



## **REPORT**

# **WOAH Sub-regional Awareness Raising Workshop Workforce development and Veterinary Paraprofessionals**

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**Arusha, Tanzania, 15-17 November 2022**

# Contents

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<b>Executive Summary</b> .....	4
<b>Workshop Report</b> .....	5
Introduction.....	5
Workshop objectives .....	5
Programme overview .....	5
Logistics .....	6
Workshop evaluation.....	6
Workshop follow-up .....	8
<b>Annexe 1: Programme Agenda</b> .....	12
<b>Annexe 2: Thematic Session Abstracts</b> .....	19
<b>Annexe 4: Summary of the pre-workshop member survey on workforce development</b> .....	26
<b>Annexe 5: Summary results of post-evaluation survey</b> .....	26

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## Executive Summary

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The [Sub-regional awareness raising workshop on veterinary workforce development and veterinary paraprofessionals in Southern Africa - WOAHA - Africa](#) was held on 15-17 November 2022. The objectives of the workshop were to build knowledge and understanding of factors contributing to veterinary workforce development and to develop an interest in veterinary workforce planning.

The workshop consisted of seven thematic sessions. These included one general introductory session, five thematic sessions and one concluding session. The thematic sessions included interactive formats on the following topics: WOAHA activities, [PVS Pathway](#) and Capacity Building; regional perspectives on the veterinary workforce: country posters; VPP education; veterinary workforce assessment and development; veterinary legislation & regulation; building consensus on veterinary workforce development.

A total of 55 people participated (F=17) from 14 WOAHA Member countries. Overall satisfaction with the workshop was good, with follow-up opportunities available.

# Workshop Report

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## Introduction

The [Sub-regional awareness raising workshop on workforce development for Veterinary Paraprofessionals - Southern Africa - WOAHA - Africa](#) (15-17 November 2022) presented the r WOAHA Competency and Curricula Guidelines for VPPs in the context of an array of approaches for building an enabling environment for VPPs within the context of veterinary workforce planning and development.

## Workshop objectives

- To build knowledge and understanding of factors contributing to veterinary workforce development
  - Understand the elements contributing to an enabling environment for the effective use of different cadres of personnel in the workforce
  - Become familiar with the regional context of the veterinary workforce and VPPs
  - Understand steps that can be taken to develop workforce planning and VPP integration
  - Gain awareness of WOAHA capacity building in support of veterinary workforce development, including through the [PVS Pathway](#) and use of VPP competency and curricula guidelines and support for public-private partnerships
- To develop an interest in veterinary workforce planning
  - Become familiar with how to create a VPP-enabling environment at the national level
  - Discuss collaboration/coordination between vets and VPPs in Veterinary Service

## Programme overview

The workshop sessions were as follows:

**Session 1 (15 November)** Opening and introduction. Involved arrival and registration, housekeeping briefing, Opening remarks, Group photograph and an introduction to the workshop and the objectives

**Session 2: (15 November)** WOAHA and Capacity Building

**Session 3: (15 November)** Regional perspectives: Poster Gallery

**Session 4: (16 November)** Thematic session on Veterinary and VPP Education

**Session 5: (16 November)** Thematic session on Veterinary workforce development

**Session 6: (17 November)** Thematic session on Veterinary legislation & regulation

**Session 7: (17 November)** Closing session: Building consensus on the need to initiate veterinary workforce planning & recommendations on the way forward

### **Logistics**

This workshop was divided into 7 sessions over 3 days. The participants were nominated by the respective delegates based on their specialities (delegate/ nominee, participants from training institutions, VPPs and emphasis was placed on the participation of qualified women). The workshop was held in Arusha, Tanzania. An [event page was developed](#) where relevant information was posted and is available for long-term reference. A pre-workshop survey was developed and administered to the participating countries. The participating countries were also requested to fill in a poster template which was used for the gallery walk session. Workshop evaluation was conducted daily and at the end of the workshop via an online form and the results were analysed and available in Annex 5.

### **Workshop participants**

Participants for the workshop were nominated by the WOAHA delegates by pre-agreed and recommended participant profiles from an earlier virtual meeting with the delegates. Participant profiles included representatives from:

- WOAHA Delegate, Veterinary Authority including the department of Fisheries
- Veterinary Statutory Body (VSB) or other agency regulating the professions, if existing
- Competent Authority for Higher Education/Vocational Training
- VPP training institution
- VPP association or representative of other VPP workforce
- Veterinary association
- Private sector who uses VPPs, e.g. industry representatives and farmer associations
- Industry/farmer association and NGO representatives

