



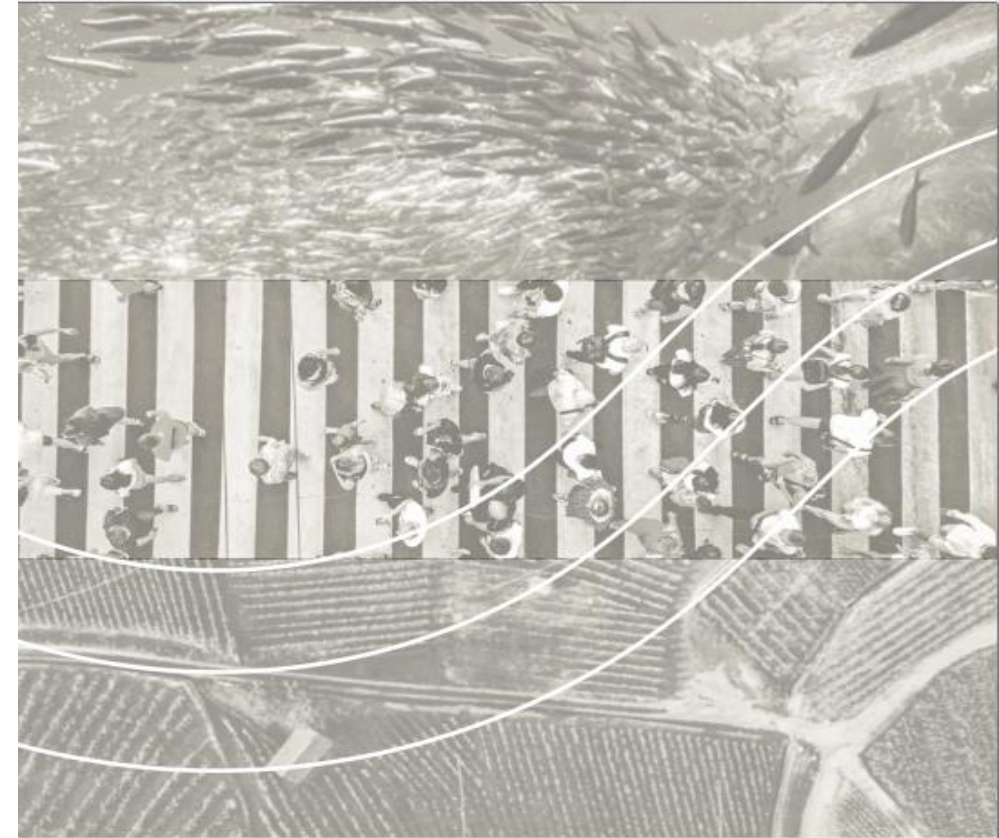
Building a One Health Workforce: From Day 1 Foundations to Expert Practice

"Harmonization of Veterinary Education: Aligning with WOA
Day-1 Competencies and Integrating One Health in Veterinary
Curricula"

