

Origins of WOAH's Veterinary Workforce Development Programme and the Importance of Legislation

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WOAH subregional webinar on
legislation regulating the veterinary
profession in Africa
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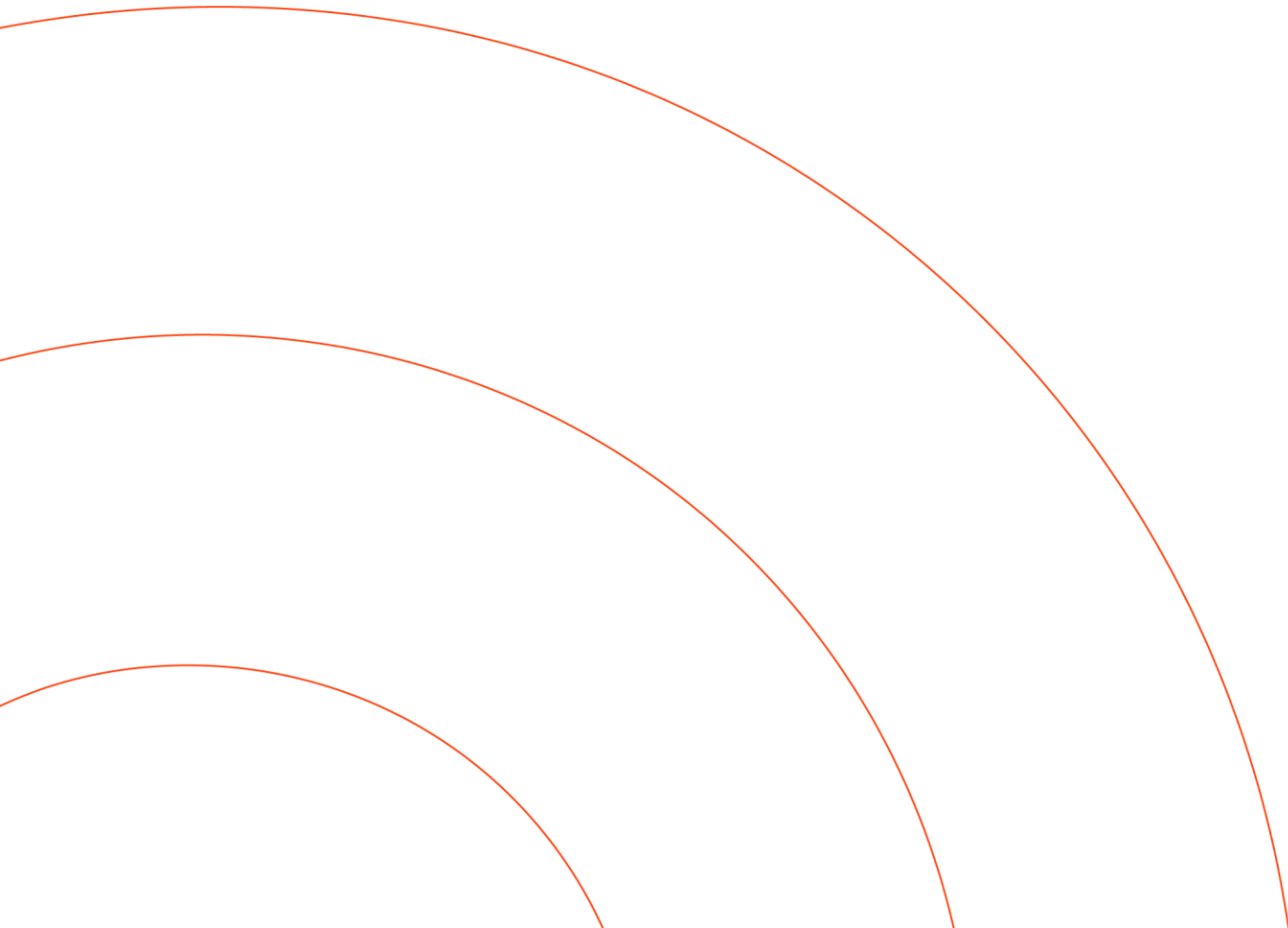
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for Animal
Health
Founded as OIE

