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RESPOND YEAR FIVE WORKPLAN

EMERGING PANDEMIC THREATS PROGRAM

1 OCTOBER 2013 – 30 SEPTEMBER 2014

This publication was produced for review by the United States Agency for International Development. It was prepared by the RESPOND team.

RESPOND Year 5 Work Plan

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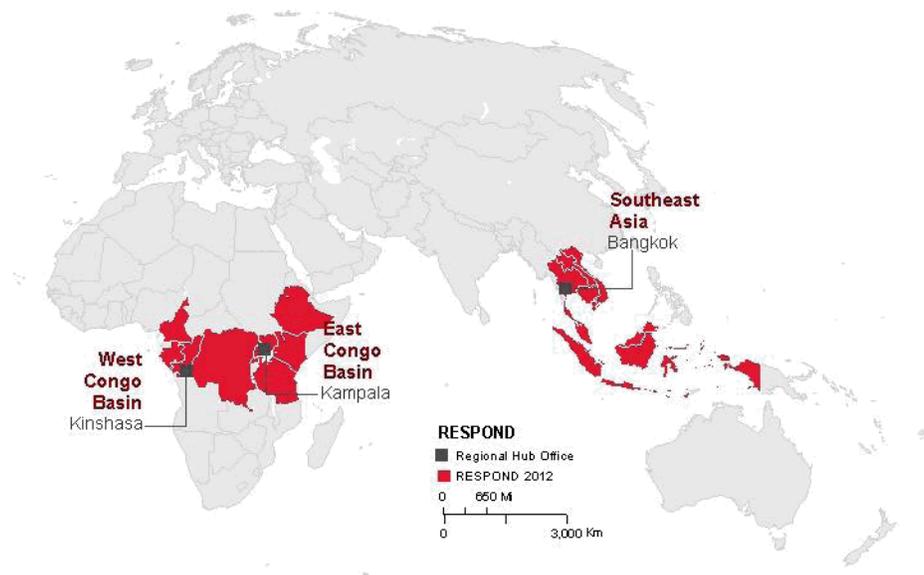
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Introduction

The RESPOND project began in October 2009 with the aim of improving worldwide capacity to respond to emerging infectious diseases of zoonotic origin. The project would support governments, universities, and civil society in strengthening training and educational programs using a trans-disciplinary approach known as One Health. One Health brings together disciplines such as medicine, veterinary medicine, public health, ecology, and others to more effectively protect the interdependent health of people, animals, and the environment.

Toward these goals, RESPOND's first three years focused on establishing relationships with, and providing support to, some of the many institutions with a role in disease prevention and response in Africa and Southeast Asia. From the project's fourth year, RESPOND has narrowed its focus to providing concentrated support to regional university networks. During the first year of operations, the RESPOND team established a headquarters office in Bethesda, Maryland and regional offices in Africa (Kampala, Uganda, and Kinshasa, Democratic Republic of Congo) and in Southeast Asia (Bangkok, Thailand) to build a foundation for supporting key outbreak-related activities and initiatives in countries participating in the USAID Emerging Pandemic Threats (EPT) program (see Figure 1).

Figure 1: RESPOND Offices and Countries Receiving RESPOND Support



In year 2, RESPOND initiated field activities and continued developing key relationships. Based on the understanding developed in years 1 and 2, RESPOND shifted focus in year 3 to connect the universities that train disease response professionals into networks that could promote trans-disciplinary and trans-

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boundary techniques and perspectives. With pledges of funding and support from RESPOND, universities formed networks in both regions: One Health Central and Eastern Africa (OHCEA), and South East Asia One Health University Network (SEAOHUN). OHCEA and SEAOHUN serve as platforms for providing students, graduate and undergraduate students and faculty, with the trans-disciplinary skill sets and perspectives to build the One Health workforce of the future.

In Year 4, RESPOND narrowed its focus to supporting the efforts of OHCEA and SEAOHUN to become long-term, sustainable institutions that produce better, more trans-disciplinary One Health workforces. In an effort to ensure that One Health is taught sustainably, throughout year 4, RESPOND worked closely with OHCEA and SEAOHUN as they identified specific areas of support, including linkages, curriculum development and training, workforce alignment, and organizational development. In Year 5, RESPOND will continue to support OHCEA and SEAOHUN as they progress from formalizing their institutions to training faculty, developing courses, and engaging in student outreach.

While the focus is emphatically on the university networks, RESPOND is also working in some adjacent areas. The project is supporting WHO AFRO's efforts to create and disseminate a framework for outbreak response that is hoped one day to form the context in which the networks' future graduates will work. Other ancillary activities will pave the way for network expansion or facilitate a more effective working environment for graduates.

Year 5 Work Plan Process

At the end of year 4, both OHCEA and SEAOHUN have functioning governance mechanisms, experience with the work planning process, and work plans in various stages of approval. Because RESPOND's principal mission is to support these two networks, this document uses their plans as its primary source.

Because the networks have different needs and structures, they have built their work plans differently. This document attempts to integrate the content of those plans into a format that reflects their common goals.