Regional Workshop
Alamty, Kazakhstan

14 – 16 October 2025

Hana Abdelsattar
Senior Training Programme Manager
WOAH HQ



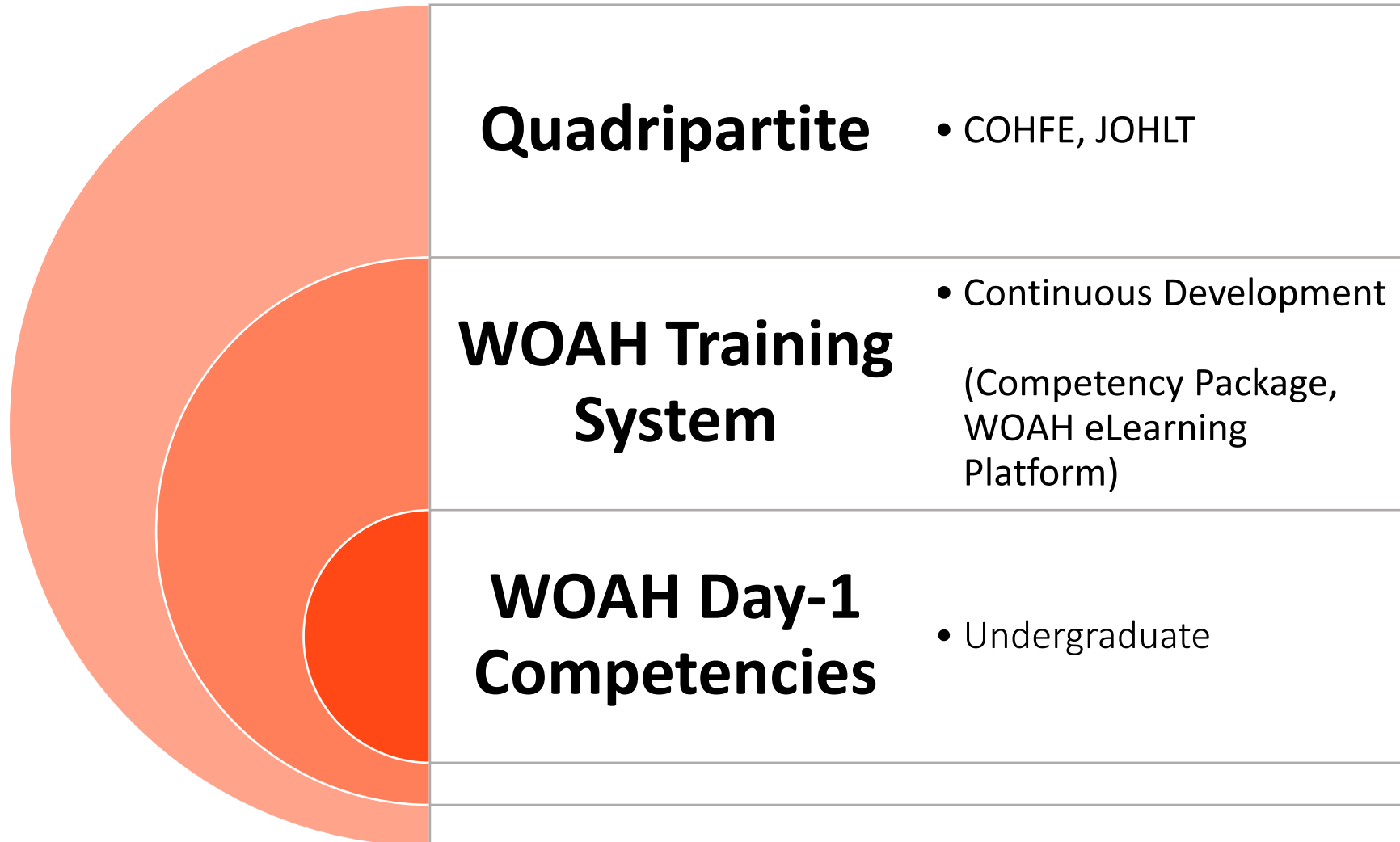
One Health

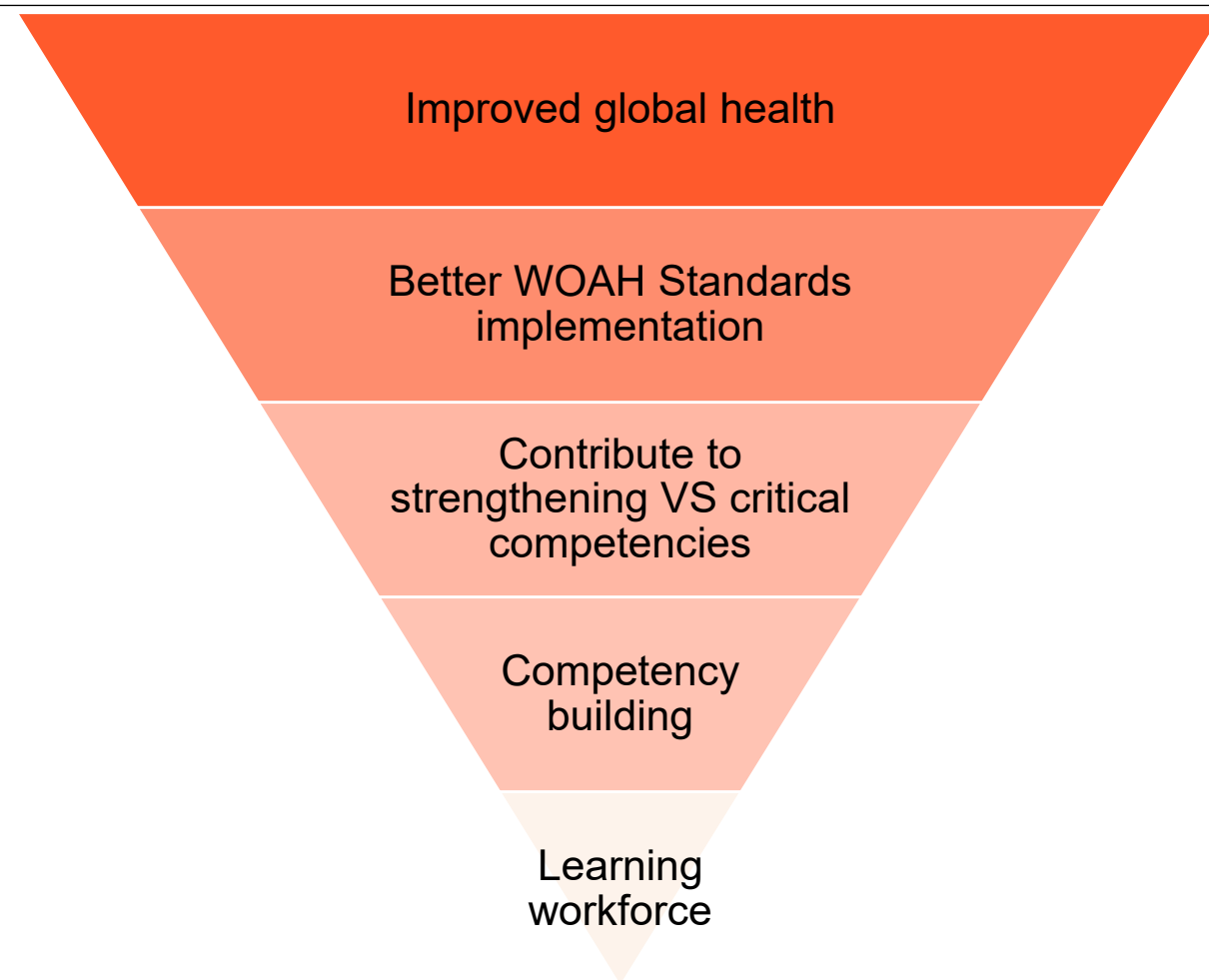
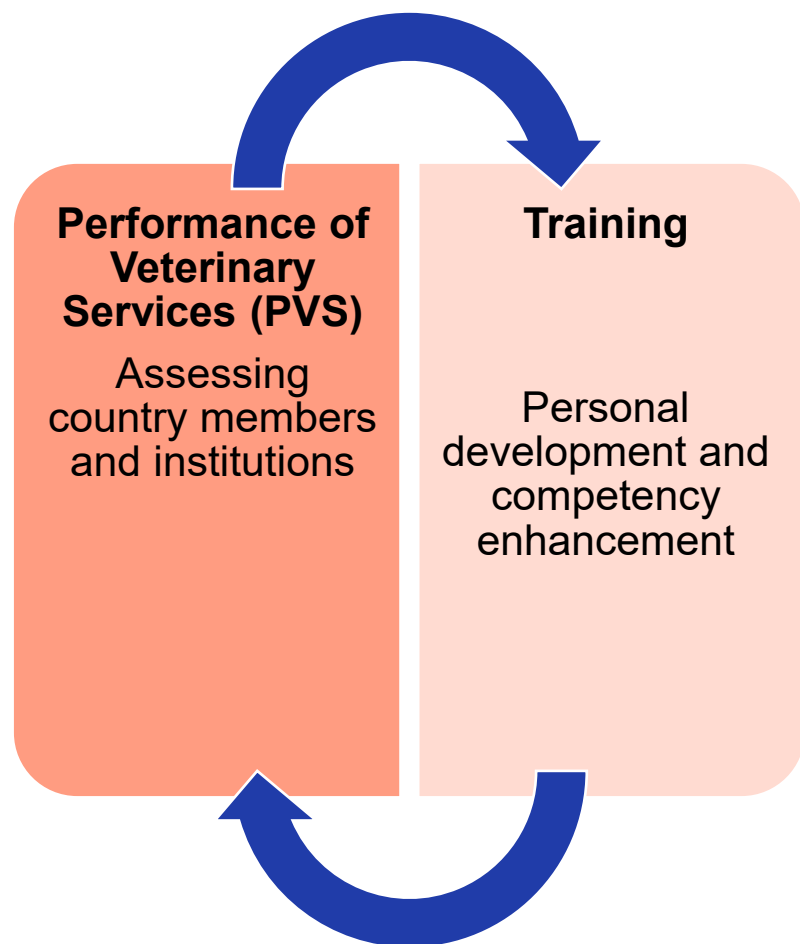
Competency Package
11