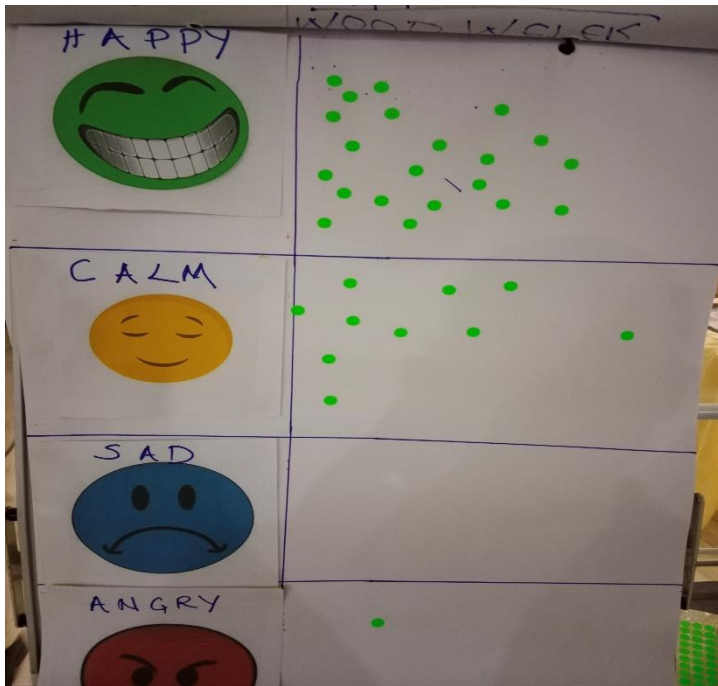
There was a total of 55 participants from 14 WOAHA Member countries.

### **Workshop evaluation**

The workshop received positive feedback. It was greatly appreciated by the participants as well as by WOAHA staff and the VPP experts involved.

The workshop discussion included how to include more VPPs among participants. It was highlighted that some participants had VPP backgrounds as well as other roles or qualifications. Overall, the workshop targeted decision-makers, and participants are encouraged to reach out to VPP stakeholders at the national level.

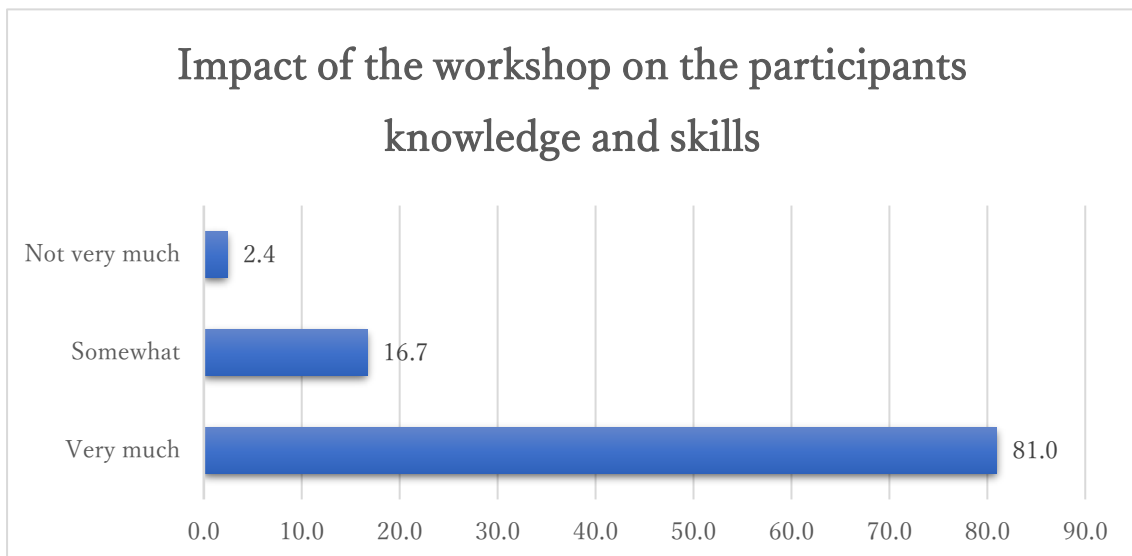
### Moodimeter



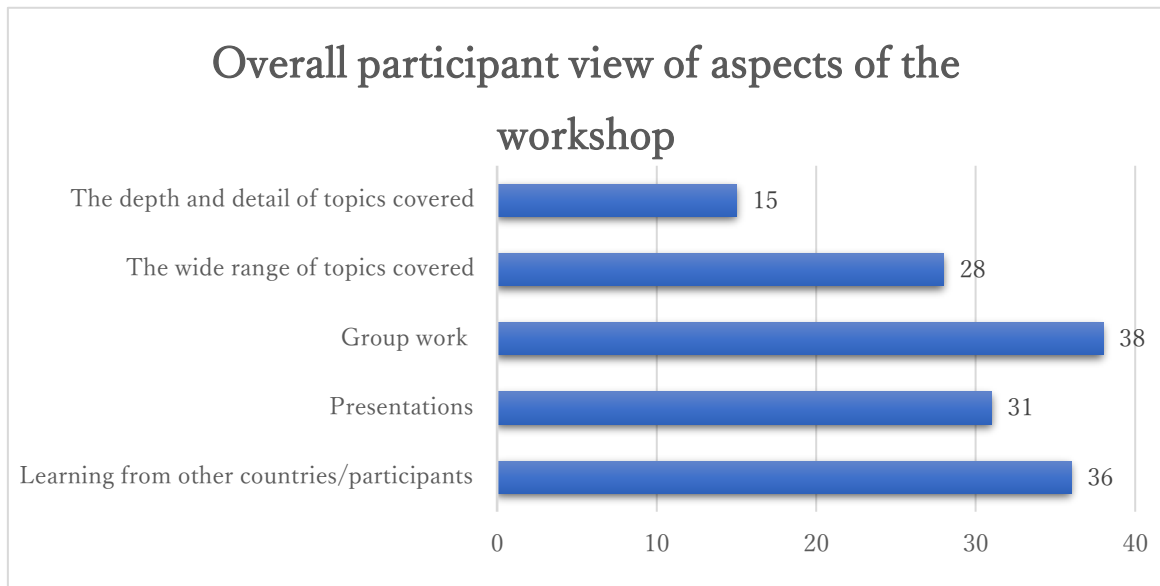
In overall the participants were very happy with how the days went. The mood meter that was used at the end of each day seemed to reflect an overall high satisfaction by the participants