About This Work Plan

In Year 5, RESPOND will continue the focus on university networks that began in Year 4. OHCEA is entering into its second year, and SEAOHUN will be following shortly. With support from USAID, WHO AFRO is testing its outbreak response framework. It is anticipated that the framework will be refined and disseminated this year. These core RESPOND activities are driven by those regional partners, and RESPOND's role is to enable them to succeed. This document, therefore, should not

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be read as prescriptive or proscriptive. It represents RESPOND’s best current thinking about how to plan to be responsive to the evolving needs and requests of these key partners. Direction, timelines, priorities, and methodologies will be determined by these partners in collaboration with USAID, and RESPOND will be there to support them.

This document is divided into four components, as described below:

<u>Component</u>	<u>Partners</u>	<u>Country/Region</u>
University Networks	DAI, TRG, Tufts, UMN	Africa, SEA
Outbreak Response Preparedness	DAI, TRG	DR Congo, Uganda, TBD
Extractive Industries	E&E	Global
Other Activities	DAI, Tufts, UMN	As noted
Year 5 Closedown	DAI, TRG, Tufts, UMN	Global, Africa, SEA

Because of the regional nature of the activities envisioned, and because local partners will take the lead in setting geographic priorities, the emphasis of this document is not on specific country activities and budgets. Some key planned activities are highlighted as illustrations, but should not be interpreted as comprehensive.

All RESPOND activities fall under LOW 3, Outbreak Response Capacity Building.

Deliverables

The activities described in this work plan are intended to generate progress against three deliverables set out by USAID/EPT. Those deliverables are:

Development of Outbreak Preparedness and Response Framework. Support WHO AFRO to develop a framework for Outbreak Preparedness and Response Planning that can be used by countries to identify and organize the necessary participants, capacities and resources for suspected disease outbreaks - especially those for which the cause is unknown. The framework will be beta-tested in two African countries, refined, and then rolled out in 16 EPT-focused countries in Africa and Southeast Asia.

Partnerships established that institutionalize operational assistance, to include logistics and commodities for outbreak response in the 18 EPT-focus countries in Africa and SE Asia that engage in outbreak preparedness planning.

One Health University Alliances. Two viable “One Health” University alliances involving 28 schools of medicine, veterinary medicine, public health, allied health, and environment in 10 EPT-focus countries in Africa and Southeast Asia operational. These networks will provide the platforms for disciplines

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to work together on common, core “One Health” competencies, changes to curricula, teaching methods, learning and research experiences and other facets of the academic environment that prepare future graduates for addressing normative and emerging disease threats.

The following table identifies specific activities under the work plan and how they relate to these three deliverables:

Deliverable	Component/Activity	Page
Development of Outbreak Preparedness and Response Framework	Component 2 <ul style="list-style-type: none"> • Testing • Dissemination 	17
Partnerships established that institutionalize operational assistance	Component 2 <ul style="list-style-type: none"> • Operational assistance 	18
One Health University Alliances <ul style="list-style-type: none"> • Viability • Core competencies and curricula • Teaching methods • Learning and research experiences 	Component 1 <ul style="list-style-type: none"> • Network strengthening • Organizational development • Core competencies • Curriculum • <i>Introduction to One Health</i> course • Additional curriculum development and training • Faculty development • Additional curriculum development and training 	5 7 14 8 9 8 9 10 Error! Bookmark not defined.

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Component 1 – University Networks

Network Priorities

Both OHCEA and SEAOHUN are working to expand the human resource base needed to prevent, detect, and respond to potential disease outbreaks, and improve and strengthen integration of animal, wildlife and human disease surveillance and outbreak response systems. They plan to achieve this by building linkages, leveraging existing capacity, and identifying and responding to areas of One Health capacity-building needs.

In year 5, RESPOND expects to support the university networks in four areas:

1. Facilitating linkages with governments and within and between OHCEA and SEAOHUN
2. Strengthening and developing curriculum and training
3. Facilitating workforce alignment
4. Supporting operational capacity

Table 1: Four Areas of Potential Support

Area of Potential Support	Illustrative Areas of Activities
Linkages	Government linkages; Network strengthening.
Curriculum Development and Training	Core competencies and One Health course; Additional curriculum development and training; IT development.
Workforce Alignment	In-service training.
Organizational Development	OHCEA and SEAOHUN organizational development.

While OHCEA and SEAOHUN are working towards similar overall objectives, their structures and activities reflect the specific needs and realities of each region. OHCEA and SEAOHUN will determine what support RESPOND provides. The networks will make specific requests based on their needs, and RESPOND will tailor its support to the needs each region expresses. The work plan is therefore designed to be flexible to meet the needs of each region.

Linkages

The One Health approach centers on linkages – linkages among disciplines, actors, and geographies. Sustainable and effective linkages will ensure that the One Health approach will be carried on beyond the life of the project through vibrant trans-disciplinary dialogue and activities. The project’s network strategy is likewise built on linkages – mirroring those trans-disciplinary One Health linkages at the educational

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level, but also building connections among schools and between universities and governments that will support the networks as enduring institutions.