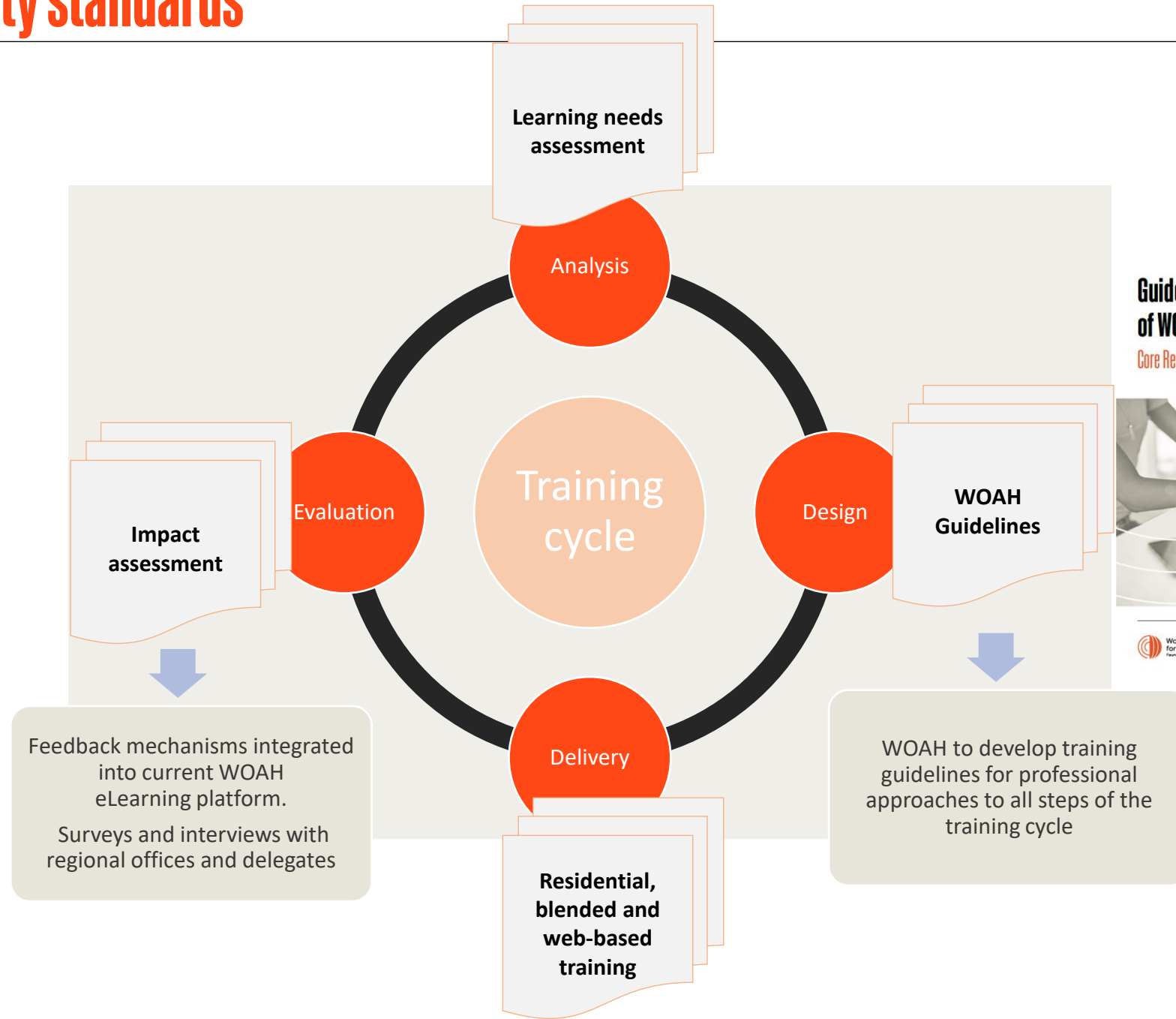
World Organisation
for Animal Health
Founded as OIE

Training Platform





- The **PVS** serves as a baseline for assessing **country members and institutions**, while the **Training** System targets **learners and individuals**
- The training is a relevant component of workforce development, designed to elevate **knowledge skills** and **competencies**