Organisation
mondiale
de la santé
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Fondée en tant qu'OIE

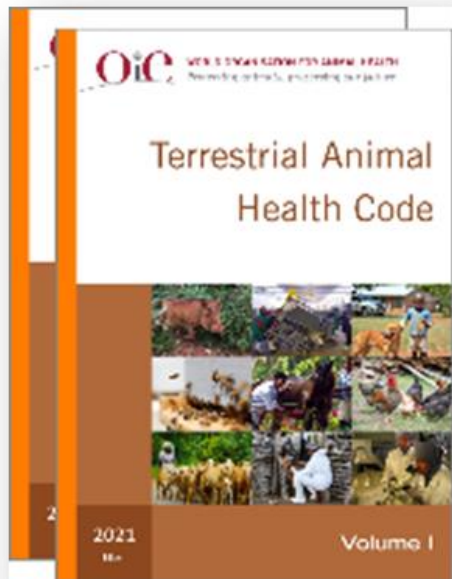
Organización
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WOAH Standards and the Veterinary Workforce



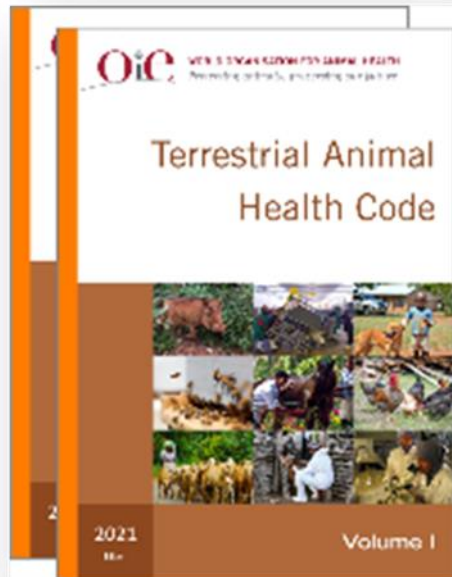
The Workforce is an Essential Element of a Well Functioning Veterinary Services (VS)



Section 3: Quality of Veterinary Services

- Chapter 3.2 of the TAHC focuses on the importance of regular evaluation of the VS and sets out the criteria to be evaluated.
- Such evaluations are implemented through the WOAHP Performance of Veterinary Services (PVS) Pathway
- **Adequate human resource (HR) capacity, i.e., the veterinary workforce, is cited as an essential element of the VS requiring evaluation (3.2.2.1)**
- HR component should include civil service (public sector) employees (veterinarians and VPPs) as well as part-time private sector veterinarians and VPPs (3.2.5.1)
- Categories of personnel should be identified and matched to skills and the tasks performed (3.2.5.2)

Delegation and Public Private Partnerships



- Article 3.2.6 on Stakeholders states that:
- “Competent Authorities should, where applicable, have the **authority and capability to develop or engage in public private partnerships to deliver animal health, animal welfare or veterinary public health outcomes.** That is:
- to **accredit, authorise or delegate** to the **private sector**;
- to develop or participate in collaborative joint programmes with producers or other stakeholders.



WOAH Perspective on the Veterinary Workforce



1. Sufficient numbers of adequately trained personnel are essential for the proper functioning of a national Veterinary Service
2. The veterinary workforce encompasses both the public and private sectors
3. Veterinary workforce planning is a necessary process to help ensure that the nation has the right number and mix of veterinary service providers in the right places to reliably provide required veterinary services at acceptable costs.
4. A broad range of service providers can participate (e.g., veterinarians, VPPs, and others), but all must be properly trained, regulated and supervised and **all must operate within the framework of the law!**



The WOAH Performance of Veterinary Services (PVS) Pathway and the Veterinary Workforce

A decorative graphic consisting of three overlapping, semi-transparent red arcs is positioned on the left side of the slide, extending from the top left towards the bottom left.

The WOAHP Performance of Veterinary Services (PVS) Pathway

The Performance of Veterinary Services (PVS) Pathway is WOAHP's flagship capacity-building platform for the sustainable improvement of national Veterinary Services.