RESPOND's approach to supporting the networks is designed to enable sustainable connections among institutions, universities, schools within universities, faculty, and students. RESPOND is prepared to provide support to OHCEA and SEAOHUN as they continue to build and strengthen linkages between faculty within each region and with the U.S. university partners (Tufts University and UMN); between academic institutions and national and regional governments; and within and between the two networks (see Table 2).

Table 2: Expected Areas of Support – Linkages

Expected Areas of Support – Summary Table Linkages	
Government linkages	<ul style="list-style-type: none">• Support Country Coordinating Committees (OHCEA only).
Strengthen networks	<ul style="list-style-type: none">• Support promotional activities (SEAOHUN only).

Government linkages

One of the overarching goals of both OHCEA and SEAOHUN is to develop and strengthen the linkages between universities and governments in each region, in particular with relation to current and future government human resource and applied research needs.

OHCEA

OHCEA plans to engage with government through its One Health Country Coordinating Committees (CCCs) to develop One Health road maps for each country that will facilitate the dissemination of One Health approaches with government partners. OHCEA proposes to work closely with government ministries to strengthen One Health systems and identify and develop country level capacity building activities based on identified priorities. OHCEA will support the CCCs and government ministries in evaluating and strengthening One Health systems through a variety of mechanisms, including:

1. One Health systems analysis and strengthening processes and tools;
2. Table top and simulation exercises to evaluate existing One Health systems and capacity and identify gaps;
3. One Health training for CCC and government ministry leadership to strengthen One Health competencies.

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OHCEA Illustrative Activity: National One Health Road Maps

Following the WHO 2012 Libreville, Gabon meeting where government ministries pledged to develop country One Health roadmaps, OHCEA intends to continue focusing on increasing government engagement in the dissemination of One Health approaches. OHCEA proposes to work closely with government ministries to strengthen One Health systems and identify and develop appropriate country level capacity building activities. OHCEA will support the CCCs and government ministries to develop national One Health road maps that will address a) One Health systems analyses and strengthening processes and tools; b) table top and simulation exercises; and c) One Health training for CCC and government ministry leadership. OHCEA proposes to initiate this process by convening workshops of key stakeholders for 20 participants in each country.

Network strengthening

SEAOHUN

In the coming year, SEAOHUN is focused on participating in national and regional events promoting the One Health concept, as well as liaising with national network partner faculties to gather monitoring and evaluation and other data for the Executive Board. SEAOHUN is preparing to introduce and promote the One Health concept to the Southeast Asia Veterinary School Association and the Asian Association of Veterinary Schools in September 2013. SEAOHUN will support the participation of eight to ten members from faculties of veterinary medicine, giving the network the opportunity to ensure that One Health is included in the minimum standards and requirements of veterinary education in Asia. This conference is an opportunity for the veterinary sector members to network with each other and other veterinary medicine professionals in the region.

SEAOHUN Country Level Activity Highlights

VOHUN Asia Pacific Conference on Public Health: VOHUN will leverage the 4th Asia Pacific Conference on Public Health in November 2013 to host a formal conference section on One Health to serve as the forum for scientists to share the results of their One Health-related research.

INDOHUN National Symposium on One Health: INDOHUN will convene this national symposium focused on outreach to Indonesia's medical and dental communities. Participants will include 30 INDOHUN participants; and representatives from the Indonesian Medical Council, Indonesian Dental Medical Council, and Study of Health Profession Education; 20 representatives from non-INDOHUN institutions; and three representatives from SEAOHUN. The ultimate objective for the symposium is for the One Health Core Competencies to be adopted into the health profession education curriculum.

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Curriculum Development and Training

To ensure that One Health is institutionalized in both regions, relevant curricula must be adapted, created and implemented. To this end, the OHCCs (One Health Core Competencies) were developed and agreed upon last year, and will be used to create an *Introduction to One Health* course, additional curriculum development and training courses, and faculty development programs. There will also be improvements in IT to support curriculum dissemination (see Table 3).

Table 3: Expected Areas of Support – Curriculum Development and Training

Expected Areas of Support – Summary Table Curriculum Development and Training	
Core competencies	<ul style="list-style-type: none">• OHCC integration and course development (SEAOHUN only);• Develop and hold meetings, workshops, exchanges.
Additional curriculum development and training	<ul style="list-style-type: none">• One Health capacity building;• Faculty and student exchanges (OHCEA only);• Logistics and technical backstopping for development and implementation of Masters and residency programs.
IT development	<ul style="list-style-type: none">• TUSK roll-out and expansion (OHCEA only).

Core competencies

SEAOHUN

Having completed the OHCCs, SEAOHUN is now able to focus on integrating them into SEAOHUN institutions. SEAOHUN proposes to do so by conducting workshops in each country to train selected staff from each national network in curriculum mapping, and how to link the mapping results to the OHCCs. Workshop participants will learn how to identify the skills that their faculties are teaching, any gaps in teaching skills, methods and styles used. In the context of One Health, curriculum mapping will also include assessing the institutional and governmental policy issues that need to be addressed to ensure sustainable cooperation across disciplines, faculties and government agencies. At each workshop, participants will be selected for follow-up with RESPOND's U.S. university partners. U.S. university partners will lead technical assistance and support as needed throughout implementation of the curriculum mapping process after the national level workshops are completed.