Guidelines for the development of WOAH online modules

Core Requirements

Guidelines for the development of WOAH online modules

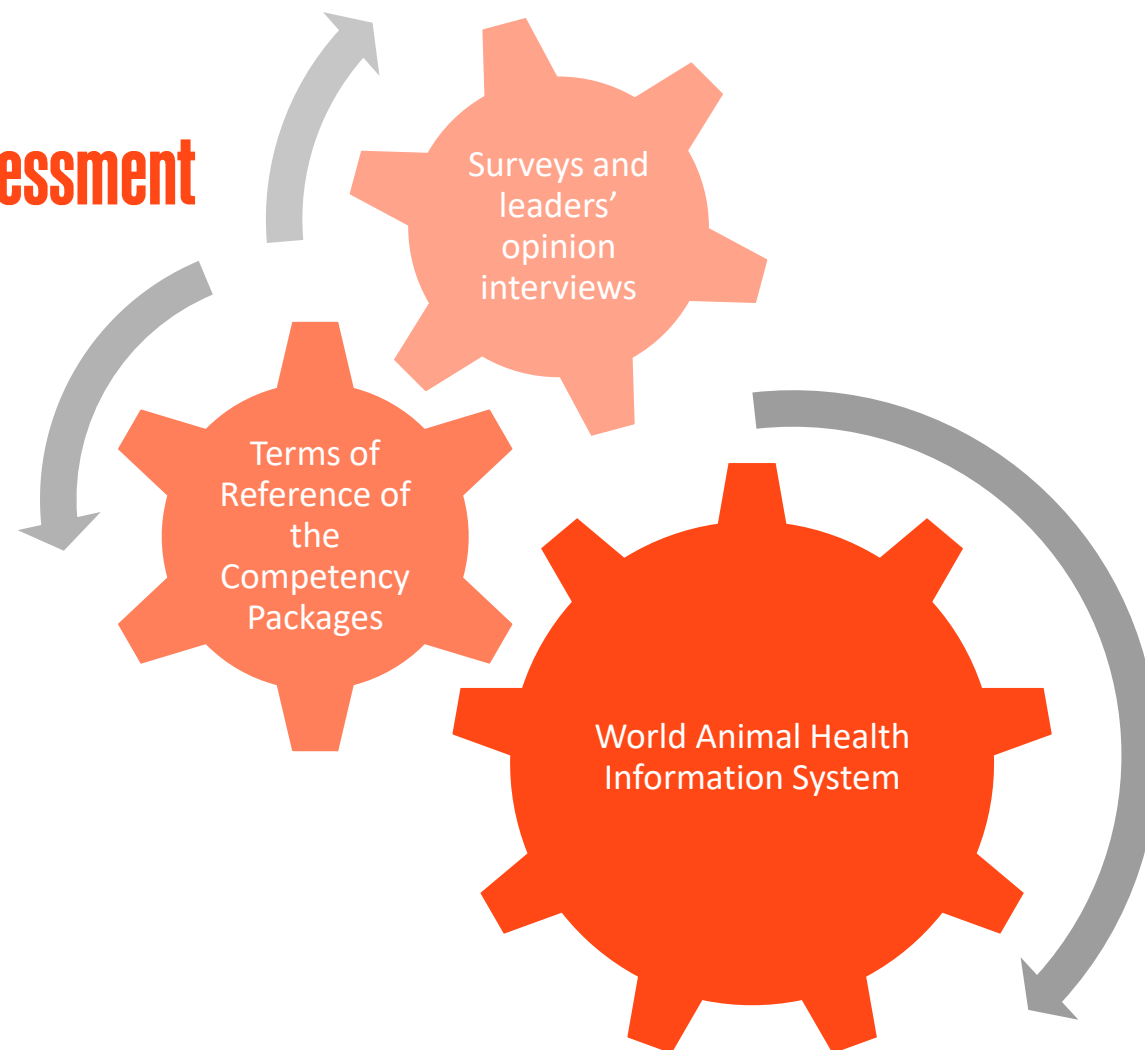
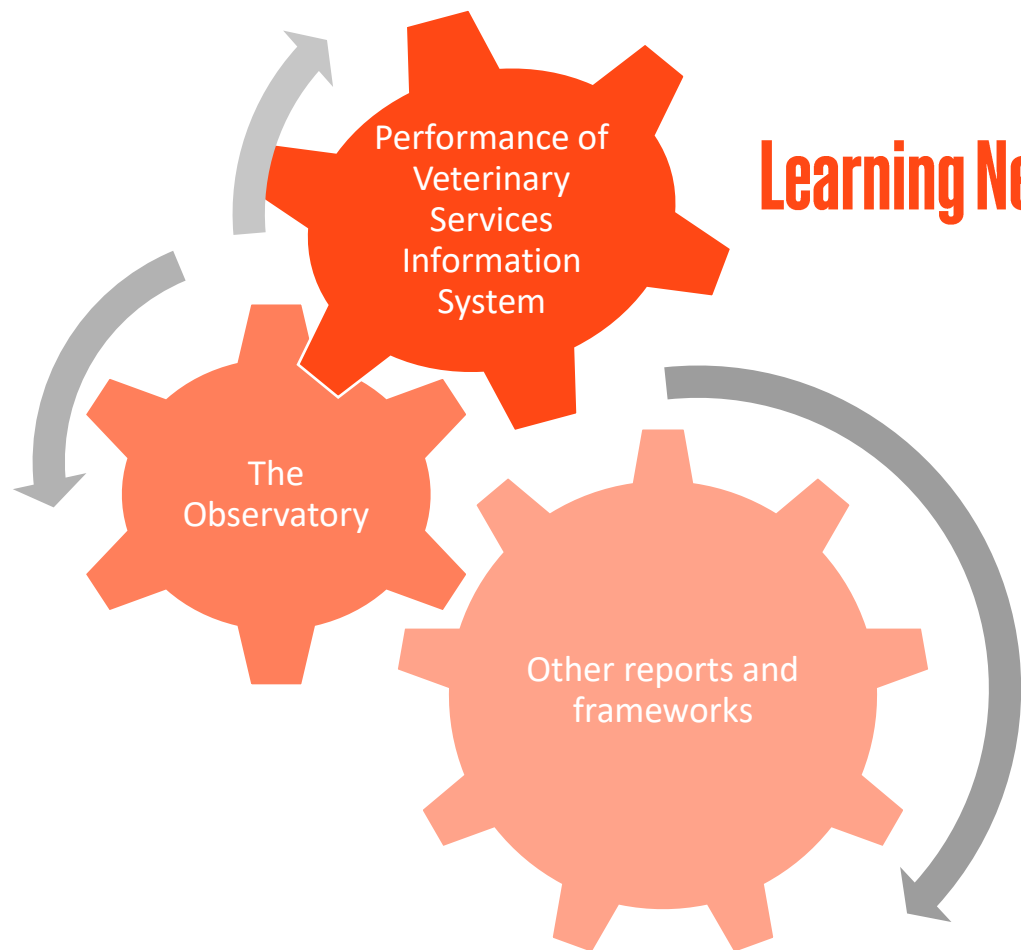
Advanced Practices

