







# THE UNIVERSITY of EDINBURGH The Royal (Dick) School of Veterinary Studies

## Building the competencies of veterinary paraprofessionals in

This gap is often

filled by **veterinary** 

paraprofessionals

Nigeria, South Africa and Uganda: the impact so far

RDSVS, UoE contact:

Rob Kelly: robert.kelly@roslin.ed.ac.uk

### 1. Context of Veterinary paraprofessionals (VPPs)

Livestock are critical to the livelihoods of smallholder farmers.

There is growing demand for animal-based proteins and products → knock-on increased demand for animal health services and importance of preventive livestock healthcare.

Gap between supply and demand of primary animal health care services in remote areas.

Due to limited presence of veterinarians (both public and private)







#### What is a VPP

**WOAH** international definition:

- Regulated by Veterinary Statutory Body
- → qualification & authorized tasks
- Under the responsibility/direction of a veterinarian

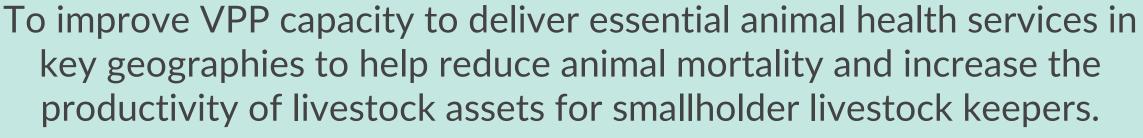
#### Typically:

- 2-3 year diploma course livestock technicians
- Authorized tasks: focus on preventive health-care & minor treatments

### 2. Project: Goals and impacts

Increase agricultural productivity for Smallholder Farmers





Uganda, Nigeria, South Africa

2022-2025

**Public Private Partnership:** 

- FAO
- HealthforAnimals
- World Veterinary Association

**VPP** Competency





for VPP Business



**VPPs** 



**Certification System** 

Model for VPP training which is reproduced in

other countries

Improved capacity

services

\* Decreased infectious diseases prevalence → Decreased usage antimicrobials

- Holly Hufnagel<sup>1</sup>, Jenny Maud<sup>1</sup>, Emma Alegi<sup>1</sup>, Rosie Herrington<sup>1,2</sup>, Sylvia Baluka<sup>1</sup>, Shehu Shamsudeen<sup>1</sup>, Gani Enahoro<sup>1</sup>, Johan Oosthuizen<sup>1</sup>, Jacoray L Khunou<sup>1</sup>, Anthony Mugisha<sup>1</sup>, Nafinatu H Abdullahi<sup>1</sup>, Zimbini Mdlulwa<sup>3</sup>, Fabrizio Rosso<sup>1</sup>, Neil Sargison<sup>2</sup>, Rob Kelly<sup>2\*</sup>.
  - 1: Food and Agriculture Organization of the United Nations.
  - 2: Royal (Dick) School of Veterinary Studies and The Roslin Institute, University of Edinburgh, United Kingdom.
  - 3: Agriculture Research Council, South Africa.

#### 3. Project: Developing a training program

Training overview



Guided by a participatory training needs assessment.

Blended approach combining online with practical training and **Modular** continuing mentoring by local partners.

professional

development (CPD)

on **preventative** 

animal healthcare

and business skills.

#### **Cross cutting elements**

- Sustainable business
- One Health Animal welfare

use, including by partners and in other locations. **Smallholder farmers** 

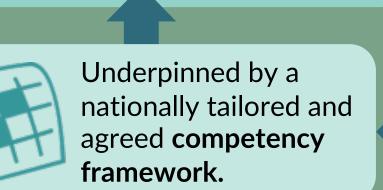
recognize added value

of a VPP that has

Materials

developed

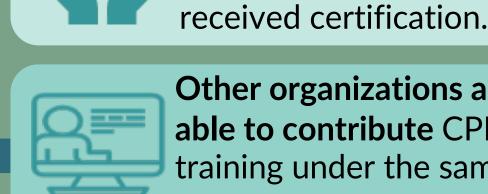
available for re-



certification process.