In year 4, SEAOHUN and its members began developing a short course in One Health. An initial workshop was held in March 2013 to define the course framework. In year

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5, SEAOHUN will continue this activity with two additional workshops. The first will finalize the course content, while the second will focus on creating integrated learning experiences. Each workshop will include 20 to 25 participants from the four SEAOHUN countries. Upon completion of the workshops, there should be draft modules for 15 topics (see text box).

As requested, RESPOND will support training in curriculum mapping. Depending on the needs identified, RESPOND is prepared to provide support for workshops, trainings, guest lectures, and faculty member collaboration and exchanges as requested to ensure adequate mapping and course development.

One Health Short Course Modules

One Health Concepts and Knowledge
Fundamentals of Infectious Disease
Infectious Disease Management
Epidemiology and Risk Analysis
Public Health
Ecosystem Health
Behavior Development
One Health Economics
Collaboration and Partnership
Communications and Informatics
Culture and Beliefs & Values and Ethics
Leadership
Management
Policy, Advocacy and Regulation
Systems Thinking

Additional curriculum development and training

SEAOHUN

While the OHCCs and the Introduction to One Health course are being developed, additional training will take place. In Thailand, focus will be placed on the Global Health Institute (GHI) – Thailand 2014, and on improving field study for students. OHCEA will focus on integrating One Health into existing programs, and engaging in faculty and student exchanges.

Through THOHUN, SEAOHUN will be training students and practitioners with the Global Health Institute – Thailand 2014, a follow-up from the GHI – Thailand 2012, and by integrating One Health into field-based learning in Thailand. GHI – Thailand 2014 will bring master and doctoral-level students as well as young to mid-level university lecturers from SEAOHUN to Thailand for a two-week program. This program will analyze the interface of human, animal and environmental health, and the skills and knowledge required for health professionals to implement One Health strategies. Further, THOHUN will be improving its field study for first year Ph.D. and M.Sc. students who are enrolled in the core course TMID 545: Etiologic Pathogens and Vectors of Tropical Diseases. With support from RESPOND, the field-based component of the course will be lengthened and will take place at the Rajanagarinda Tropical Disease International Centre, Suan Phung District, Ratchaburi Province, Thailand and the nearby areas including local hospitals, health care units and villages during the first semester of each academic year. The field component of the course will be three days, and will include 40-45 students (25 Tropical Medicine students, eight selected participants from other Mahidol University faculties, and eight selected participants from other universities). Thirty-five instructors and staff will also be invited to attend.

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SEAOHUN Country Level Activity Highlights

THOHUN – GHI-Thailand 2014: GHI-Thailand 2014 will have three components, pre-GHI workshop, GHI week one, and GHI week two. The Pre-GHI Workshop will be a three-day session to strengthen the teaching capacities of faculty from the University of Minnesota and Chiang Mai University in advance of teaching at the GHI-Thailand 2014. GHI week one will focus on One Health Leadership. GHI week two will provide an opportunity for participants to select among a number of tracks, including cross-species surveillance, comparative public health systems and policies, analytic epidemiology and field pathology.

THOHUN – One Day One Health: To maintain focus on One Health in Thai universities, THOHUN will conduct a series of workshops and ongoing discussion to design and implement strategies for teaching standardized One Health concepts throughout Thai universities. Participants will include academic staff from Chiang Mai Nursing and Veterinary Medicine Faculties, and Mahidol Tropical Medicine and Veterinary Science Faculties. With 20 select people, THOHUN will first develop a ‘One Day One Health’ course, and will then deliver it to 50 participants.

INDOHUN – Global Young Leaders for One Health: INDOHUN will conduct an eight-day immersion course in One Health in Jakarta and Kalimantan for approximately 140 participants from public health, agriculture, veterinary, nursing and medicine faculties; approximately 30 lecturers and approximately ten non-academics (e.g., journalists) from SEAOHUN countries. At the end of the immersion, participants will have a better understanding of issues facing their own and other countries; an improved understanding of One Health across disciplines; improved leadership skills; and the ability to implement One Health in the field.

INDOHUN – Integrating One Health in New Veterinary Schools in Indonesia: Indonesia has several newer veterinary schools that have yet to integrate One Health into their curricula. To this end, INDOHUN will conduct a four-day workshop promoting the integration of One Health at Indonesia’s newer veterinary schools: University of Brawijaya in Malang (East Java), University of Hasanudin Makassar (South Sulawesi), University of Nusa Cendana in Kupang (East Nusa Tenggara), University Nusa Tenggara Barat in Mataram. Participants will include ten Deans of Indonesia veterinary schools, ten Vice Deans of veterinary schools and 30 staff and senior students from five new veterinary schools. This will result in an improved understanding and use of One Health at these newer schools, and improved networks and collaboration between all veterinary schools in Indonesia.

INDOHUN – One Health Capacity Building Workshop: To reach out to the next generation of EID leaders, INDOHUN will convene 25 university staff members, including those at the community level, extension personnel and students, from Yogyakarta, Central Java, East Java and Bali to describe the basic principles of One Health and how to apply them to training programs. This three-day workshop will teach participants about the participatory learning process; how to design, plan and implement training programs; and they will learn about how One Health categorizes emerging and re-emerging zoonotic diseases and pandemic threats.

