

# Newsletter Vol.1/2024



## Pilot Course on One Health Core Competencies Development for Vocational Training

A group of people, including students and professionals, are gathered around a table in a workshop or meeting room. They are looking at and discussing documents spread out on the table. The room has white chairs and tables, and other people are visible in the background, some standing and some sitting at tables. The overall atmosphere is one of collaborative learning and professional development.

## Pilot Course

# on One Health Core Competencies Development for Vocational Training

The Thailand One Health University Network (THOHUN) supported by the United States Agency for International Development (USAID), recognizes the importance of disseminating knowledge and expanding the One Health core competencies (OHCCs) strengthening into vocational education. Vocational education is one of the major educational systems in Thailand, focusing on the development of knowledge and skills in vocational and technical professions. Therefore, in 2022, THOHUN collaborated with the Office of the Vocational Education Commission, One Health experts from THOHUN-member universities, and 226 instructors, representing 121 vocational institutions nationwide. In the workshop, they designed a curriculum, addressing roles, rights, and responsibilities of vocational volunteers in their role as national citizens and One Health knowledge and capacities required for the vocational students and personnel. In 2024, this curriculum was established and successfully trained vocational teachers to enhance their understanding of the One Health concept and the necessary core competencies that are crucial for their career works.

# One Health concept

is a concept, recognizing the interconnection between human health, animal health, and environmental health, as well as the complexity of disasters and health threats. It also emphasizes the multi-disciplinary and sectoral collaboration in planning, implementing, controlling, preventing, preparing, and responding to disease outbreaks and health threats to ensure holistic health for all people.

# VS

# One Health Core Competencies

are defined as the knowledge, skills, attitudes, and behaviors that are observable, measurable, and evaluateable, regardless of the individual's field of expertise. These competencies are often essential for the success and advancement of both individual and organizational levels, whether in educational institutions, government agencies, or private sectors.

## Concepts and Knowledge of One Health

01

Ability to understand, explain, apply, identify, integrate, and effectively communicate the One Health knowledge at various professional levels.

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## Ethics, Values, Culture, Beliefs, Public Mind

02

Ability to understand, analyze, and recognize the value and social, religious, and historical diversity of individuals and societies.

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## Planning and Management

03

Ability to set goals, plan, design, implement, monitor, and evaluate One Health projects to ensure effective operations and satisfactory health outcomes.

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## Systems Thinking

04

Ability to analyze factors that interact with and affect in a system. These result from the interconnection and interdependencies among humans, animals, the environment, and ecosystem that are highly dynamic.

## **Communication and Informatics 05**

Ability to seek, compile, synthesize, share, and exchange relevant information across sectors, professions, and stakeholders to establish, strengthen, and foster One Health initiatives and implementations.

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## **Vocational Leadership 06**

Ability to initiate a cross-disciplinary vision, to inspire and motivate teams from various sectors to establish, manage, and foster One Health initiatives and implementation.

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## **Collaboration and Partnership 07**

Ability to foster and maintain and effective collaboration and partnerships with various disciplines within One Health teams, at individual, stakeholder, partner, or community levels, to advance One Health initiatives and implementations.

# Training Workshop for Vocational Teachers



THOHUN has developed a training curriculum titled “One Health for Vocational Students and Teachers”, including a variety of learning activities such as e-learning and hands-on training. This curriculum aims to equip vocational students and personnel with essential OHCCs. A pilot curriculum was also created to enhance knowledge, understanding, and pedagogy skills in the curriculum for teachers who were trained from 13 vocational colleges. The pilot training was used to evaluate the curriculum’s effectiveness, relevance, and alignment with the needs and demands of vocational careers and enable the trained teachers to integrate the content and training techniques into their own teaching and practices at their institutions.





## **Fields and Divisions of Lead Teachers in Developing One Health Core Competencies for Vocational Education**

These are the areas of expertise of the teachers involved in developing OHCC, which include:



**Business and Management**



**Tourism and Hospitality**



**Industry and Engineering**



**Agriculture and Fisheries**



**Home Economics, Arts,  
and Textile Industry**



**Information Technology  
and Communication**



**Transport and Logistics**

**THOHUN**

Thailand One Health  
University Network

**Pilot Course on**

**One Health Core  
Competencies**

**Development for  
Vocational Training**



One Health Knowledge Course and  
One Health Core Competencies Development



# Learning Domain 1

## Concepts and Knowledge of One Health

### Learning Objectives:

1. Recognize the risks and safety concerns for vocational education professionals related to pathogens and chemicals.
  2. Understand the importance of and properly use PPE.
  3. Knowledge of the importance of hand hygiene and ability to perform handwashing correctly.
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# Learning Domain 1 Concepts and Knowledge of One Health

## Online Learning:

- Covers zoonotic diseases of medical importance, occupational health and environmental risks
- Biosafety principles to prevent infection risks in the workplace.
- Management and standards for factories, hotels, and tourism.
- It also includes knowledge and skills for self-protection and protecting others in vocational teaching, training and work settings.