### Evaluation survey responses

45 participants (approximately 70% of the total participants) answered the anonymous post-workshop evaluation. The average score of satisfaction with the workshop was 3.62 out of 5.



81% of the respondents answered that their knowledge/skills improved very much or somewhat overall.

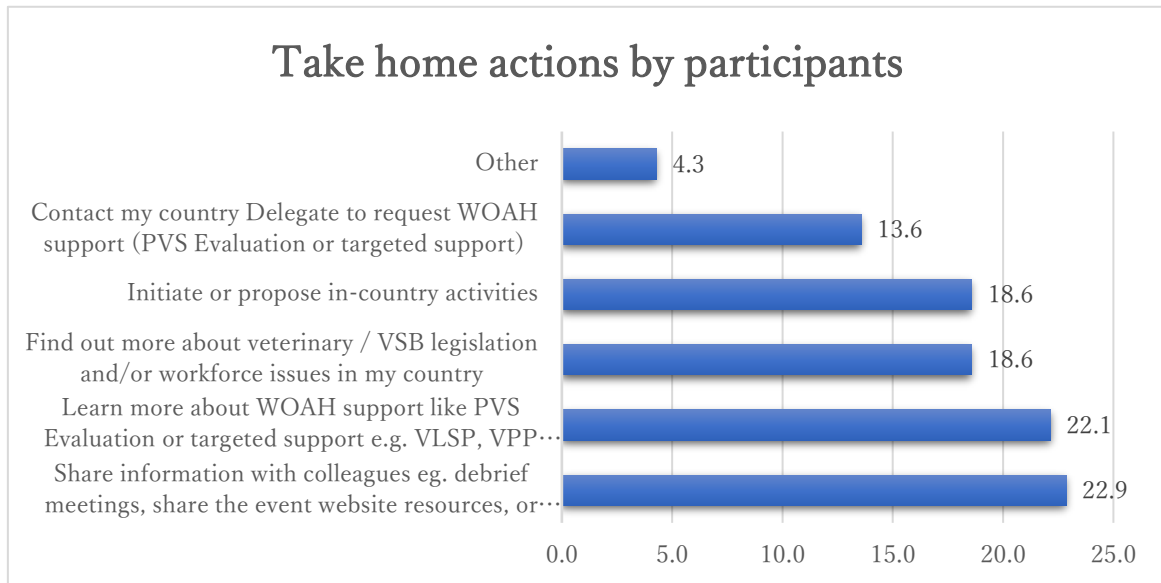


Overall the participants seemed to equally allocate value to most aspects of the workshop besides the depth and detail of the topics covered. However, the participants 38% said they enjoyed more the group work sessions while the opportunity to learn from other participants came second at 36%. 31% of the participants thought the presentations were good, however only 15% thought that the depths of topics covered were sufficient.

#### **Workshop Follow-up**

Participants were informed that WOAHA intends to organise an Africa continental conference on workforce development in 2024. That next event can be considered a milestone for stock-taking and sharing updates, measures and improvements undergone by countries after this workshop. Participants were invited to prepare action points for themselves as national delegations. These actions are non-binding commitments as they have not been validated by senior authorities, however they indicate future directions to guide Members in the kind of actions they can take at country-level, and in soliciting WOAHA support through [PVS Pathway](#) activities or through the WOAHA Training Platform.





#### ***Suggestions of follow-up actions presented by country delegations***

##### **Botswana**

- Look at registration of VPPs by the Veterinary Council
- Stakeholder engagement with farmers and VPPs to work together
- Engage with PPP activity
- Engagement with CAHWs – review the example of South Africa, keeping in mind areas where there are no vets or VPPs
- Interested in training and curricula for VPPs

##### **DR Congo**

- Information sharing of learning from the workshop with colleagues and counterparts in the country
- Review the current status of VPPs in DRC
- Review current activities related to VPPs
- Refer to experience in Kenya as an example of workforce development

##### **Eswatini**

- Review VPP training standards and certification
- Consider Veterinary workforce assessment and development
  - Find out if government-based veterinary services are meeting the needs of service users
- Consider PPP for private employment of VPPs for private services
- Already involved in upgrading VPP curriculum using WOAHA guidelines, will continue with that to strengthen VPP training and curriculum, currently at certificate level, and want to develop it into a diploma