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OHCEA

OHCEA is looking to take a multi-pronged approach to additional curriculum development and training, to include integrating One Health into existing educational programs, potentially establishing new One Health curricula, and continuing the Masters in Veterinary Preventive Medicine, which will result in twelve graduates, and One Health residency program, which will result in three graduates. OHCEA also plans to increase the number of public health, veterinary and nursing students' field experiences.

OHCEA has already developed a practice of student and faculty exchanges, which it expects to continue into Year 5. Student exchanges will likely focus on case studies, while faculty exchanges will likely focus on teaching methodologies. OHCEA also plans to expand its student clubs across additional OHCEA institutions.

OHCEA Illustrative Activities:

Field Experiences for Public Health, Veterinary and Nursing Students: To ensure students have practical and applicable One Health skills, up to 50 students per country from Public Health, Veterinary and Nursing schools may participate in a four-week attachment in the field. Each student will develop skills in community assessment and entrepreneurship and will submit a report and project at the end of the field experience.

Faculty and Student Exchanges: To build trans-disciplinary and trans-boundary understanding, OHCEA may establish exchanges within countries, and between countries. Faculty exchanges will be focused on enabling improved co-teaching, supervision, publishing, developing proposals, conducting external examinations and grant writing.

- Up to 60 faculty may participate in intra-country exchanges that will improve the learning experience for up to 600 students.
- Up to 60 faculty (10 from each country) may participate in inter-country exchanges.
- Up to 28 faculty may participate in exchanges with U.S. university partners.

Develop Pre-service Course and Curricula: OHCEA proposes to develop four new One Health curricula at the regional level. There will be four four-day regional meetings to be held in Kigali with two participants from each country per curricula. Each country will have a two-day stakeholder meeting with five participants per institution and a facilitator to review the developed curriculum.

Conduct One Health Seminars, Lectures and Campaigns: To sensitize OHCEA and non-OHCEA schools to One Health, OHCEA proposes to conduct one workshop for 160 participants per institution and seminars for 30 participants per institution.

Develop and Strengthen Institutional Quality Assurance: To ensure that One Health's scale up across the region is done well, OHCEA proposes to work with the Inter-University Council for East African Quality Assurance Council to conduct a four-day training workshop at country level for six people per institution in operationalizing quality assurance.

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Additionally, OHCEA aims to convene a One Health Institute that will bring together faculty from OHCEA institutions and U.S. universities, and key personnel from different government sectors to develop and deliver innovative methods courses.

IT development

Developments in information technology (IT) in recent years have enabled a minor revolution in sharing curricula and teaching materials within and between schools and geographies in developed countries. Given the regional and intra-regional nature of the project, these technologies have significant implications for RESPOND.

OHCEA

Makerere University's School of Public Health and College of Veterinary Medicine have successfully installed the Tufts University Science Knowledge (TUSK) e-learning platform, allowing for teaching materials, journals and other information to be shared between faculty and students. OHCEA plans to expand TUSK throughout the OHCEA network. OHCEA also aims to install Moodle, another e-learning platform, at Sokoine University of Agriculture and Muhimbili School of Public Health. RESPOND will support these efforts as requested.

Workforce Alignment

Both networks have mechanisms by which to engage their member institutions' host governments in dialogue about the skill sets demanded by the ministries charged with disease prevention and response, and how best to produce workforces that possess the relevant skills. RESPOND will support these mechanisms as requested.

Governments in Southeast Asia and in Africa have immediate needs for in-service training to strengthen their current capacity for monitoring and responding to outbreaks of infectious diseases. A number of regional universities play an important role in support of these government programs. In-service training can help government gain an understanding of the advantages of a One Health approach, while providing OHCEA and SEAOHUN another window on private and public sector workforce needs. Both OHCEA and SEAOHUN have region-specific strategies in place to address this need.

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Table 4: Expected Areas of Support – Workforce Alignment

Expected Areas of Support – Summary Table Workforce Alignment	
In-service training	<ul style="list-style-type: none">• In-service training evaluation, development and implementation;• Promoting partnerships between government and universities to enhance training opportunities.

In-service training

In seeking to address current and future government workforce needs, it is essential that all stakeholders come together to discuss the issues and to determine strategies to link pre-service to in-service training. Network faculties are keen to emphasize the development of adaptable skill sets that provide the graduates of the future with the ability to work across disciplines and sectors. In turn, governments need to identify the skill sets that their staff must have in order to fulfill their mission. To this end, the aim of this support is to enable universities currently involved in in-service training to work with their government counterparts to evaluate and strengthen their in-service training and degree programs based on the OHCCs in Southeast Asia, and based on the gap analyses conducted in Africa.

OHCEA

OHCEA is committed to bridging the gap between universities and government. The Country Coordinating Committees (CCCs) have been instrumental in promoting university-government sector engagements. In Year 4, CCCs not only promoted university-government sector engagements, but also carried out country-specific needs assessments to document the gaps in One Health competencies in each country. OHCEA agreed on a list of One Health competencies in a regional workshop held in September 2012. Building off of this work, OHCEA proposes to develop and deliver in-service training to meet these needs, such as training for first responders at district and community levels.

