

WOAH Sub-Regional Workshop on Strengthening the Performance and Integration of Veterinary Paraprofessionals (VPPs) in Veterinary Services in West Africa

26 – 27 March 2026, Abidjan, Cote d'Ivoire



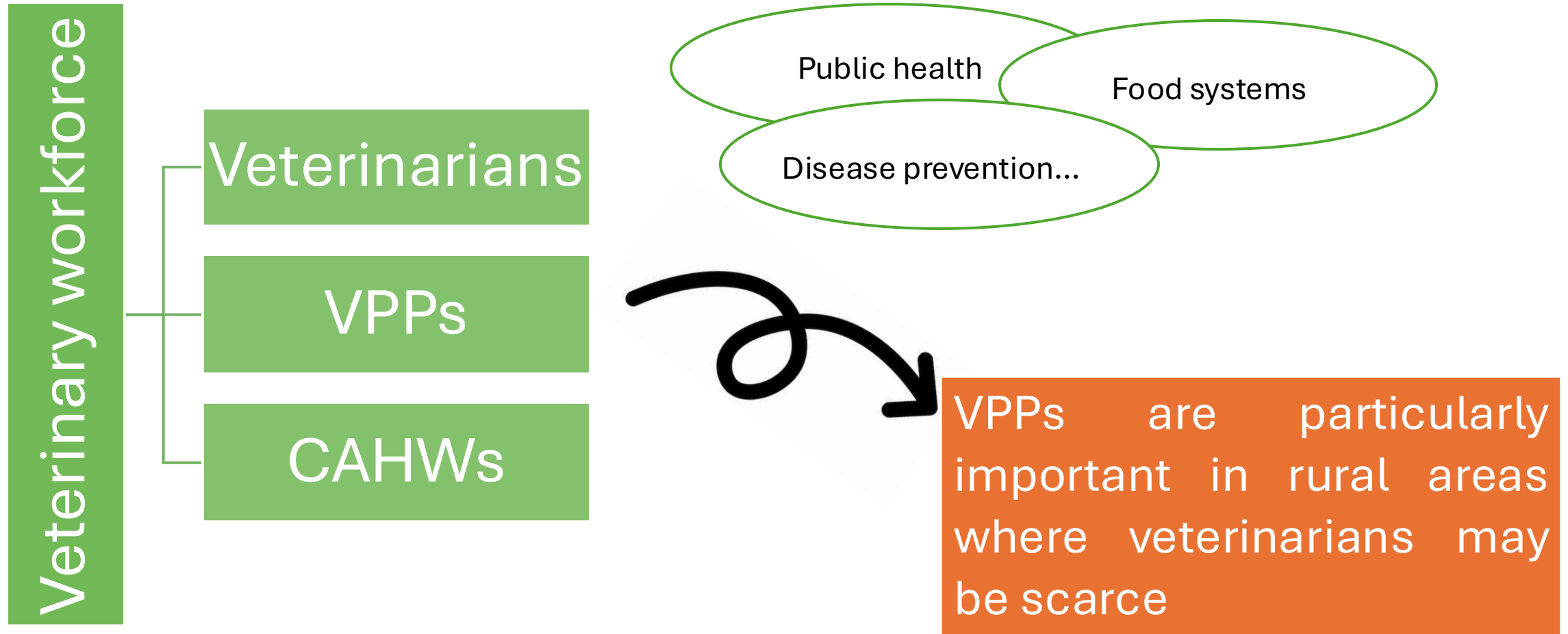


The WOAH VPP Competency and Curriculum Guidelines

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Veterinary workforce matters!





According to WOAH, a VPP is...

“A person who is authorised by the Veterinary Statutory Body to carry out certain designated tasks in a territory and delegated to them under the responsibility and direction of a veterinarian. The tasks for each category of VPP should be defined by the Veterinary Statutory Body depending on qualifications and training, and in accordance with need.

VPPs support a wide range of animal health, veterinary public health and even laboratory activities within Veterinary Services. They may vaccinate animals, share good practices with farmers and fishers, participate in meat inspection or alert veterinary authorities to the risk of disease outbreaks”



WOAH VPP Guidelines

Created in response to evidence gathered through multiple PVS Pathway missions, as well as discussions at global and regional conferences on veterinary education and paraprofessionals.

