

"Thanks for an informative presentation. This will go a long way in equipping us... Solving the issue of pandemic is our collective response." - OpenWHO user, resilient cities course

OpenWHO News

The latest from WHO's open learning platform

HIGHLIGHTS

Ready4Response course series receives accreditation for continuing professional development (p.1)

OpenWHO publishes 6 operational learning research papers in the first 2 months of 2022 (p.2)

WHO marks World Neglected Tropical Diseases Day with the launch of 5 new OpenWHO courses (p.2)

Data spotlight on updated OpenWHO enrolment map and snapshot of equity efforts (p.3)

Ready4Response courses receive CPD accreditation

OpenWHO is excited to share that the Ready4Response course series has received Continuing Professional Development (CPD) accreditation, becoming the first OpenWHO courses to receive this recognition.

CPD accreditation certifies that both the content and structure of the [Tier 1](#) and [Tier 2](#) courses have been independently assessed and approved for continuing personal and professional development purposes. As WHO's core curriculum for health emergency response, Ready4Response aims to develop consistent learning standards across the emergency response workforces at national level, equipping participants with the essential competencies needed to work in public health emergency response.

Achieving this accreditation continues OpenWHO's goal of providing the highest quality of learning content for global learners and improving health emergency response in all contexts.

LATEST COURSES



Discover your leadership moment

Key considerations for SARS-CoV-2 antigen RDT implementation



Key considerations for SARS-CoV-2 antigen RDT implementation



Engaging the private sector to deliver COVID-19 tools and achieve Health for All

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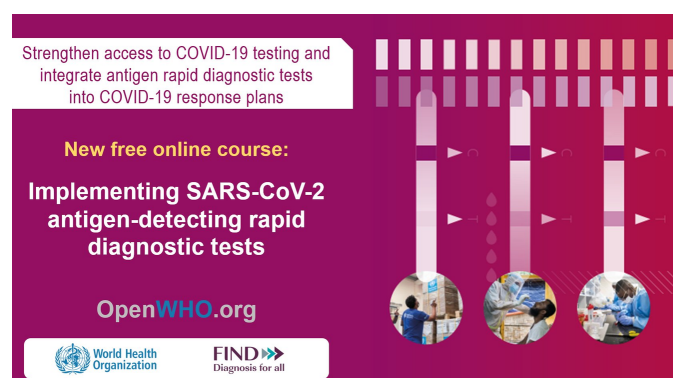


Operational learning research kicks off 2022 with 6 new publications

OpenWHO is committed to improving online learning delivery by regularly reviewing and refining its approaches and processes.

In the first 2 months of 2022, the OpenWHO team published 6 operational learning [research papers](#) focused on quality improvement. Topics included the digitalization of learning during the pandemic, equity and accessibility, multilingual production approaches, the multiplier effect and lessons learned for asynchronous online learning delivery.

Sharing the results of quality-improvement activities through peer-reviewed and other scientific publications ensures that the approaches used and lessons learned are communicated with the global public health community.



Ending the neglect of poverty-related diseases through open-access learning

As we celebrated World Neglected Tropical Diseases Day on 30 January, WHO shined a light on these devastating yet overlooked diseases by expanding the free online learning opportunities available on [OpenWHO.org](https://openwho.org).

OpenWHO launched 5 new online courses on Neglected Tropical Diseases (NTDs), for a total of 12 NTD courses hosted on WHO's open-access learning platform. All courses are available on the [NTD learning channel](#), which was established during the COVID-19 pandemic to enable continued training activities in the face of serious disruptions to the implementation of NTD programmes and on-site courses.

NTDs affect more than 1 billion people, mainly in the world's poorest regions, where water safety, sanitation and access to health care are substandard. Some are associated with disabilities, deformities and social exclusion, while others are fatal without timely treatment.

The 5 new OpenWHO courses address leprosy, tropical dermatology, supply chain management of NTD health products, visceral leishmaniasis in East Africa and post-kala-azar dermal leishmaniasis. They joined courses on NTDs in the context of COVID-19, rabies and One Health, and 5 skin NTDs (mycetoma, podoconiosis, scabies, tungiasis and yaws), which together had 25 000 course enrolments.