Potentially, several experts from each country and each U.S. university partner will develop materials for up to five courses, followed by a training of trainers workshop for as many as 120 trainers across OHCEA countries. These trainings will target first responders in high-risk areas and will be held in collaboration with both central and local governments, and NGOs.

OHCEA also proposes to work with countries to build government capacity to respond to outbreaks by conducting outbreak simulation exercises, training country and district “One Health teams” in policy advocacy for One Health, developing

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OHCEA Illustrative Activities

Training of Trainers: In order to meet government needs for in-service training for first responders at district and lower levels, OHCEA proposes to convene several experts from each country and each U.S. university partner to develop materials for five courses for master trainers. OHCEA would then deliver these courses to as many as 120 district and community-level first responders in a five-day Training of Trainers workshop for participants from each member country. Master trainers will be selected from the different government ministries and universities. Ultimately, these master trainers will be responsible for training 3,000 first responders (500 per country).

Develop In-service training materials: Based on work completed in year 4, OHCEA proposes to develop in-service training materials to address country-level gaps. Materials for five courses will be developed over a five-day meeting with one person per country per course. Participants will be selected from government ministries and universities.

student service-based training programs, and developing One Health demonstration sites for testing and improving outbreak surveillance and response strategies.

SEAOHUN

SEAOHUN Country Level Activity Highlights

THOHUN – Training of Trainers in Surveillance and Rapid Response (SRR) in Emerging Infectious Disease (EID): THOHUN will conduct a series of two-day training courses to develop and conduct a day-long course that will train 70 trainers in SRR in EID at the community level. Participants will include THOHUN university staff, epidemiologists from the Bureau of Epidemiology, Ministry of Public Health, Provincial Medical Office, and Disease Prevention and Control Regional Offices. At the end of the year, THOHUN will have developed a day-long course and corresponding educational materials on SRR of EID, trained 70 people in the same topic, and evaluated the training course and educational materials.

THOHUN – Workshop on Emerging Zoonotic and Food-borne Diseases: To establish a One Health team that crosses academia and government, THOHUN will conduct two five-day courses for early to mid-level Thai academics and One Health professionals that is focused on zoonotic and food-borne disease investigation. The two workshops will have 20 participants each, who will learn how to improve investigation, determination and control of food-borne zoonotic diseases.

THOHUN – Surveillance and Prevention of Emerging Zoonotic Disease Transmission for Community Leaders and Village Health Volunteers: To develop capacity in EID, THOHUN will develop a short training course on EID surveillance and prevention for community leaders and village health volunteers over the course of three two-day workshops with 30 trainers. Trainers will deliver the workshop over two days to 30 people at a time in a variety of communities. After several workshops, its effectiveness will be evaluated.

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To strengthen the ties and collaboration between university faculties and the government leadership and staff responsible for investigating and responding to outbreaks, RESPOND has been working with TEPHINET since 2011. SEAOHUN will support the TEPHINET SEA Regional conference to be held in Hanoi, Vietnam in November 2013 by providing a regional forum for discussion of university involvement with in-service training programs in various FET programs in the SEA region. SEAOHUN will support four to five trainees and up to two mentors from various epidemiology training programs in countries participating in EPT. SEAOHUN will also train field veterinarians that are in government service in epidemiology skills needed to conduct disease surveillance, investigations, control and response at the 3rd Applied Veterinary Epidemiology Training (AVET) Program Alumni Meeting and 1st Epidemiology One Health Network Forum. SEAOHUN will co-organize this event with WHO, Vietnam Ministry of Health, Vietnam Department of Animal Health, and USAID.

Organizational Development

This year, RESPOND expects to provide support to SEAOHUN and OHCEA network leadership in moving from the planning to implementation of a variety of activities that will accelerate OHCEA's and SEAOHUN's work. The premise underlying this effort is that only by demonstrating substantive accomplishments around highly valued domains of work will these university networks be able to sustain the interest and participation of faculty across the region and attract the funding needed for longer-term sustainability.

Table 5: Expected Areas of Support – Organizational Development

Expected Areas of Support – Summary Table Organizational Development	
SEAOHUN organizational development	<ul style="list-style-type: none">• Board of Director, Executive Board and Annual Meetings.
OHCEA organizational development	<ul style="list-style-type: none">• Staff expansion;• Staff capacity building;• Communications strategic plan.

SEAOHUN organizational development

In year 4, SEAOHUN began the process of formally registering in Thailand and established its Board of Directors. For SEAOHUN to complete its application to the Government of Thailand, its Board of Directors must hold an inaugural meeting. This meeting will be held in mid-September, and will be used to address a number of issues, primarily around completing SEAOHUN's establishment. The Board of Directors will be responsible for the management of the Secretariat, which will have

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its meeting in mid-December in Jakarta. The Executive Board will meet three to four times in year 5, depending on needs and availability of Board members. The meetings will be in December, April and August and will focus on activity and budget updates, any changes that have been made to the bylaws, and setting up National Coordinating Offices. At the December meeting, Chairmanship will rotate from Indonesia to Malaysia. SEAOHUN will also hold annual meetings at the national level to ensure each national network is fully aware of the progress SEAOHUN has made during the year. These meetings will occur before June 2014.