Main challenges:

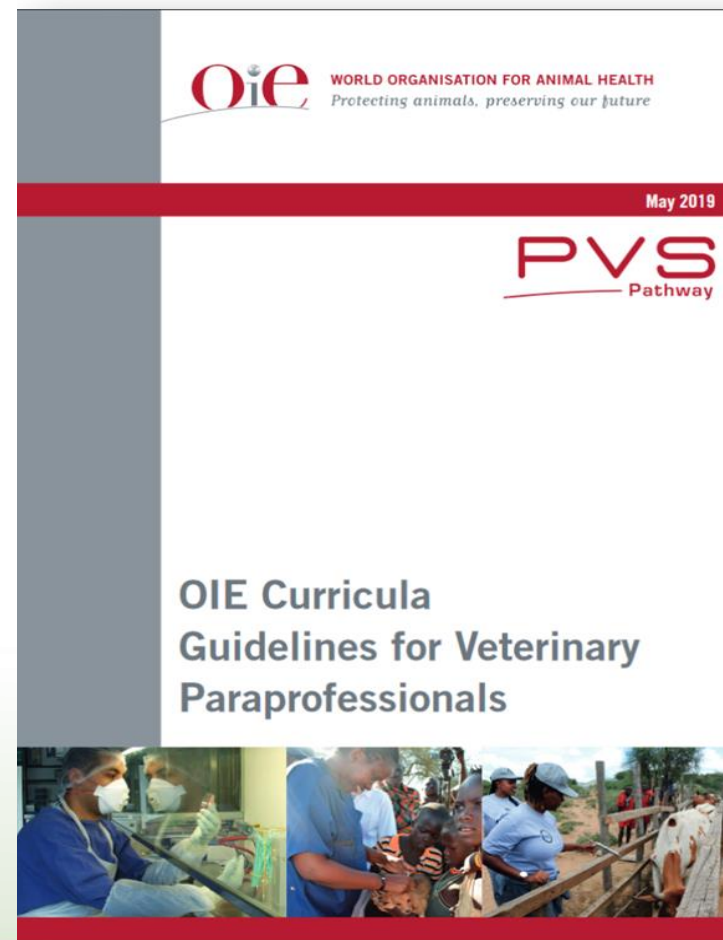
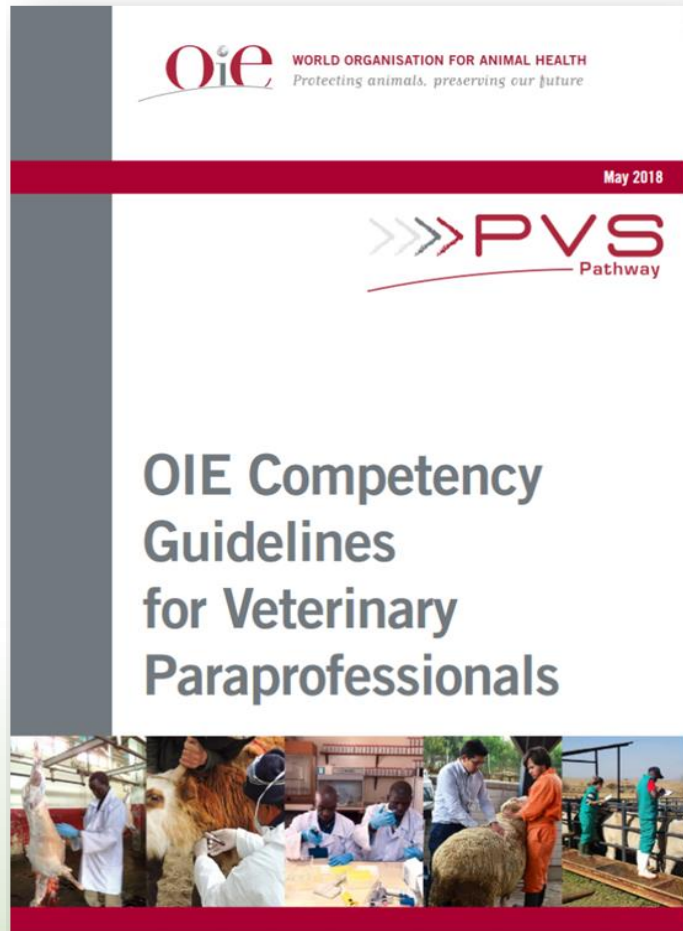
- Education and training of veterinary paraprofessionals vary significantly, both in terms of duration and quality.
- Many countries do not have a veterinary statutory body responsible for regulating the profession (a same job title may mean different things in different countries).