##### **Lesotho**

- Conduct a survey to establish the state of play and enabling environment for VS.
- Development of competencies and guidelines for VPPs
- Categorise VPPs and recommend organigramme and job descriptions.
- Review PVS Pathway engagement

#### **Madagascar**

- Information sharing of learning from the workshop with colleagues and counterparts in the country.
- Workforce assessment at the national level, including the context of PPP and possible partners.
- VPPs are already regulated, so now evaluate the VPP training institutions.
- Work on integration of VPPs in the VPP associations
- Consider the role of CAHWs, in light of a training framework for CAHWs that is already developed at the country level)

#### **Malawi**

- Sensitise senior staff on VPP guidelines and competencies
- Strengthen the VPP association
- Advocate for registration of certificate holders
- Review the VPP curriculum to see if it satisfies the needs and demands of farmers
- Consider revision of job descriptions for VPPs in line with the VPP competency framework
- Review legislation to ensure it includes registration of vets and VPPs
- Aim to operationalise the Board of VSB

#### **Namibia**

- Report back to the principal of the training institution
- As a country, we are on the right track
- Sensitisation and awareness, especially of the law, for the general public and also for the workforce themselves

#### **South Africa**

- Have work in progress regarding resolutions of the 2015 meeting
- Waiting for approval for new legislation for VPPs to work for their own gain
- Have VPPs in the South Africa Veterinary council, including different categories, and on ExCom and leading some committees
- Working on the transformation of VSB so that it represents the demographics of the workforce
- Reviewing the structures of VSB services
- Look into the education curriculum for VPPs to standardise it amongst 3 institutions

#### **Tanzania**

- Currently Tanzania is reviewing the curriculum for VPPS and will take into account WOAH guidelines
- Currently undertaking workforce assessment with FAO – this workshop has helped enrich knowledge for that workforce plan
- Tanzania livestock policy and veterinary Act 2003 are currently under review – knowledge and experience gained from other countries will enrich this review

#### **Zambia**

- It is important to have a proper inventory of the Veterinary Professionals and Veterinary Paraprofessionals both in the public sector and private sector to calculate the Public Service Ratio/Veterinary Livestock Unit – to know the existing capacities for veterinary service delivery (adequate/inadequate) and to plan for future workforce needs/requirements.
- Embrace PPP as an initiative- Public Private Partnerships is an initiative that can be used to control or eradicate livestock diseases. Some countries have successful stories where this concept has been applied.
- Workforce needs assessment/audits should be done regularly to establish the gaps and needs and this can be aligned to national strategic plans – 5 years cycles
- There is need to streamline the various roles and Responsibilities of the VPPs and this needs to be clear in the legal framework.
- VSB to provide for the contextualized and tailor-made definition for VPPs that takes into consideration the country's situation in terms of tasks, cadres trained and needs
- Benchmark and review utilization of CAHWs in delivery of veterinary services especially for underserved communities and provide for their recognition in the law.
- VPPs should have their association to represent their interests and welfare.
- Need for alignment of the VPP training Curricula (ZIAH and NRDC) to the WOAH curricula guidelines using the Curricula alignment matrix. Country to request WOAH Education Support
- Incorporate a Competency-based education (CBE) approach into VPP training institutions to allow for day 1 competencies.
- Tailor-made training to solve specific needs for organizations through PPPs

#### **Zimbabwe**

- Need to accelerate review of legislation in line with recognition, registration of VPPS, especially based on JDs and tasks expected of them, and review the role of VSB in the education of VPPs (accreditation of training institutions, advocating for a review of the workforce), and supervision of VPPs by vets

## Annexe 1: Programme Agenda

### Day 1

<b>WOAH Sub-Regional Awareness Raising Workshop on Veterinary Workforce and veterinary paraprofessionals in Southern Africa</b>			
<b>Date: 15 November 2022 - 08H00 (EAT)</b>			
<b>Day 1: Aim is to build a picture of countries and regional context for veterinary workforce development and understand WOAHA's capacity building services in support of workforce development</b>			
<b>Time (EAT)</b>		<b>Learning Objectives</b>	<b>Facilitator /Presenter</b>
<b>Session 1: Introduction</b>			
8.00-9.00	Arrival and registration		Grace Omwega
9.00-9.05	Housekeeping briefing		Grace Omwega
9.05-9.20	Opening remarks		WOAH (Dr Samuel Wakhusama) President of WOAHA African Commission Minister of Livestock and fisheries of Tanzania
9.20-9.30	Group photograph		
9.30-9.40	Introduction to the workshop and the objectives		Simon Kihu, SRR EA
<b>Session 2: WOAHA activities and the Capacity Building Programme</b>			
10.00 – 10.20	Brief introduction to WOAHA	Become familiar with the mandate of the World	Dr Samuel Wakhusama,