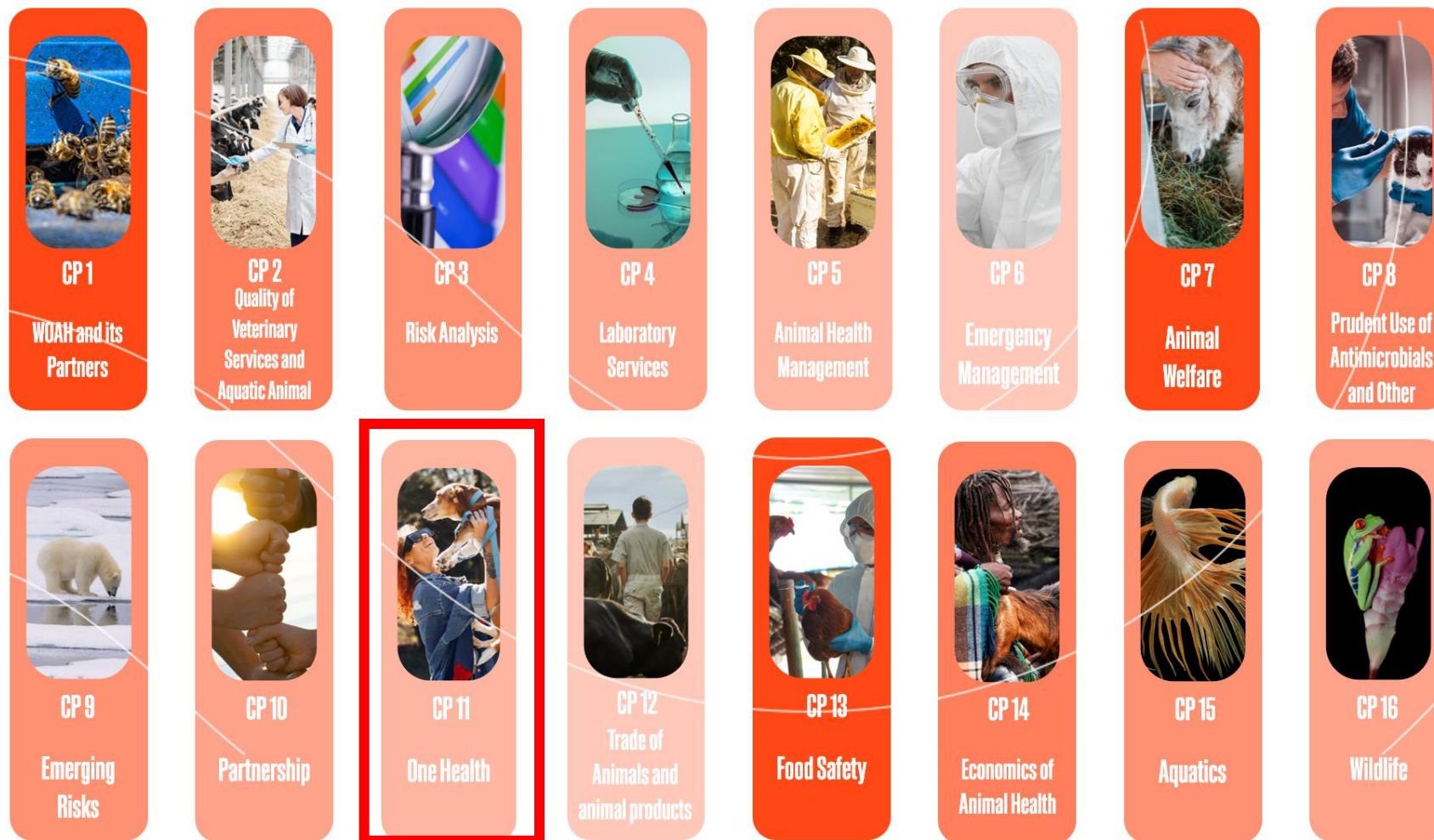


Training Platform



Learning Needs Assessment

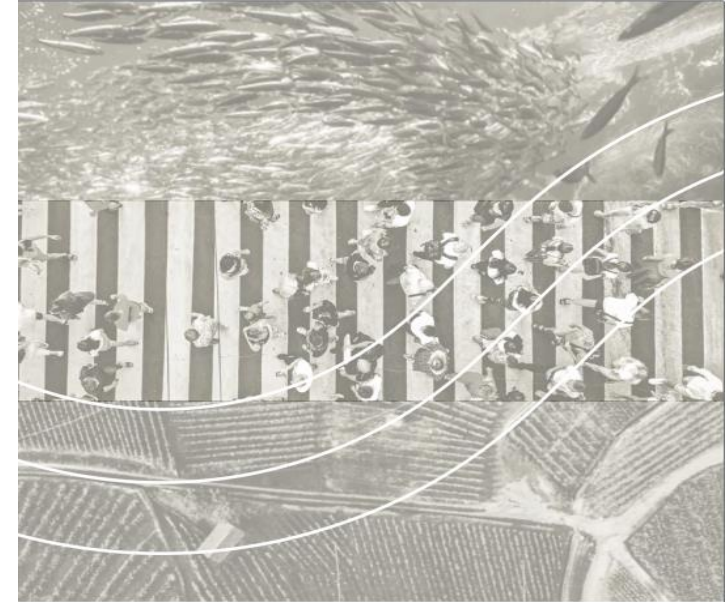




- The CPs are structured around macro-competency areas that define essential knowledge, skills, and competencies required for effective performance in the Veterinary Services.
- Together, the 16 CPs comprehensively cover the scope of WOAHA Codes, Manuals, and related texts, serving as a foundation for competency-based training and assessment.