To address these challenges, WOAH developed the Veterinary Paraprofessional Competency and Curriculum Guidelines, which provide an international framework to help countries define roles, establish competencies, and improve the quality and consistency of VPP training.

Ultimately, the goal is to strengthen the veterinary workforce and improve the effectiveness of Veterinary Services worldwide.



WOAH VPP Guidelines





WOAH VPP Guidelines



Competencies

Tracks

- Animal Health (AH)
- Veterinary Public Health (VPH)
- Laboratory Diagnosis (Lab)

Spheres of Activity (SoA)

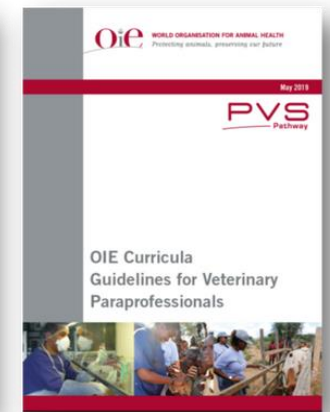
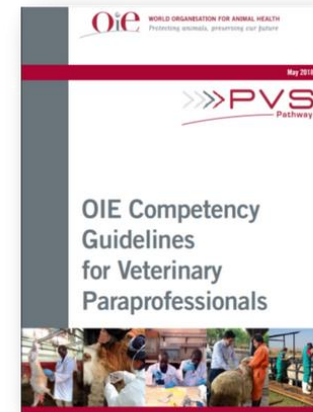
- Competencies



Curriculum:

Courses

- Units
- Learning Outcomes



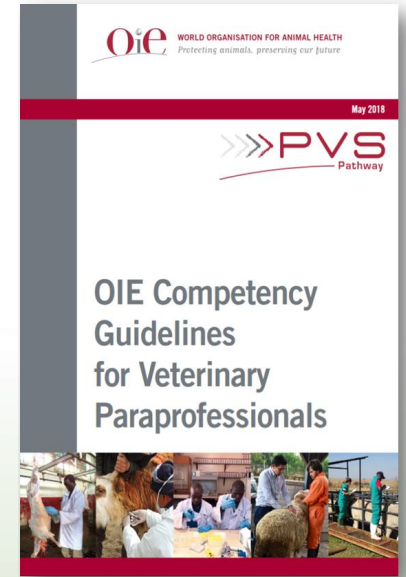


WOAH VPP Guidelines

Table 1: Spheres of Activity by VPP track

Sphere of Activity	Tracks of Veterinary Paraprofessionals		
	Lab	Animal Health	Public Health
1. Animal and Veterinary Science		●	●
2. Laboratory Science	●		
3. Biosafety, Biosecurity and Occupational Health & Safety	●	●	●
4. Communication	●	●	●
5. Veterinary Legislation, Policies, Ethics and Professionalism	●	●	●
6. Use and Management of Equipment and Facilities	●	●	●
7. Animal Handling and Animal Welfare	●	●	●
8. Animal Production and Agricultural Economics		●	●
9. Specimen Collection and Sampling	●	●	●
10. Laboratory and Field Testing	●	●	●
11. Laboratory Quality Management	●		
12. Workflow Management	●	●	●
13. Record Keeping, Data Collection and Management	●	●	●
14. Disease Prevention and Control Programmes	●	●	●
15. Veterinary Products		●	●
16. Food Hygiene	●	●	●

- 48 Competencies
- 3 Tracks
- SoA
 - Categories of competence
- Each SoA includes 2-5 Competencies
 - Knowledge
 - Skills
 - Attitudes
 - Aptitudes





WOAH VPP Guidelines: Expected use

- Developing effective VPPs within the available timeframe and resources.
- Non-rigid model → **Guidelines**. Each country should adapt according to:
 - Workforce requirements: production environment, animal species, disease status, etc.
 - Regulatory environment