Organisation for Animal Health with focus to southern African Sub Region

WOAH Sub-Regional Representative for Eastern Africa SRR Nairobi

10.20-10.40	Overview of the Performance of Veterinary Services (PVS) Pathway and the WOAHA Training Platform	Become familiar with OIE Capacity Building services, in particular, the PVS Pathway and OIE Training Platform	Sonia Fèvre
10.20-10.30	Africa programme of activities	Overview of upcoming events regarding WFD	Simon Kihu
10.30-10.50	Questions and answers		Charles Muleke
<b>10.50-11.20</b>	<b>Morning break–Coffee/Tea</b>		
<b>Session 3: Country testimonies on the veterinary workforce: perspectives from veterinary authorities on utilisation of veterinarians and VPPs in veterinary services</b>			
11.20-12.30	Gallery walk: State of Play on Veterinary Workforce through Poster Presentations	To appraise the status of vets, VPPs and CAHWs in the veterinary workforce in the southern African region	
<b>13.00-14.00</b>	<b>Lunch Break</b>		
14.00-14.15	Highlights from the poster session	Highlights of VPP workforce in SADC countries	<b>Johan and Charles</b>
14.15-14.45	Presentations from PCTAD project countries on activities conducted to date	Sharing information on other VPP project activities	Kenya, Rwanda, Zambia, Ethiopia
14.45-15.30	<b><u>Group work</u></b>	To understand the career pathway of VPPs across the region	<b>Benson and Charles</b>
	What is the pathway of a VPP in their career, from studies to professional	To draw from own country's experience and context	

	life?	
15.30-16.15	Feedback session from the working groups	Benson and Charles
16.15-16.30	Question and answers	Charles and Simon
16.30-17.00	<b>Afternoon Break Tea/Coffee</b>	
	<b>Close the day</b>	
19.00	<b>Evening reception offered by WOAHCocktail</b>	

## Day 2

<b>WOAH Sub-Regional Awareness Raising Workshop on Veterinary Workforce and veterinary paraprofessionals in Southern Africa</b>			
<b>Date: 16 November 2022</b>			
<b>Day 2: The aim is to enhance participants' knowledge of factors contributing to veterinary workforce development and VPP education</b>			
<b>Time (EAT)</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Facilitator /Presenter</b>
8.45-9.00	Recap of day 1		Charles and Simon
<b>Session 4: Veterinary and VPP Education</b>			
9.00-9.45	Presentation on the sub-regional survey on workforce development and veterinary and VPP education in Southern Africa	Understand the VPP workforce in the context of the SADC sub-region	Johan
9.45-10.00	Question and Answers		
10.00-10.20	Presentation on highlights of competency-based approaches to learning	Presentation of the OIE Competency Guidelines for VPPs,	Johan Oosthuizen, Charles Muleke

10.20-10.30	Question and Answers		
<b>10.30-11.00</b>	<b>Morning break–Coffee/Tea</b>		
11.00-11.40	<b>Group work: Developing a VPP job description</b>	Become familiar with the process of developing and reviewing a job description based on competencies Competency-based approaches to training	Johan Oosthuizen and Charles Muleke
11.40-12.00	Group work feedback		
12.00-12.10	WOAH curriculum guidelines and examples of their use	Learn how the Guidelines can be used for self-evaluation using an example curriculum from a participating Member	Johan and Charles
12.10-12.30	VPP training standards and certification and how they are linked to employment pathways in the sub-region	Understand quality assurance and standardisation of training	Johan, Charles, PCTAD countries Rahul and Kelsey
12.30-13.00	Question and Answers		
13.00-14.00	<b>Lunch Break</b>		
<b>Session 5: Veterinary workforce development</b>			
14.00-14.30	Methodologies for veterinary workforce assessment & development	Understand why workforce planning is important Consider steps and challenges in workforce planning Consider tools for workforce planning	Simon and Benson
14.30-14.45	Question and Answers		Rahul and Kelsey
14.45-16.00	<b>Group work</b>	Become familiar with workforce development planning scenario (Shoatlandia) Explore workforce planning in an imaginary context	Sonia, Simon, Benson
	Workforce development exercise		
16.00-16.20	Afternoon tea/coffee break		



16.20-17.00	Group work and feedback		
17.00-17.25	Question and Answers		facilitators
<b>17.30</b>	<b>Close the day</b>		

**Day 3**

<b>WOAH Sub-Regional Awareness Raising Workshop on Veterinary Workforce and veterinary paraprofessionals in Southern Africa</b>			
<b>Date: 17 November 2022</b>			
<b>Day 3: Understand the legal and regulatory environment for veterinary legislation in Southern Africa, and key concepts and tools for good veterinary legislation Create interest and commitment from Members to initiate veterinary workforce planning</b>			
<b>Time (EAT)</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Facilitator /Presenter</b>
8.45-9.00	Recap of day 2 and a Video on Veterinary Workforce Development		Johan and Rahul
<b>Session 6: Veterinary legislation &amp; regulation</b>			
9.00-9.35	Veterinary Legislation & Regulation	<p>Understand:</p> <ul style="list-style-type: none"> <li>- the role, relevance and principles of veterinary legislation, and why legislation around veterinary practice is important</li> <li>- Legislative process (primary vs. secondary legislation)</li> <li>- Importance of defining roles and relationships of VPPs in veterinary legislation</li> </ul> <p>Understand the:</p> <p>Legal basis of a VSB and be able to describe the roles and duties of a</p>	Kelsey, Benson and Sonia