Level	Knowledge	Skills	Competencies
Day 1 Newly graduated	Basic factual and theoretical knowledge	Applying basic skills to tasks	Self-management, responsibility
Day 2 Mid-career	Specialised knowledge, critical awareness	Creative problem-solving and innovation	Decision-making, leadership in small teams
Expert Senior professionals	Advanced frontier knowledge	High-level expertise, critical evaluation	Strategic management, professional leadership

- **Breaks Down Silos:** Provides a common language and skill set for different sectors to collaborate
- **Standardises Excellence:** Defines what "good" looks like for One Health competency globally
- **Guides Investment:** Helps governments and donors target training and capacity-building funds effectively
- **Strengthens Global Health Security:** A competent One Health workforce is our first line of defense against pandemics



One Health

Competency Package
11



- I. WOAHA knowledge system and CP11
- II. Scope
- III. Learning audiences
- IV. PVS critical competencies relevant to One Health
- V. Learning modules
- VI. Recommended learning paths
- VII. Glossary
- VIII. References
- IX. Annex



One Health

Competency Package
11



1. **One Health Fundamentals (Concepts, Systems Thinking)**
2. **Collaborative Working (Teamwork, Leadership)**
3. **Personal Behaviour and Accountability (Ethics, Inclusion)**
4. **Governance, Policy, Communication and Advocacy**
5. **Research and Implementation Science**
6. **Monitoring and Evaluation**
7. **Institutions and Workforce Development**





Topics	Sub-Topics
T1. One Health Fundamentals	1.One Health concepts 2.Systems thinking 3.Ecosystem science 4.Social determinants of health 5.Added value of One Health
T2. Collaborative Working (for individuals)	1.Transdisciplinarity 2.Collaborative working 3.Stakeholders, inclusion, and equity 4.Leadership
T3. Personal Behaviour and Accountability	1.Personal behaviour and accountability 2.Interpersonal relationships 3.Gender equity and inclusion
T4. One Health Governance, Policy, Communication and Advocacy	1.One Health governance and policy 2.Principles of One Health communication 3.Cross-disciplinary engagement in One Health communications and advocacy 4.Influencing One Health through communications and advocacy 5.Multisectoral tools for the sustainable implementation of the One Health approach
T5. One Health Research and Implementation Science	1.One Health research and data literacy 2.Theories and models of One Health Implementation Science 3.Enabling One Health stakeholders and implementation teams 4.Evidence to inform One Health implementation
T6. One Health Monitoring and Evaluation	1.One Health monitoring and evaluation
T7. One Health Institutions and Workforce	1.One Health organisational structure and operations 2.One Health capacity-building and workforce development 3.Institutional partnerships

Competent Authority	Professional Profiles	Responsibilities
Veterinary Services/ Aquatic Animal Health Services (central, provincial, local)	WOAH Delegates, WOAH Focal Points	Supervise and report on the implementation of WOAH standards and guidelines on One Health
	Veterinarians, Veterinary paraprofessionals, Community animal health workers	Develop One Health legislation, policies and strategies in compliance with WOAH standards and guidelines on One Health
		Implement One Health legislation, policies and strategies in compliance with WOAH standards and guidelines on One Health
Competent Authorities for environmental health	Agronomists, agricultural researchers, environmental engineers, wildlife conservationists, etc.	Implement One Health legislation, policies and strategies in alignment with WOAH standards and guidelines on One Health
Competent Authorities for human health	Public health personnel (surveillance officers, field epidemiologists, etc.) Human health providers (physicians, nurses, mental health providers, pharmacists, etc.) Health managers	
Other Competent Authorities involved in One Health (central, provincial, local)	Staff of international and regional organisations	



Learning audiences	Responsibilities
• Animal shelters/rescues, pet/equine boarding facilities • Zoological organisations • Cooperative extension agencies • Academic institutions (post-graduate level) • Humanitarians • Non-governmental organisations • Municipalities • Citizens • Private business operators (farmers, pastoralists, breeders, transporters, pet stores, etc.) • Students • Finance authorities • Social development agencies • Emergency managers and first responders • Other public health institutions	Support the implementation of One Health legislation, policies and strategies in compliance with WOAHP standards and guidelines on One Health

PVS critical competency	Description	Rationale
I. Human, Physical, and Financial Resources		
I-1.A: Veterinary and other professionals (university qualified)	The appropriate level of staffing of the VS to allow for veterinary and other professional functions to be undertaken efficiently and effectively	Essential for implementing One Health practices and ensuring integration of animal, human, and environmental health.
I-1.B: Veterinary paraprofessionals	The appropriate level of staffing of the VS to allow for veterinary paraprofessional (according to the WOAHP definition) functions to be undertaken efficiently and effectively.	Paraprofessionals expand the reach of Veterinary Services, which is crucial for One Health approaches in resource-limited settings.
I-2.A: Veterinary and other professionals (university qualified)	This references the OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality, and WOAHP guidelines on Veterinary Education Core Curriculum.	Adequate staffing is critical for addressing both animal and human health challenges.
I-2.B: Veterinary paraprofessionals	This references the WOAHP Competency Guidelines for Veterinary Paraprofessionals and WOAHP Curricula Guidelines for Veterinary Paraprofessionals	Extends the capacity of Veterinary Services, particularly in rural and underserved areas.