The structure and content of the PVS Pathway Tool reflects the contents of Chapter 3.2 of the TAHC on Quality of Veterinary Services

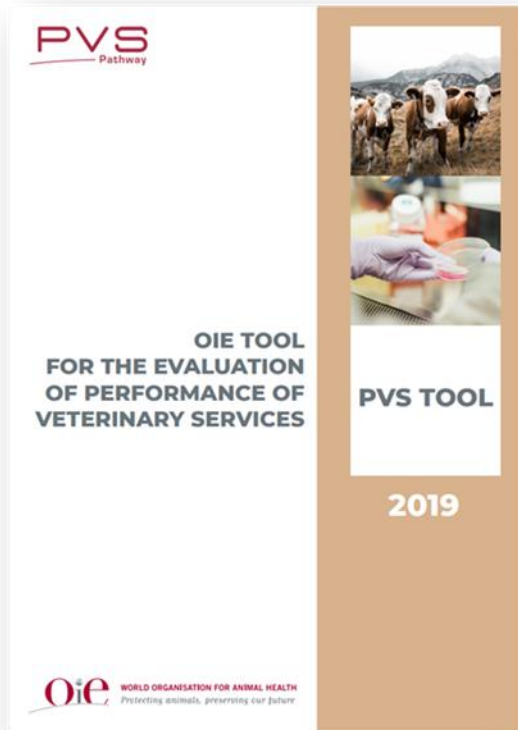




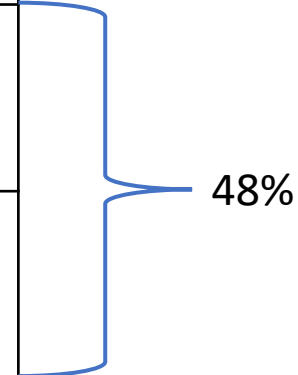
PVS Pathway Data on Veterinary Workforce

- PVS Pathway originated in 2006 as a voluntary programme for WOAHA Member Countries to assess their national VS
- Between 2007 and 2009, 87 PVS Evaluation Missions were conducted
- 40 Critical Competencies assessed in the 2nd edition of the PVS Tool (2007)
- CC I-1 A and B: Professional and Technical Staffing of the VS: Vets (A) and VPPs (B)
- **CC I-2 A and B: Competencies of Veterinarians (A) and VPPs (B)**

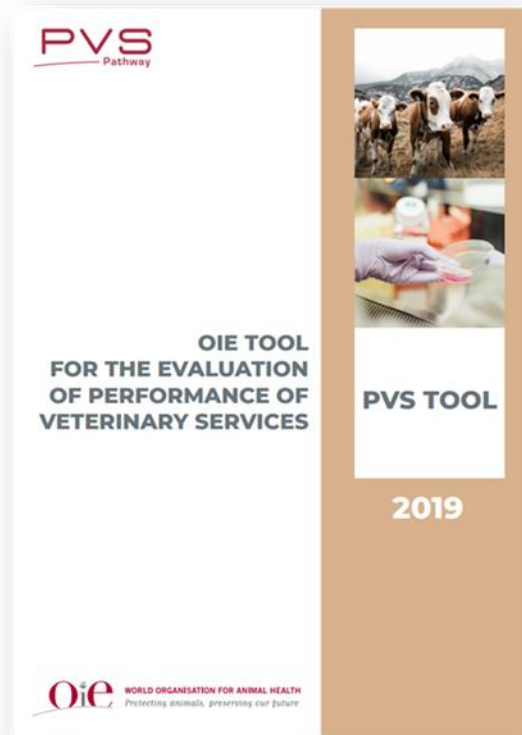
PVS Tool Critical Competency I-2 A: Outcomes of PVS Missions 2006-2009 for Vets