WOAH VPP Guidelines: Practical application

- **Veterinary Education Establishments (VEE):**
 - New programme and curricula development
 - Benchmarking and reviewing current programmes
- **VSBs:** to establish educational qualifications for different categories of VPP
- **Policy makers:** to conduct workforce assessments and staff development planning
- **VPPs:** to assess their own levels of knowledge, skills and abilities, identify needs for improvement, and plan for career development
- **Veterinary Services and other employers:** guide clear job descriptions, based on competencies, to ensure high quality employees



Example : job description

Veterinary Public Health Track

Scenario 1:
VPPs to work in a meat quality assessment programme



Competency 1: VPPs know the principles of food hygiene

Competency 3: VPPs are able to participate in foodborne disease surveillance and investigations, including conducting interviews, accurately recording information and properly selecting and handling samples for testing.

Expected Tasks	Sphere of Activity	Competency
Organisation of workflow	SOA 12: Workflow Management	12.1, 12.2
Communication with stakeholders	SOA 3: Biosafety, Biosecurity, & Occupational Health & Safety	3.1, 3.2
	SOA 4: Communication	4.1
	SOA 5: Veterinary Legislation, Policies Ethics, and Professionalism	5.1
Meat inspection	SOA 1: Animal and Veterinary Science	1.2
	SOA 16: Food Hygiene	16.1, 16.3
Data collection and recording	SOA 13: Record Keeping, Data Collection, and Management	13.1, 13.2
Sample collection	SOA 3: Biosafety, Biosecurity, & Occupational Health & Safety	3.1, 3.2,
	SOA 6: Equipment and Facilities	6.1/6.2
	SOA 9: Specimen Collection and Sampling	9.1, 9.2, 9.3
	SOA 16: Food Hygiene	16.1, 16.3



