health training and operations**

To contribute to the decentralization of One Health at sub-national levels and meet the Joint External Evaluation (JEE) commitments made by the Government of Uganda, regarding having the One Health concept decentralized in 50 districts by 2024, AFROHUN Uganda trained 45 professionals from three districts (15 participants in each district) on One Health. Participants were drawn from the District Health Office, District Production Office, District Veterinary Office, District Education Office, Community Development Office, Chief Executive Office/Chief Administrative Officer, and Political Offices such as Resident District Commissioner's Office. The training covered OH concepts, risk communication, outbreak investigation, and emergency response. Participants developed annual One Health work plans after the training to guide future implementation.

In another development with similar intent, to further develop the Ugandan workforce's capacity in the management of infectious diseases, AFROHUN Uganda organized a multi-disciplinary training on Infectious Disease Management for participants from both public and private training institutions (Makerere University, Lira University, and Uganda Christian University (UCU)). The selection process included participants from various disciplines including animal and human health, environment, information technology, and humanities.

## **Managing COVID-19 misinformation through strengthening risk communication among journalists in Cameroon**

In times of new epidemics or pandemics like COVID-19, people need timely, accurate, up-to-date health information they can trust. The media and journalists are usually the first and most accessible sources of such information. However, risk communication is not taught in journalism and mass communication schools, creating a gap in the journalists' understanding of how to frame messages during crises like the COVID-19 pandemic. With funding from the American Rescue Plan Act, (ARPA), AFROHUN Cameroon supported journalists to report better on COVID-19, through training on risk communication and community engagement (RCCE).

AFROHUN designed, and successfully conducted the first training for journalists to support building capacity in this area.

A total of 25 (8 females, 17 males) journalists of university campus radio stations and public health communicators benefited from the training which was conducted by AFROHUN in collaboration with the National One Health Platform. The participants gained skills in improved reporting on COVID-19 and vaccine uptake. The training enabled participants to appreciate their roles in educating communities, for the uptake of public health programs. The training enabled them to contribute to increased efficiency and countering misinformation and rumors during pandemics.

Some of the journalists have applied the knowledge learned, as seen in their articles, radio programs, and television spots that they worked on after the training. A few have shared their experiences with us.

“One of the things I learned from this training was how to use the immense possibilities of new technologies to keep up with the topics I cover as a journalist. Being able to provide accurate information is a constant challenge for the journalist, and the RCCE training has equipped me with the knowledge and skills to meet this challenge. I have also mastered the One Health approach - having to look at the problem of zoonoses and their treatment in a holistic manner,” **Jean AMOUGOU**, community journalist.

The collaboration between journalists and public health communicators was strengthened, recognizing ways they can support each other in their communication efforts.



### For More Information about AFROHUN

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