OpenWHO learning platform

Free of charge

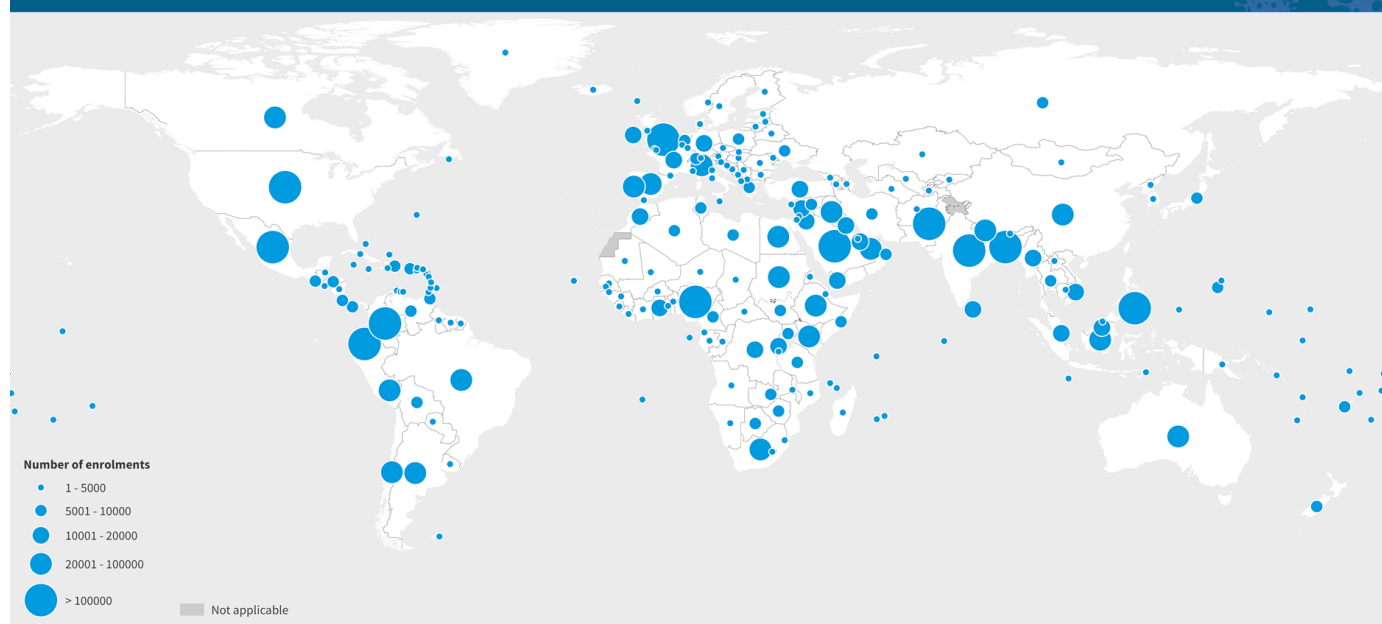
Accessible

Self paced

Multilingual



OpenWHO country enrolments



The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of WHO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted and dashed lines on maps represent approximate border lines for which there may not yet be full agreement.
[1] All references to Kosovo should be understood to be in the context of the United Nations Security Council resolution 1244 (1999).

Data Source: World Health Organization
Map Production: WHO Health Emergencies Programme
Request ID: COVID19_50

 **World Health Organization**
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OpenWHO: Advancing equity through online learning



The COVID-19 pandemic expanded OpenWHO learning to previously **underrepresented** groups, including women, learners age 70+ and learners younger than 20.



Online learning participation has shifted toward **low-and middle-income countries**, which make up nearly ¾ of learners compared to ½ before the pandemic, driven by surging demand in middle-income countries.



When population is taken into consideration, **small island states** bring the highest proportion of learners. 16 out of the 20 top countries, territories and areas based on per capita enrolments are island states.



OpenWHO translates COVID-19 courses into as many **languages** as possible. Access to materials in preferred languages has been proven to enhance learning uptake and retention.



OpenWHO prioritizes **multi-use formats** so materials can be adapted to local contexts and offline demands, creating a multiplier effect that reaches additional audiences.