About the eModule Catalogue

A growing collection of online training modules developed under the WOAHA Competency-based Training Framework (CBTF), aligned with WOAHA Terrestrial and Aquatic Codes, Manuals, and Guidelines



Veterinary Services



Expert

Day 2

Day 1

Interactive and Engaging



Videos



Podcasts



Case studies



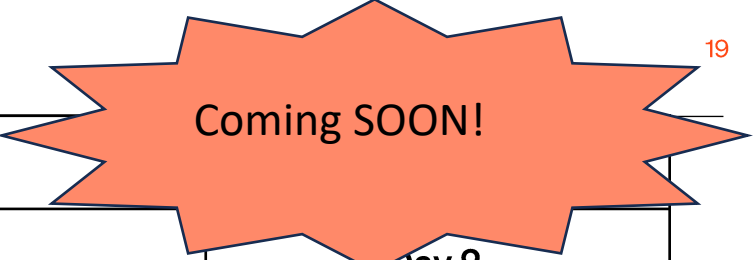
Quizzes



Competency Package	Emodule	Level
CP02 - Quality and management of Veterinary Services/AAHS	Leadership Essentials for Veterinary Services	Day 2
	Leadership in Veterinary Services: intermediate level module	Day 2
	Leadership in Veterinary Services: advanced level module	Expert
	Leadership of Chief Veterinary Officers and WOAHS Delegates for stronger VS	Expert
CP05 - Animal health management	Outbreak investigation and response management –Field Veterinarians	Expert
	Outbreak investigation and response management - Veterinarians paraprofessional	Expert
	Outbreak investigation and response management – Veterinarians in Central Government	Expert
	African Swine Fever	Expert
CP06 - Emergency management	Introduction to emergency and disaster management	Day 2
	Planning for emergencies and disasters	Expert
	Emergency and disaster response	Day 2
CP07 - Animal welfare	Reptile animal welfare	Expert

**Available Online**

Competency Package	Emodule	Level
CP08 - Prudent use of antimicrobials and other veterinary products	AMR General Introduction	Day 1
	Stewardships on AMR under One Health approach	Day 1
	Stewardships on AMR in terrestrial animals	Day 2
	Stewardships on AMR in aquatic animals	Day 2
	Building a national AMR Action Plan (NAP)	Expert
CP10 - Partnership	Public-Private Partnerships in the Veterinary Domain: An Introductory Course	Day 1
	Animal health surveillance and partnership	Day 2
CP12 - Trade of animals and animal products	International trade regulatory framework: an overview	Day 1
	Principles of animal health status and regionalisation	Day 1
	Definition and demonstration of disease freedom (country, zone, compartment)	Day 2
	Selection and implementation of sanitary measures to be applied at export and import	Expert
	Import risk analysis: general principles	Day 1
	Hazard identification at import	Day 2
	Risk assessment for a safer trade	Day 2
	Risk management at import	Day 2
	Import health measures: the development steps	Expert
	The role of VS in import and export of animals and animal products: basic principles	Day 1
CP16 - Wildlife	Wildlife Surveillance	Day 2
	Wildlife Surveillance	Expert



Coming SOON!

Competency Package	Emodule	
CP06 - Emergency management	Planning for emergencies and disasters	Day 2
CP07- Animal Welfare	Welfare of animals during slaughter	Day 2
	Animal welfare and pig production systems (TACH Chapter 7.13)	Day 1
	Killing of animals for disease control purposes (TACH Chapter 7.6)	Day 1
	Implementing Dog population Management (ICAM)	Day 1
	Dog population Management for Policy Makers (ICAM)	Expert
CP 15- Aquatics	Aquatic Animal Health Surveillance	Day 1
	Introduction to Geographic Information System (GIS) Applied to Aquatic Animal Health	Day 1
	Aquatics Surveillance	Day 1
	Aquatics Disease prevention/Control	Day1
CP16 - Wildlife	Wildlife Trade	Day 2
	Wildlife Trade	Expert



Guidance for One Health field epidemiology curriculum development

A supplemental manual to the Competencies for One Health field epidemiology (COHFE) framework

Guidance for One Health field epidemiology mentorship

A supplemental manual to the Competencies for One Health field epidemiology (COHFE) framework

Guidance for One Health field epidemiology continuing education programmes

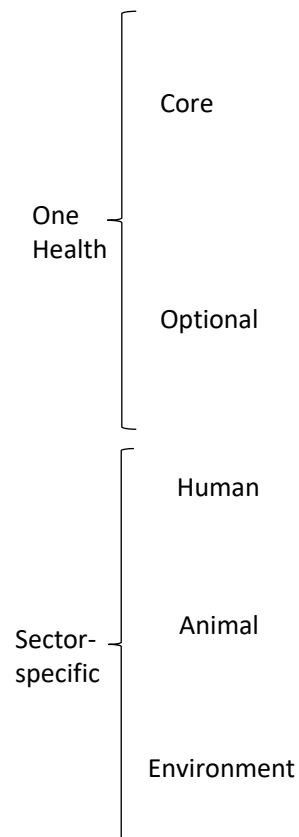
A supplemental manual to the Competencies for One Health field epidemiology (COHFE) framework

Guidance for One Health field epidemiology learning evaluation and certification

A supplemental manual to the Competencies for One Health field epidemiology (COHFE) framework