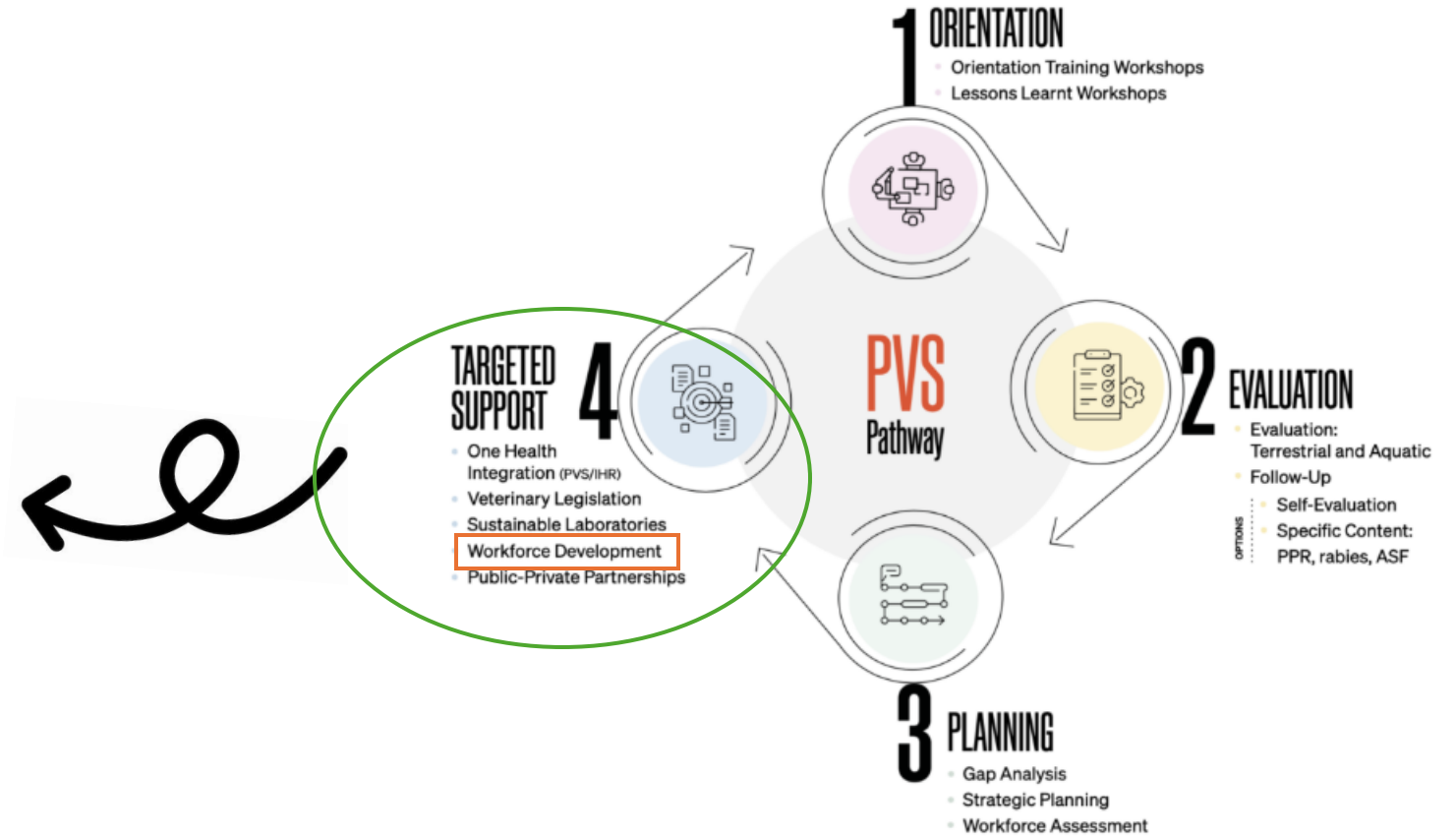
WOAH VPP curriculum support missions



What are they?

Workforce Development Programme

- Vets
- **VPPs**
- CAHWs





Purpose

- Review the alignment of VPP training curricula with WOAH Curricula guidelines and with national requirements
- Where appropriate, support curricular development to improve alignment of national curricula with WOAH Curricula guidelines and national requirements
- Support institutions to review and address their teaching and training quality and resources



How were they carried out?

In-field work



Experts in VPP education
WOAH Observer

Phase 1: Curriculum analysis



~ 10 days
First week of F2F meetings
Second week of workshop

Phase 2: Curriculum development



~ 10 days
First week of F2F brief meetings
Second week of workshop



From pilot missions to a new methodology

In-field work



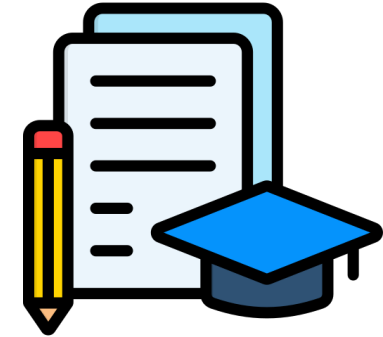
Experts in VPP education
WOAH Observer

Phase 1: Curriculum analysis



One week of F2F meetings for
data collection

Phase 2: Curriculum alignment



One week of workshop



Curriculum Alignment Matrix (CAM) Exercise

- Crosswalk each local course against WOAHA VPP curricula guidelines
- Populate a Curriculum Alignment Matrix
 - Evaluate alignment
 - Identify gaps in curriculum