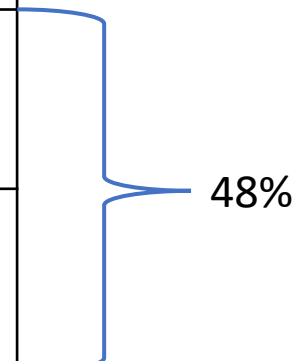
| I-2 Competencies of veterinarians and veterinary paraprofessionals | Level of advancement | Score N=87 | % of total |
|---|--|------------|------------|
| <p>The capability of the VS to efficiently carry out their veterinary and technical functions, measured by the academic qualifications of their personnel in veterinary and other professional and technical positions.</p> | <p>1. The veterinarians' practices, knowledge and attitudes are of a variable standard that usually allow for elementary clinical and administrative activities of the VS</p> | <p>15</p> | <p>17</p> |
| <p>A. Professional competencies of veterinarians</p> | <p>2. The veterinarians' practices, knowledge and attitudes are of a uniform standard that usually allow for accurate and appropriate clinical and administrative activities of the VS</p> | <p>27</p> | <p>31</p> |
| | <p>3. The veterinarians' practices, knowledge and attitudes usually allow undertaking all professional/technical activities of the VS (e.g., epidemiological surveillance, early warning, public health, etc.)</p> | <p>33</p> | <p>38</p> |
| | <p>4. The veterinarians' practices, knowledge and attitudes usually allow undertaking specialized activities as may be needed by the VS.</p> | <p>9</p> | <p>10</p> |
| | <p>5. The veterinarians' practices, knowledge and attitudes are subject to regular updating, or international harmonization or evaluation.</p> | <p>3</p> | <p>3</p> |