## Experiential Learning:

Four learning stations:

- Jeopardy game
- Proper PPE use
- Infection prevention
- Proper handwashing

# Learning Domain **2**

## **Ethics, Values, Culture, Beliefs, Public Mind**

### **Learning Objectives:**

- 1. Understand the importance and role of vocational education volunteers or practitioners in preventing and controlling communicable diseases at organizational and community levels.**
- 2. Embrace and respect cultural, occupational, and gender diversity in various areas.**
- 3. Conduct preliminary health assessments in local areas.**
- 4. Engage in cultural activities at all levels.**
- 5. Adjust to the organizational culture effectively during the probation period.**
- 6. Demonstrate and respond proper values and beliefs.**

# Learning Domain 2 Ethics, Values, Culture, Beliefs, Public Mind

## Online Learning:

- Includes fostering working within diverse organizational settings.



## Experiential Learning:

- Understanding the roles, rights, and duties of vocational volunteers as good citizens
- Including cultural acceptance, occupational and gender diversity in the workplace
- Skills for working and adapting to organizational culture and workplace environments.



**“Differences must start with an open mind and mutual adaptation, as people of different ages have varying perspectives based on everything that has shaped their growth and thoughts.”**

**A vocational education teacher’s perspective from the training.**

# Learning Domain **3**

## Planning and Management

### Learning Objectives:

1. Plan and prioritize personal development.
2. Integrate various knowledge and skills in planning and executing projects.
3. Carry out the plans as outlined.
4. Address and resolve issues arising from project implementation.
5. Evaluate the outcomes and effectiveness of the project.
6. Apply knowledge and skills in writing volunteer project proposals.

# Learning Domain **3** Planning and Management

## Online Learning:

- Cover designing and planning project development.
- Methods and steps for project implementation.
- Principles and guidelines for preliminary project evaluation.



## Experiential Learning:

- Prioritization, problem solving by using Problem tree analysis tools to identify causes, impacts, and solutions.
- Initial project planning, assessment and presentation techniques.



# Learning Domain 4

## Systems Thinking

### Learning Objectives:

1. Identify problems, their causes, and their impacts.
  2. Prioritize problems and devise solutions.
  3. Identify methods for risk prevention and control.
  4. Create works or projects to address problems.
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# Learning Domain 4 Systems Thinking

## Online Learning:

- Knowledge of systems, principles, and processes for systems thinking, use and application of system analysis tools
- Techniques for pitching and presentation.



## Experiential Learning:

- Using the Know-Want to Know-Learned
- Problem tree tools for understanding problems, impacts and prioritizing of solutions
- Sustainable development goals' card game and creation of problem- solving projects

# Learning Domain **5**

## Communication and Information

### Learning Objectives:

1. Describe communication principles for safety, building credibility, fostering collaboration, and reducing conflicts.
2. Communicate appropriately with various targets and tools and techniques

# Learning Domain 5 Communication and Information

## Online Learning:

- Cover components of communication and application in daily life.



## Experiential Learning:

- Developing awareness and critical skills for navigating and understanding media and digital information.

# Learning Domain 6

## Leadership in Vocational Education

### Learning Objectives:

1. Explain the characteristics of leadership in vocational education.
2. Analyze personal decision-making processes in the workplace.
3. Effectively resolve conflicts and manage a “Bio-Service” team.
4. Explain principles of communication to persuade diverse stakeholders, including community members, medical personnel, and local government officials.
5. Communicate to seek cooperation from various stakeholders in simulated scenarios.
6. Present a bio-service or volunteer project to secure support from different sectors.

# Learning Domain 6 Leadership in Vocational Education

## Online Learning:

- Include leadership characteristics
- Principles and techniques for team management
- Strategic communication



## Experiential Learning:

- Self-assessment and reflecting on the qualities and foundations of leadership.



**“Having a leader who gives clear instructions can be crucial for achieving faster and more effective work during emergencies or crises.”**

**A vocational education teacher’s perspective from the training.**



# Learning Domain 7

## Collaboration and Partnership

### Learning Objectives:

1. Explain the principles and precautions for effectively communicating risks.
2. Accurately communicate risks in simulated scenarios.
3. Contribute to discussions on developing risk communication strategies for significant communicable diseases that are tailored to community and national contexts.

# Learning Domain 7 Collaboration and Partnership

## Online Learning:

- Types of stakeholder's partners and allies
- Analysis of the personalities and characteristics of stakeholder's partners and allies
- Coordination techniques and communicating to build cooperation and partnerships.



## Experiential Learning:

- Four-Direction Animal Activity
- Marshmallow challenge
- Stakeholder analysis in projects
- Collaboration and partnership



“Each person has a unique personality, but the challenge lies in working together harmoniously without conflict.”

“Learning to fail and experimenting is better than overthinking without taking action. We won’t know if something works until we see the results. If we learn from our failures, we won’t make the same mistakes again.”

A vocational education teacher’s perspective from the training.



## Feedback from Vocational Education Teachers Attending the Training:

“ The training was highly beneficial. The knowledge gained can be effectively applied to manage education and integrate with other subjects. Additionally, the knowledge and skills acquired can be used for personal development, as well as for the improvement of faculty and students. ”

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