OHCEA organizational development

In year 5, OHCEA plans to continue its organizational development efforts by hiring new staff, including a finance officer, training coordinator and additional country administrators, and increasing time for focal persons.

OHCEA Illustrative Activity: OHCEA Institution Meetings

OHCEA proposes to convene a number of meetings of its various governing and administrative bodies at regional and country level to review progress, review and revise OHCEA policy and strategic direction, advance financial sustainability, improve knowledge management and dissemination, assess OHCEA advocacy efforts, among other items.

OHCEA also proposes convening country team building sessions with the CCCs, the OHCEA Board, OHCEA subcommittees, Deans, focal persons and administrators. Training support may be given to country administrators, focal persons, deans, faculty, CCC members and OHCEA support staff in areas of grant writing, monitoring and evaluation, financial management and communication skills. Further, to ensure OHCEA's sustainability beyond the life of RESPOND, grant writing training for people across the OHCEA countries may be provided. Makerere School of Public Health has also made office space available to OHCEA. This space will be renovated during year 5 so that it meets OHCEA's long-term needs.

With RESPOND support, a third-party firm is currently being solicited to conduct a pre-audit of OHCEA to ensure that its financial and operational processes meet the rigorous international standards that donors require. RESPOND will be offering appropriate support to OHCEA based on the pre-audit findings.

OHCEA will also begin implementing components of its Communications Strategic Plan, developed in 2012. OHCEA will focus on two major community outreach activities, carried out simultaneously in each OHCEA country. To supplement community outreach efforts and ensure appropriate local follow-up, OHCEA may also train journalists, OHCEA country teams, secretariat staff, and faculty in One Health communication and advocacy.

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RESPOND is prepared to support improvement of systems and compliance, as well as any other ways in which OHCEA seeks to address the challenges of its growth and to ensure its sustainability. Initial discussions with the OHCEA Secretariat on potential service offerings have already taken place.

Component 2 – Outbreak Response Preparedness

USAID has been supporting the World Health Organization Regional Office for Africa's (WHO AFRO) efforts to consolidate their existing tools and procedures into a standard set of guidelines for country-level outbreak response. With RESPOND support, WHO AFRO tested these guidelines in a tabletop simulation exercise in Kampala in July 2013, with a further exercise scheduled in the Democratic Republic of Congo in November 2013. RESPOND anticipates supporting WHO AFRO's development and dissemination of these guidelines in the following four ways in year 5:

Testing

In close collaboration with WHO AFRO, RESPOND will provide support to a simulation exercise in the Democratic Republic of Congo to further test the guidelines under realistic outbreak response conditions. The testing process is expected to identify:

1. strengths and weaknesses of the guidelines,
2. areas that may need further documentation or clarification, and
3. challenges and opportunities likely to be encountered in wider dissemination.

The exercise will consist of a tabletop simulation of a plausible outbreak scenario, with participation from the various government entities involved in outbreak response in the country. Data collection and evaluation from these tests will provide valuable feedback useful in the iterative improvement of the guidelines and the development of a practical dissemination strategy.

Based on feedback from the Uganda exercise held in year 4, further refinement of the guidelines through field exercises or district-level may be appropriate, and RESPOND is prepared to assist WHO AFRO with this as well.

Integration

It is anticipated that the rounds of simulation exercises will identify areas where the guidelines would benefit from additional development, and RESPOND has set aside resources in its budget to assist with this if desired by WHO AFRO.

Dissemination

Once the guidelines are completed and formalized, RESPOND has reserved resources sufficient to assist WHO AFRO with up to six one-day events at the

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member country level to introduce the guidelines and launch their use as part of WHO AFRO's support to member states.

Additionally, RESPOND expects to support a tabletop simulation workshop in Vietnam to test the guidelines in the Southeast Asian context and to introduce the tool in that critical region.

Operational assistance

In the process of testing and disseminating the WHO AFRO guidelines, RESPOND expects to work closely with the governments of the countries involved at the various levels and ministries involved in outbreak response. RESPOND will maintain these relationships beyond the testing and dissemination phases, offering continuing access to technical expertise, building linkages to the university networks that can provide experts and students to provide a force multiplier to actual outbreak response, and on request and with the approval of USAID, actual response support in the event of actual outbreaks.

Component 3 – Extractive Industries

Over the last several years, RESPOND has provided support to the EPT Extractive Industries Working Group's (EIWG) development of tools for industry and the international community on risk analysis, prevention, and mitigation for zoonotic diseases of wildlife origin. These tools are designed to enhance the capability of environmental and health professionals to assess environmental and health risks, and potential vulnerabilities at all stages of the business process (planning, operations and decommissioning) to identify and implement prevention and mitigation measures. The EIWG continues to work to disseminate these tools.

In year 5, RESPOND will continue to support the work of the EIWG to identify opportunities to share information and introduce emerging pandemic threats as an issue that industry should address. RESPOND will continue to explore and document the evidence base for mitigation as well as feed information into parallel processes that are working to secure high-level political commitment for emerging pandemic threats in the private and financial sectors as well as at the highest levels of government in various countries.