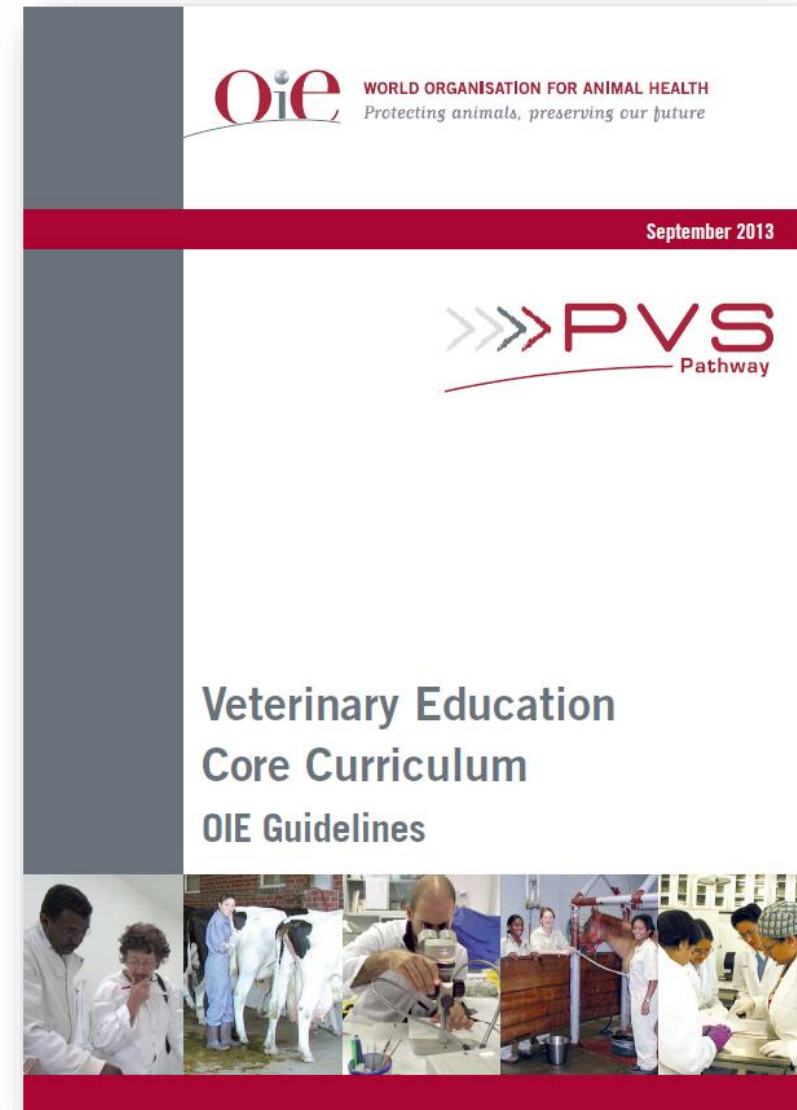


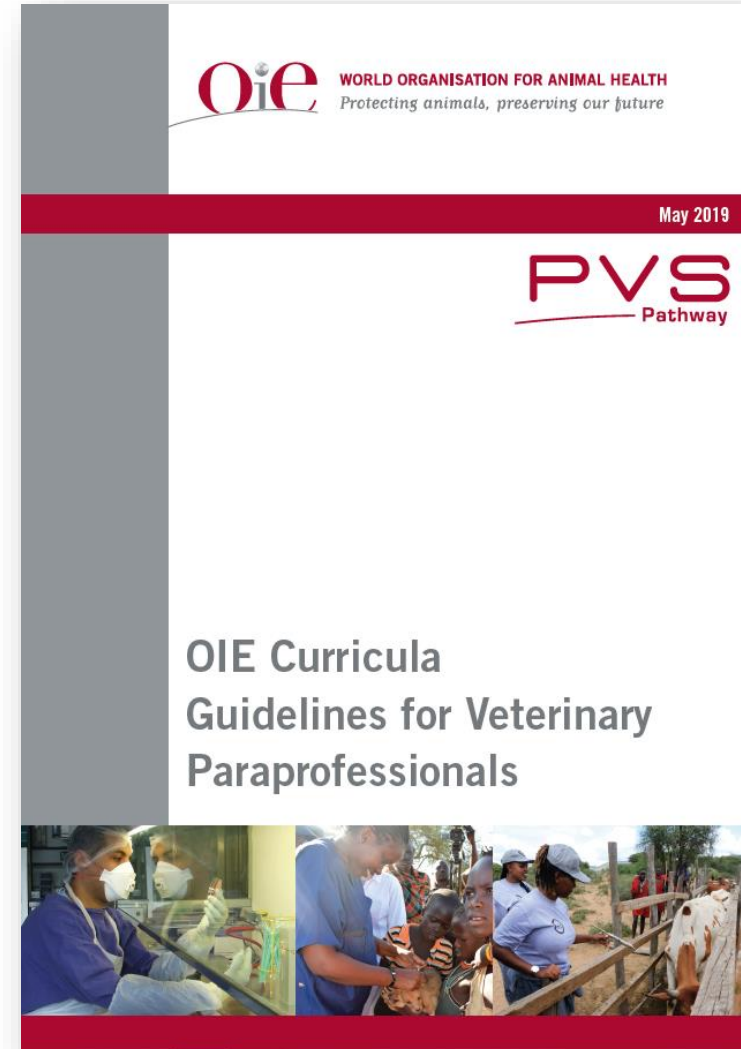