		VSB according to the Terrestrial Animal Health Code Become familiar with examples of how legislation in a country has changed to allow veterinary professionals to work more effectively with VPPs:	
9.35-10:05	<b>Legislation review: Subregional results and trends identified in legislation review</b>	To show the prevailing status of veterinary legislation in the sub-region related to enabling environment for VPPs.	Kelsey Galantich
10:05-10:15	Country reflection:	How do the subregional results compare to the situation in individual countries?	Participants
10:15-11:15	Group work role play activity on VSB and feedback	Reflect on how a VSB can effectively regulate vets and VPPs. Discuss group content and lessons learned/takeaways & Conclusions	Participants
<b>11:15-11:30</b>	<b>Morning break–Coffee/Tea</b>		
11:30-11:45	Legislative drafting	Presentation of Legislative drafting principles and common errors found during the review. Understand basic principles of legal drafting and the creation of effective and enforceable legislation	Kelsey and Benson
11:45-12:15	<b>Presentation or case example of legislation on VPPs – Kenya</b>	Illustrate the importance of defining and regulating VPPs in legislation Give an example of overcoming hurdles/barriers to (1) amending legislation and (2) including VPPs in legislation.	Benson Ameda
12:15-13:00	<b>Group work on veterinary legislation drafting and feedback</b>	Participants to identify errors in a Review of sample law Participants gain an understanding of reviewing veterinary legislation and the specific elements necessary to regulate the veterinary profession and establish a VSB	



13.05-14.00	<b>Lunch Break</b>		
<b>Session 7: Building consensus on the need to initiate veterinary workforce planning &amp; recommendations on the way forward</b>			
13:00-13:05	Recap of the Session	Discuss PVS and WOAH Veterinary Legislation Support Programme's role in supporting legislation and regulation	Benson / Kelsey
14.00-14.30	Questions and answers	key issues covered in the workshop	Simon and Benson
14.30-14.50	Veterinary Workforce Development through Public-Private Partnerships		Rahul Srivastava
14.30-15.00	Actions and guidance on available resources and activities	Review of WOAH PVS Pathway and targeted support activities for Members. Understand the opportunities and resources available in WOAH for the Workforce Development programme and support for Members	Sonia Fèvre, Simon Kihu
15.00-15.30	Feedback opportunities and evaluation		facilitators
15.30-15.45	Workshop closing remarks		WOAH Delegate
16.00	Workshop closing		
16.00	<b>Tea break</b>		

## Annexe 2: Proceedings of Thematic Sessions

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### Gallery walk

The gallery walk session provided an opportunity for the participants to present to the rest of the group their specific information on the veterinary workforce respective to their countries. This was a valuable session that allowed the countries to make objective comparisons on the status of their veterinary workforce as compared to neighbouring countries. The session also allowed the participants to brainstorm on issues facing their workforce and to share ideas on how to resolve those issues. It was an important knowledge-sharing platform.

### Pre-workshop country survey

The survey yielded interesting results for example, on the status of the workforce, 37% of veterinarians were engaged in the public domain while 26% were in the private domain with another 175 in academia and the rest distributed across public and private labs and VPNs. However, there were issues presented in workforce situations. A shortage of personnel, in general, was indicated by 13/24 (54%) and followed by a shortage of personnel within specific areas 11/24 (46%) seems to be the most faced current challenges.

On the issue of a country reviewing its human resource need, a promising 50% ( $n=12/24$ ) of participants indicated their country reviews the human resource needs on a regular basis, however, the majority of participants indicated intervals exceeding 4 years for the review of their human resource needs.

On enabling environment for VPPs, roughly 88% of participants indicated recognition of VPPs within the public sector while 79% indicated recognition within the private sector.

As for women's participation, according to the participants, 10/24 (42%) women's participation in the veterinary workforce has increased to a large extent while 9/24 (38%) indicated an increase to some extent. At least 80% of participants indicated that women's participation has increased while only 3/24 (12%) indicated otherwise. The results of the survey were an eye-opener to the participants and a comprehensive report is available for deeper consultation.

### Veterinary Paraprofessionals Career pathways

The participants held discussion on career pathways of VPP from studies through professional life. The results from four countries (Ethiopia, Malawi, Tanzania and South Africa) showed a varied levels of initial education to be a VPP with some countries having a 2-year certificate, 2- or 3-year diploma while some countries had a 4 year degree for VPP. In some countries VPP continuous education is provided for i.e., the 2-year certificate can be upgraded to diploma, while the diploma VPP are qualified to do a Veterinary degree.

The continuous professional development trainings are not a common feature and was only availed in Tanzania and South Africa. The governments seem to play bigger roles in regulation of VPPs even in countries where Veterinary Statutory bodies are present. Malawi and Ethiopia do not have functioning VSBs.