Competencies for One Health Field Epidemiology (COHFE) Framework



	Frontline	Intermediate	Advanced
One Health (Core)	1. Enter and validate data (S) 2. Conduct descriptive analyses of collected data (S)	= Frontline + 1. Use statistical/spatial analyses and interpret results (univariate) (C) 2. Generate hypotheses about cause/risk factors (C) 3. Apply analytical epidemiological investigation to identify the source, cause and/or risk factor/determinants (C)	= Intermediate + 1. Analyse and interpret human, animal and environmental data to determine the potential origin and spread of an outbreak (C)
One Health (Optional)	1. Interpret diagnostic test results of samples submitted to the laboratory (S) 2. Relate lab results to case categories (S)	= Frontline KSC Statements	= Intermediate + 1. Manage complex datasets and conduct multivariate analysis (C) 2. Use advanced statistical/geographical analyses/modelling and forecasting and interpret results (C)
Human			1. Conduct data analysis with regard to vulnerable groups (S)
Animal	1. Collect value chain data and draw simplified value chain map to identify potential spread routes and characterize risk (S) 2. Explain the use of value chain mapping in an outbreak investigation (K)	= Frontline + 1. Draw and interpret a value chain map to identify potential spread routes and high-risk points of an animal disease outbreak (S)	= Intermediate + 1. Design value chain investigation and advanced analysis of data to characterize risk (S)
Environment			



Why is the JOHLT Task Force critical?

- **It prevents duplication:** It ensures our organizations coordinate rather than compete, harmonizing our efforts for maximum impact.
- **It accelerates development:** By pooling expertise and resources, we can develop and deliver high-quality training faster and more efficiently.
- **It focuses on needs:** The Task Force is committed to a deep analysis of audience learning needs to ensure everything we create is relevant and targeted.

1. **For Curriculum Harmonization:** "Our goal isn't to teach expert-level CP11 modules to undergraduates. Our goal is to use CP11 to **identify and strengthen the prerequisite Day 1 competencies** within our existing courses. This ensures our graduates are 'One Health-ready' and primed for advanced training."
2. **For Integrating One Health:** "CP11 gives us the language to **map One Health principles directly to core subjects**. We're not just adding a new 'One Health 101' course; we're ensuring that in *Pharmacology*, we discuss AMR; in *Epidemiology*, we include zoonotic disease dynamics; in *Communication* classes, we teach cross-sectoral dialogue. This is how we build the foundation."
3. **For International Mobility & Accreditation:** "A curriculum that demonstrably embeds these prerequisite One Health competencies is a modern, forward-thinking curriculum. It shows accrediting bodies like EAEVE that you are preparing students not just for today's job market, but for the future of the profession. It makes your graduates more attractive for international postgraduate programs and research collaborations."
4. **For CPD (The University's Role):** "This is where CP11 becomes a direct product. Universities can use this framework to design and offer **postgraduate certificates, diplomas, and short courses for mid-career professionals**. This meets a critical national need, generates revenue, and establishes your institution as a centre of excellence in One Health *training*."



WOAH Competency based Training Framework Competency Package on Emergency and Disaster Management (CP6) Terms of Reference

[Note to the Peer-reviewers – all elements highlighted in yellow or green need to be checked in the validation phase]

The WOAH Competency-Based Training Framework is structured around 16 Competency Packages (CPs) which together extensively cover WOAH standards, guidelines, frameworks, and strategies¹ mentioned in the "WOAH knowledge system". Each Competency Package (CP) is defined by Terms of Reference which are a pedagogical document providing expected learning outcomes for the different target audiences and their levels of expertise or profiles; they also make clear linkages with the WOAH knowledge system Critical Competencies listed in the Tool for the Evaluation of Performance of Veterinary and Aquatic Health Services (PVS Pathway Programme), and other Competency Packages. The compilation of CPs constitutes the body of the WOAH Competency-based Training Framework, while an umbrella document provides the context and all guiding principles of the Training System.

The Competency Package n°6 (CP6) is dedicated to Emergency and Disaster Management in the veterinary domain and describes the organizational and individual competencies necessary for Veterinary Services (VS) and Aquatic Animal Health Services to sustainably address the animal component of emergencies and disasters (emerging, re-emerging, or high-impact diseases, natural technological disasters and conflict/crime/terrorism), in compliance with the WOAH knowledge system. However, because emergency management falls under the responsibilities of several Competent Authorities, CP6 also describes how external collaboration with these Competent Authorities can allow the implementation of WOAH standards and guidelines on Emergency and disaster management under the Delegate's responsibility when he/she is not directly responsible for their implementation. Given the number of actors involved, it is of crucial importance to have an integrated and transdisciplinary approach in EDM, otherwise Veterinary Services will struggle to make any difference because the decisions made by the other agencies and the ability of Veterinary Services to do their roles.

Nota bene: The current WOAH knowledge system is focused on animal health emergencies; therefore, the information in the Terms of Reference are beyond the scope of the WOAH knowledge system, but beneficial to responders dealing with animal health emergencies as well as other animal-related emergencies.

These CP6 Terms of Reference have three main purposes:

- **Training development:** They drive WOAH in the development of its training programmes on EDM, face-to-face, blended or virtual, and in the identification, assessment, and eventual use of existing resources with a view to possibly integrating its training catalog (labeling process).
- **Advocacy:** They help the Veterinary Authorities decide whether, and if so, which elements of WOAH on EDM, to include in their Veterinary Services training programmes, and to design their own national programmes. They can also serve the purpose of other Authorities competent in Emergency and disaster management impacting humans, animals and the environment.
- **Fund raising:** They identify priority areas for investment in WOAH training development on EDM.

¹ Please refer to the umbrella document entitled "WOAH Competency based training Framework: generic principles" (under development)

The figure 1 below presents the WOAH knowledge tree for CP6, which explains how the sections of the CP6 Terms of Reference are articulated in three blocks: content, competencies and training:

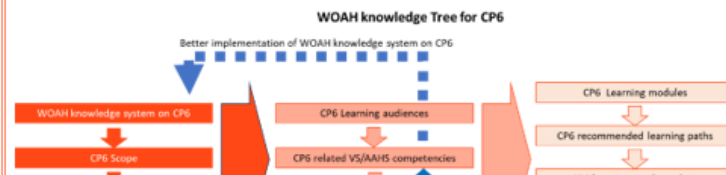


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Infographic that summarises the document

October 2023