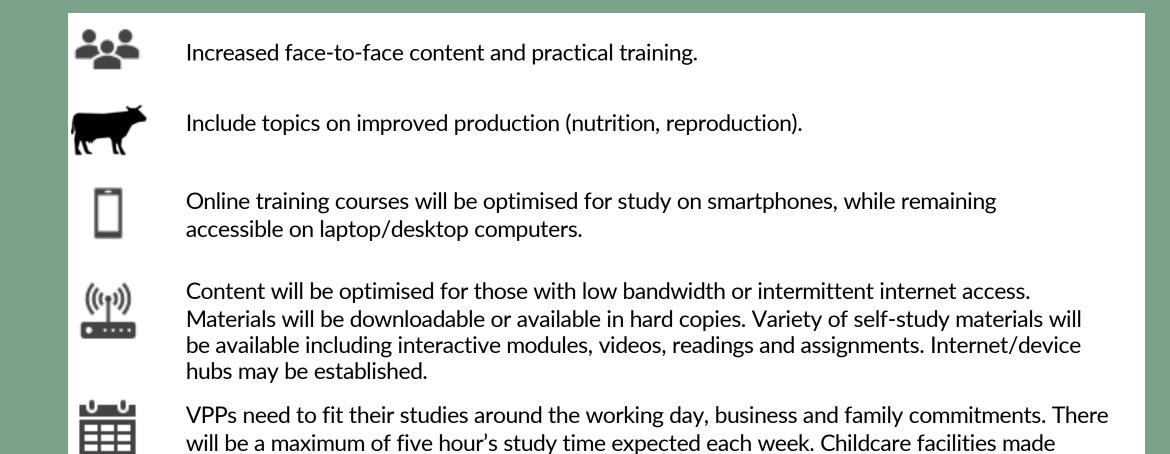
CPD courses are

recognised by a



Other organizations are able to contribute CPD training under the same framework.

### 4. Results: Stakeholders inform training development (needs assessment)



## 5. Results: Training programs

Two synergistic approaches to training

In-depth blended modular content combined with mentorship

Initial online and face to face modules to develop business

Subsequent blended modules on preventative healthcare.

available at face to face trainings. Short face-to-face trainings.

participants per country (2 x 25)

Two cohorts of carefully selected

Follow-on peer group support and mentorship.

Standalone tutored online short courses

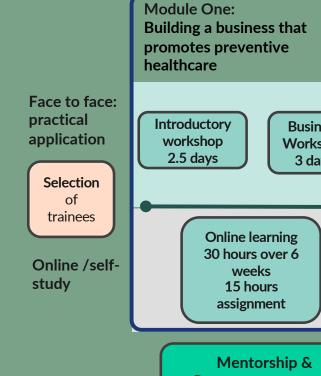


Modules developed for blended approach will be repurposed as standalone short online courses that involve tutoring and peer support but can delivered to larger audiences in a more cost-effective way.

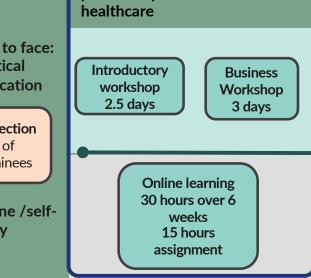
intensive selection process.

Larger audiences with less

Comparing impact of approaches and developing models for scale-up and sustainability of CPD provision.



Syllabus



Workshop 2.5 days learning 30 hours over 6

Module Two:

**Prevention and control** 

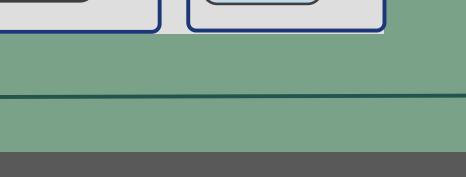
of infectious disease



**Module Three:** 

Supporting farmers to





Our published reports from round 1 of training:

VPP training and business environment needs assessment:

Delivery of blended learning models for VPPs:

Empowering female VPPs via gender-responsive training:

Mentorship model for VPPs:



Certification

ecognition