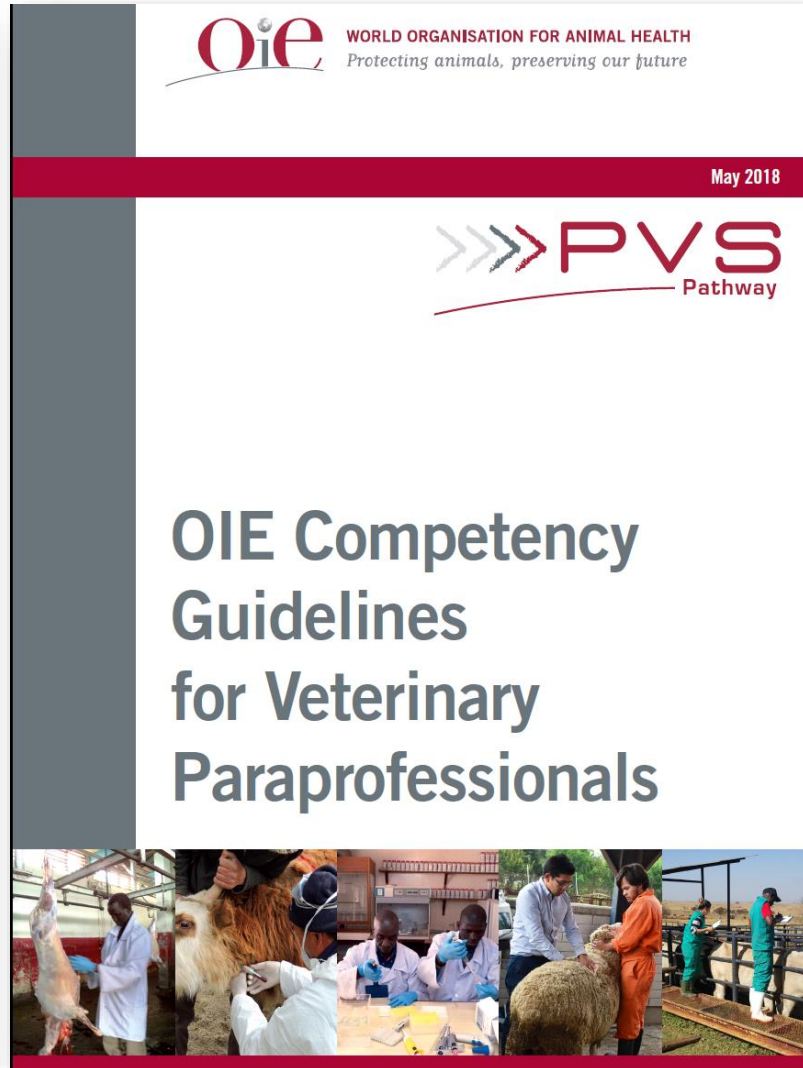
PVS Tool Critical Competency I-2 B: Outcomes of PVS Missions 2006-2009 for VPPs