The career lives of VPPs exposes them to various sectors in which they gain experience. The sector includes public veterinary services, agro-shops, NGOs, meat companies, clinics and other private-sector livestock businesses. Key responsibilities in the public sector include disease surveillance and control, training and awareness at various levels from the field to district, province or headquarters. In all the countries within the public sector, VPP have a promotion scheme with levels based on varied national criteria.

Pathway of VPP: Field Animal Health				
	Malawi	Tanzania	Ethiopia	South Africa
Education	Entry point 3-year diploma <ul style="list-style-type: none"> <li>• DVM (5 years)</li> <li>• Animal Science</li> <li>• Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Certification 2 years + 1 year to get to diploma.</li> <li>• Form 6 undergo a 3-year diploma.</li> <li>• Employment</li> <li>• Or based on the qualification score of diplomas continue with BVM</li> </ul>	2 categories, diploma (2 years) and degree 4 years. College and University	2 categories, three training institution. Diploma-three institutions Degree: NWU only Distance and contact learning
VSB	Not Active	Enlisted, competency exam to be listed	No. but gov have Certificate of Competency (CoC)	Yes, register as student. Full Registration on qualification



			Exams and once passed they can go to work	
Internships	1 year	-	-	1-2years
CPD	-	Only the listed for CPD	-	Yes
Experience in Different Sectors	Regulatory government. Agro-Shops Private Sector Meat Companies	Regulatory government Agro-shop NGOs Meat Companies	Regulatory government. Private Agro-shop	Regulatory government. Welfare Organisations. VPHO Clinic
Promotion	Grade K- J, I, G G-Divisional Level	Every three years if you are clean. Grade C-G -no complaints from the public -diligent Re-categorisation and getting a degree	Expected requirements. Every 2 years if one fulfils the criteria. If you have MSc- level 21	L8 -AHT, L9 CoAHT and L10 Ass Director-District and Dep Director AH (Head Office)
Salary	K-2 402\$/ annum G-5 864,788\$/ annum	3 652\$-9 391\$	1 654\$-4 654\$	18 176\$/annum
Responsibility	Surveillance Disease Control Training and Awareness	Surveillance Disease Control Training and Awareness	Surveillance Disease Control Training and Awareness	Surveillance Disease Control Training and Awareness Ward level, LM, District and Provincial
Management			Degree + MSc, can get to Management	Yes, MMS
Leadership Opportunity				

### **Thematic session on VPP education**

The principles of competency-based education were explained. The VPP guidelines were described. The purpose of the WOAHA Curricula Guidelines for Veterinary Paraprofessionals (VPPs) was also explained which is to provide a set of common guidelines for the expected knowledge, skills, attitudes, and aptitudes that VPPs should acquire by the end of their training. The presentation also emphasized that the Curricula Guidelines also provides a framework to guide curricular development for each of the three Tracks to produce competent VPPs working in various roles as a part of quality Veterinary Services.

An interactive exercise consisted of Group work where the participants took part in developing a VPP job description. The intention was for the participants to become familiar with the process of developing and reviewing a job description based on competencies

Competency-based approaches to training

### **Thematic session on veterinary workforce development**

#### **Methodologies for veterinary workforce assessment & development**

*Overview:* The presentation contained four sections: 1) an introduction on relevant definitions and why veterinary workforce development is important, 2) a presentation on the steps for veterinary workforce planning, including an initial needs assessment, identification of personnel gaps, determining the appropriate personnel to fill the gaps, developing skills-based job descriptions and training for those personnel and ensuring that the enabling regulatory environment is in place for those personnel to work legally, effectively and ethically, 3) a review of the challenges countries may face in veterinary workforce planning, notably the absence of necessary data, and 4) tools available to assist countries with workforce planning, notably WOAHA support.

#### **Interactive (small group) simulation exercise on workforce development: “Shoatlandia”**

A country scenario was presented to engage participants in an exercise to determine the need for additional veterinary personnel in the imaginary country of Shoatlandia. The goal of the exercise was to identify veterinary workforce needs which would lead to improving the health of sheep and goats in the country and open opportunities for the export of sheep and goats and their products. A map of Shoatlandia was provided, showing different agroecological zones, along with topographic, social and economic information about the country, its small ruminant farming systems and the number and distribution of its current veterinary workforce. Participants were asked to identify the additional information they needed to conduct a veterinary workforce assessment and determine the numbers, categories and

distribution of new veterinary personnel that they considered were necessary to address the national needs in the small ruminant sector.

***Group feedback included:***

**Assessment phase**

- **Semi-arid areas:** Workforce shortage of 60 veterinarians, 230 VPPs

*Need to address:*

- Establish a law to govern veterinary services.
- Establish a VSB and regulations.
- Vaccination programs
- Workforce distribution
- Supply chain support
- Develop road infrastructure and accessibility.
- **Mountainous area:** Oversupply of 5 veterinarians, 80 VPPs
- **Sub-tropical lowlands:** Oversupply of 47 veterinarians, 200 VPPs

**Planning phase**

**Semi-arid areas**

- Deficit of workforce to deliver veterinary services. VPPs must be assigned to a vet with 4 VPPs for every vet. VPPs must be categorised as well provided with a scope of practice.
- Need for PPPs. A memo/circular from the veterinary authority to enable the PPPs.