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Component 4 – Other Activities

RESPOND's goal is to support the development of One Health workforces that can better address the challenges of responding to outbreaks of normative and emerging diseases, within more effective frameworks for collaborative response. As OHCEA and SEAOHUN gain full access to funding and resources to build their networks in Year 5 of the program, RESPOND-funded pre-service and in-service training will be conducted almost entirely within the networks. Several ancillary activities continue into Year 5, however:

VetCap (Uganda)

In 2013 RESPOND partnered with the USAID/Uganda Mission and the U.S. Military Joint Command for the Horn of Africa to leverage planned, separate U.S. Military veterinary and medic trainings in rural Uganda to create combined One Health trainings to rural communities. With direct funding from USAID/Uganda, RESPOND linked its institutional partners AFENET, OHCEA and key stakeholders: Makerere University, the Ugandan Ministries of Health and Agriculture, and the Uganda Wildlife Authority to implement these trainings.

At the close of Year 5, five of the planned eight trainings have been implemented delivering improved basic health surveillance skills, awareness, and an understanding of One Health to over 200 community animal health workers, village health teams, Ugandan military medics, the one Ugandan military veterinarian, and park rangers.

During Year 5, RESPOND will continue providing logistical support to the three remaining trainings to be scheduled by the U.S. Military and USAID/Uganda.

Faculty of Veterinary Medicine, Khon Kaen University/Nabong Agricultural College (Thailand, Lao PDR)

This grant continues to establish and strengthen the relationship between the Faculty of Veterinary Medicine School of Khon Kaen University (VMKKU) in Thailand, and the Nabong Agricultural College (NAC), National University of Laos (NUOL) in Lao PDR. The supportive linkage between these two institutions strengthens both schools and lays the groundwork for possible future expansion of SEAOHUN into Lao PDR. The NAC has worked with VMKKU to upgrade its four-year bachelor of Animal Health Science degree to become a five-year bachelor of Veterinary Science (BVSc) degree. Within this process, the NAC has added pre-clinical and clinical subjects to its curriculum, which is modeled on the five-year curriculum formerly taught at VMKKU.

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Wildlife Conservation Society grant (Lao PDR)

The Wildlife Conservation Society is currently working with the USAID PREDICT Project with the aim of expanding existing surveillance programs that center on diseases within the hunting and wildlife trade systems. While infrastructure and facilities exist to manage the protected wildlife sites designated by the government, the capacity to utilize them can be augmented by the development of a wildlife disease surveillance system. The RESPOND grant advances the development of such a system in two national protected areas by supporting the training of cadres of trainers in internationally-accepted procedures and standards for wildlife disease and outbreak response.

The National Emerging Infectious Disease Coordination Office (NEIDCO) grant (Lao PDR)

RESPOND is working with the National Emerging Infectious Disease Coordination Office (NEIDCO) to develop One Health training for district and provincial level staff of the MOH and MOA. This will involve joint training of staff in a number of areas of importance for outbreak response to emerging infectious diseases.

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Component 5 – Year 5 Closedown

RESPOND will begin closedown planning and procedures from the outset of Year 5. A closedown plan will be submitted to USAID in October 2013, providing an overview of the administrative and technical requirements to be concluded in the project's final year. During the last nine months of Year 5, RESPOND will undertake a rolling closedown process. The office in Democratic Republic of Congo will close in March 2014, the remaining field offices in Uganda and Thailand will close in June 2014, and the U.S. office will close in September 2013. Each office closure is slated to occur over a three-month period where technical activities are completed in the first month of the quarter, sub-awardee closeout takes place in the second month and the final month is focused on administrative procedures such as closing bank accounts, disposing of inventory, closing of physical office space, demobilizing staff and contributing to project reports.

Performance Monitoring Plan

As described above, RESPOND's primary role in year 5 is to enable OHCEA, SEAOHUN, and WHO/AFRO to achieve their goals, which will include targets they have largely yet to set, with a RESPOND contribution that has not yet been established. As these institutions formulate their indicators and monitoring and evaluation plans, we will work with them to establish meaningful measures of RESPOND's support.

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Country and Regional Project Management

RESPOND has a US-based headquarters office in Bethesda, MD and field offices in Kampala, Uganda; Kinshasa, DR Congo; and Bangkok, Thailand. All three field offices are managed by DAI; a Tufts advisor is resident in the Bangkok office. UMN and Tufts staff are embedded in partner institutions in DRC, Rwanda, and Uganda, with an additional embed proposed for Year 5 in Thailand. UMN and Tufts maintain small administrative staffs at their institutions to provide logistical and accounting support to the project. TRG and E&E have designated contact persons for RESPOND.

Activities under the University Network Component are led by the networks, with support from RESPOND's U.S. university partners UMN and Tufts, who are members of both networks, in collaboration with DAI and TRG. DAI and TRG will lead support to WHO AFRO under the Outbreak Response Preparedness Component. E&E, in consultation with DAI, will liaise directly with USAID and other EPT partners on the Extractive Industries Component. DAI, and in some cases UMN and Tufts, will work with partners designated under the Other Activities Component.