| I-2 Competencies of veterinary paraprofessionals | Level of advancement | Score N=84 | % of total |
|--|---|------------|------------|
| | 1. The majority of veterinary paraprofessionals have no formal entry-level training. | 16 | 19 |
| | 2. The training of veterinary paraprofessionals is of a very variable standard and allows the development of only limited animal health competencies. | 24 | 29 |
| | 3. The training of veterinary paraprofessionals is of a uniform standard that allows the development of only basic animal health competencies | 27 | 32 |
| | 4. The training of veterinary paraprofessionals is of a uniform standard that allows the development of some specialist animal health competencies (e.g., meat inspection). | 17 | 20 |
| | 5. The training of veterinary paraprofessionals is of a uniform standard and is subject to regular evaluation and /or updating. | 0 | 0 |







Development of these tools was funded by the US Defense Threat Reduction Agency (DTRA)

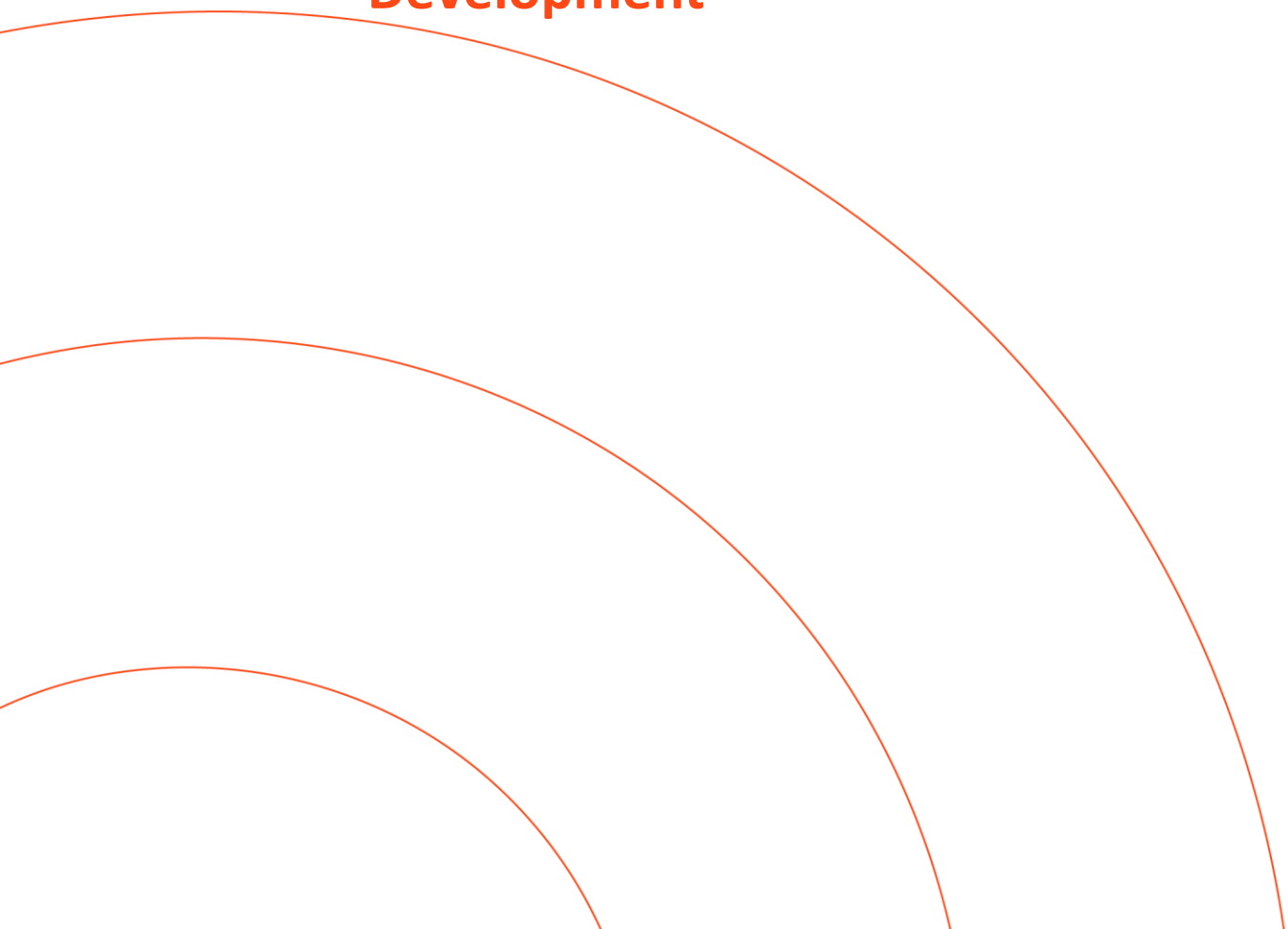


Continued Support from DTRA: WOAH Strengthening Veterinary Paraprofessional Competencies

- Familiarise partners and stakeholders with the content and application of the WOAH Competency Guidelines for VPPs and the WOAH Curricula Guidelines for VPPs
- Raise awareness about the role of VPPs in Veterinary Services and the elements contributing to an **enabling environment** for effective utilisation of VPPs in the veterinary workforce
- Encourage countries to create a VPP **enabling environment** at national level with support from WOAH



Key Elements of the Enabling Environment for Veterinary Workforce Development





Key Elements of the Enabling Environment

1. Veterinary legislation
2. VPP regulation through Veterinary Statutory Bodies (VSBs)
3. VPP education and curriculum development - initial and continuing professional development (CPD)



**The Enabling
Environment for
Veterinary
Paraprofessionals**

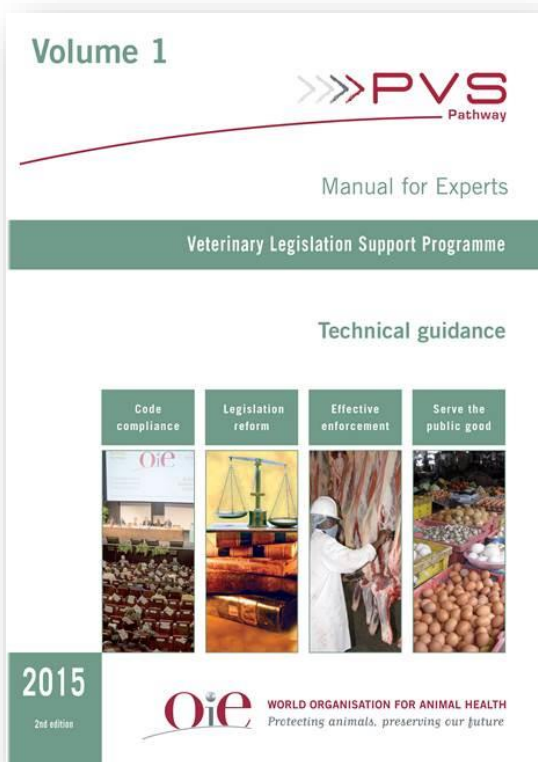
- When workforce planning identifies the value of integrating VPPs to the workforce, then a supportive legal, regulatory & training framework should be in place to achieve their effective integration.
 - Is there a **legal basis** for VPPs to work in the desired contexts, e.g., private practice?
 - Is there a **Veterinary Statutory Body (VSB)** to define and regulate different categories of VPPs appropriate for the country situation?
 - Are the relationships of veterinarians and VPPs clearly defined?
 - Are the required educational qualifications of different categories of VPPs clearly defined?
 - Are there accredited training institutions to deliver the required training?