**Mountainous and sub-tropical areas**

A need for PPPs exists. A memo/circular from the veterinary authority to enable the PPPs.

**Comments:**

- WOAHA must assist with VLU numbers – standardise if possible.
- Information is lacking regarding gender aspects.
- VSB should regulate, recognise, categorise, empower, review the acts then align the curriculum according to the current environment.

**Conclusions and close of the thematic session**

Participants expressed their recognition of the value of systematic workforce assessment as a useful approach to improving national veterinary services through the strengthening of the veterinary workforce and expressed interest in tools available through the PVS Pathway in future for supporting workforce assessment and planning and creating an enabling environment for a diverse veterinary workforce.

## Thematic session on veterinary legislation and regulation

The half-day session on regulation and legislation of the veterinary workforce at the Subregional Awareness-Raising Workshop on Veterinary Workforce Development and VPPs in Southern Africa addressed several key topics, including WOAHA standards on veterinary legislation, in particular those relating to veterinary practice, key components of veterinary practice legislation, and the role and mandate of national Veterinary Statutory Bodies (VSBs) in regulating the veterinary workforce (and VPPs in particular). The presentations also emphasized the importance of covering VPPs in veterinary practice legislation. This was illustrated by a presentation of the results of a regional assessment of legislation from 50 African countries relating to the veterinary workforce, which sought to determine the legal basis for the regulation of the veterinary professions in Africa and identify key gaps in legislation relating to VPPs and CAHWs. The regional and subregional results for Southern Africa Results were largely in sync, with the overall finding that VPPs are much less covered in national veterinary practice legislation than veterinarians, with 30% of countries in the region including a legal basis for the national VSB to regulate VPPs. Even more specifically for Southern Africa, only 33% of countries with legislation regulating the veterinary profession created secondary legislation or regulations to implement the legislation, implying that many of the key elements for regulating the veterinary profession are not enforced in practice. To complement these first two sessions, there were two additional presentations on the road to enshrining a legal basis for the regulation of VPPs in Kenya through the passing of the Veterinary Surgeons and Veterinary Paraprofessionals Act, including steps to ensuring that it passed through parliament and key provisions of the law, and a final presentation on legal drafting principles. Participants also participated in a play play role-play activity in which they were tasked with creating a new VSB for their country, in addition to an activity in which they identified key problems with certain provisions of a law regulating veterinarians and VPPs. Overall, participants were very engaged and expressed interest in perusing a further review of the legislation and regulation of the veterinary professions, specifically VPPs, in their countries. **Understanding veterinary legislation**

Overview: This presentation described the main functions and features of veterinary legislation generally and of veterinary practice legislation specifically. It covered three sub-topics followed by a review of the WOAHA Sample Practice Act.

### *Sub-topic 1: What is legislation?*

The presentation provided a basic definition of legislation as the rules governing all areas of life in a country. It explained that legislation is a tool for transforming policies into concrete outcomes and outlined the importance and characteristics of sound legislation.



*Sub-topic 2: What is veterinary legislation?*

The presentation defined veterinary legislation as the rules governing the different elements of the veterinary domain in a country and set out the two main categories of substantive provisions: administrative (implementing authority powers and duties) and regulatory provisions (individual rights, duties, prohibitions, penalties).

*Sub-topic 3: What is veterinary practice legislation?*

The WOAHA Terrestrial Animal Health Code (TAHC) definition of veterinary practice legislation was introduced as legislation which provides a basis for regulating veterinarians and VPPs in the interests of the public. It explained that such legislation has (i) administrative provisions establishing the veterinary statutory body (VSB) as the implementing authority; and (ii) regulatory provisions outlining the key elements of the regulatory framework, including official categories of practitioners and their prerogatives and qualifications; control mechanisms; and disciplinary actions.

*Sub-topic 4: Review of the Sample Practice Act in the WOAHA VLSP*

The final part highlighted and explained key provisions of the OIE Sample Practice Act from Volume 3 of the VLSP Manual for VLSP Experts including the definition of veterinary medicine (Art 1) and restriction of its practice to registered veterinarians and VPPs (Art 8); designation of the VSB as implementing authority and the corresponding powers, functions and objectives (Arts 2-4); registration requirement (Art 5) and basic qualifications for veterinarians and VPPs (Arts 10 and 17); supervision of VPPs (Art 23); professional code of conduct (Arts 30-31) and disciplinary action (Art 28); and power to make regulations (Art 32).

## Annexe 4: Summary of the pre-workshop member survey on workforce development

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LINK:

[https://rr-africa.woah.org/wp-content/uploads/2022/11/regional-workforce-survey-report\\_southern-africa-nov-2022-woah.pdf](https://rr-africa.woah.org/wp-content/uploads/2022/11/regional-workforce-survey-report_southern-africa-nov-2022-woah.pdf)

## Annexe 5: Summary results of the post-evaluation survey

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LINK:

<https://rr-africa.woah.org/wp-content/uploads/2022/11/workshop-evaluation-survey.pdf>