Summary of WOAAH Tools in the PVS Pathway to Support Veterinary Workforce Development



- **Enabling Environment Support**
 - **Legislation** – Veterinary Legislation Support Programme
 - VLSP Identification mission
 - VLSP Agreement
 - **Regulation** – Veterinary Statutory Body (VSB)
 - VSB Twinning
 - **VSB Planning missions (in development)**
 - **Education** – Competency and Curricula Guidelines for Vets and VPPs
 - Veterinary Educational Establishment (VEE) Twinning Programme
 - **VPP Curriculum Assessment Missions (piloting)**

Veterinary Legislation Support



- **WOAH Veterinary Legislation Support Programme (VLSP)**
 - **Stage 1: VLSP Identification Missions (1 week) with 2 experts**
 - Can be requested by Member after having completed a PVS Evaluation
 - **Assess compliance** of a country's veterinary legislation **with Chapter 3.4. on veterinary legislation** of the WOAH Terrestrial Code
 - Identify gaps and provide **recommendations** for legal modernization
 - **Stage 2: VLSP Agreements (remote work and missions)**

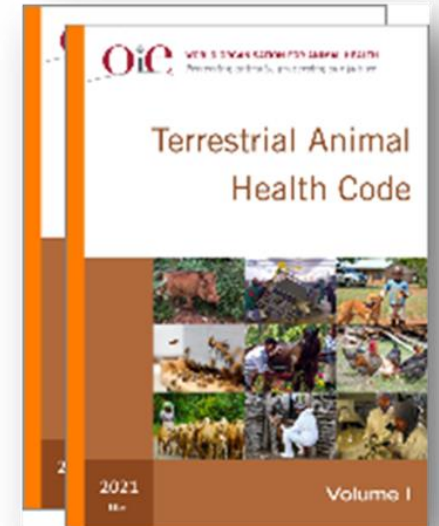
Preparatory Phase (6 mo) + Implementation Phase (1 yr) (renewable)

 - Can be requested by Members after completing a VLSP Identification Mission
 - Provides support in modernising veterinary legislation
 - Strengthen the country's capacity in legal drafting
 - **Members can use the VLSP Agreement for support to update their legislation concerning veterinary practice and the Veterinary Statutory Body**

WOAH standards on veterinary legislation

Terrestrial Code Chapter 3.4:

- Competent authorities (3.4.5)
- **Veterinarians and veterinary paraprofessionals (3.4.6)**
- Laboratories in the veterinary domain (3.4.7)
- Health provisions relating to animal production (3.4.8)
- Animal diseases (3.4.9)
- Animal welfare (3.4.10)
- Veterinary medicinal products (3.4.11)
- Human food production chain (3.4.12)
- Import and export procedures and veterinary certification (3.4.13)
- General: purpose and objectives, definitions, structure and organization, drafting, alignment with international standards and obligations (3.4.1 – 3.4.4)



Thank you

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1. Can you share some insights on the added value of VPPs in your own veterinary workforce?

Pouvez-vous partager quelques idées sur la valeur ajoutée des PPV dans la main-d'œuvre vétérinaire dans votre pays?



2. If VPPs are part of the veterinary workforce, are there aspects of the enabling environment that need to be addressed?

Si les PPV font partie de la main-d'œuvre vétérinaire, y a-t-il des aspects concernant l'établissement d'un environnement favorable qui doivent être abordés ?

- a. If so, which aspects?

Si oui, quels aspects ?



3. Do you conduct regular veterinary workforce planning in your country?

Effectuez-vous régulièrement une planification de la main-d'œuvre vétérinaire dans votre pays ?

- a. If so, can you briefly describe how it is done?

Si oui, pouvez-vous décrire brièvement la manière dont elle est réalisée ?