VPP Curricula Guideline courses, units and associated learning objectives

Total number of occurrences of unit alignment with the Member Country curriculum

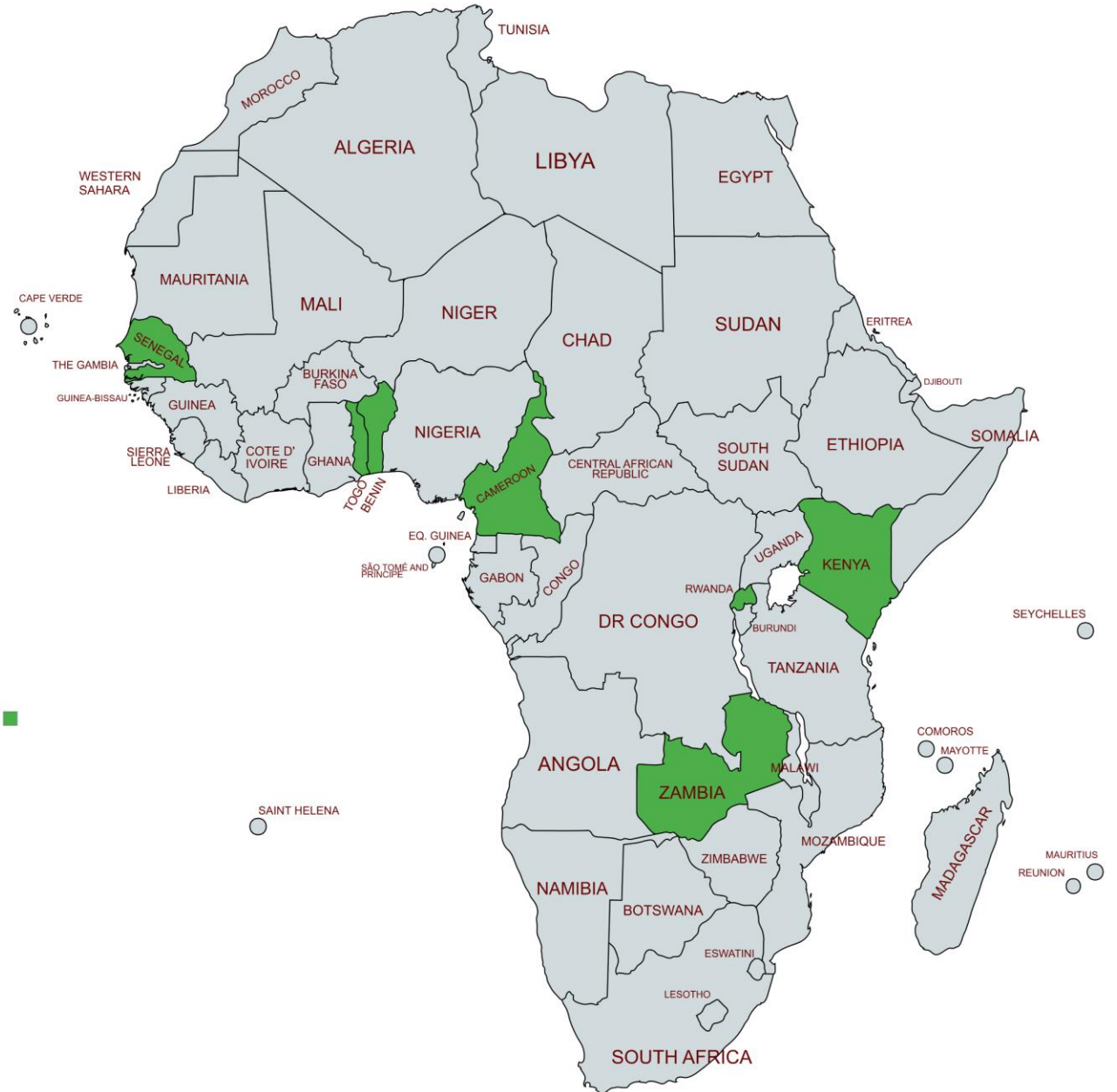
OIE Curriculum Recommendations			Country Programme Courses																	
Course	Unit	Learning Outcomes	Course	Animal Anatomy	Animal Physiology	General Microbiology	General Pathology	Immunology and Vaccinology	Soil Science	Community Development	Biochemistry	Biostatistics and Computer Applications	Pharmacology	Animal Parasitology	Toxicology	Clinical Pathology	Animal Health Applied Skills	Animal Genetics & Breeding		
			# Occurrences																	
Animal Production Systems	Zootechnology (breeds, husbandry, housing, etc)	Describe farming systems of major importance for animal production.	1																	
		List and identify the different breeds of species and their production characteristics.	1																	
	Nutrition and pasture management	Describe the macro and micro nutrients necessary to provide proper nutrition to various animal species.	2																	
		Identify foodstuffs used in animal nutrition and their nutritional value.	2																	
		Identify edible grasses and toxic plants at pasture.	2																	
	Agricultural economics	Describe certain nutritional deficiencies and the clinical conditions that might result.	2																	
Identify the practical applications of the principles of agricultural economics to the profitable management of various animal production systems.		0																		
Herd health management / reproduction	Describe market trends for commodities produced in different animal production systems.	0																		
	Identify and describe the important routine activities that farmers should carry out to ensure the optimal health and productivity.	3																		
Pharmacology and Toxicology	Principles of toxicology	Identify and describe the important routine activities that farmers should carry out to ensure the optimal reproductive performance.	3																	
		Recognise conditions caused by toxic substances and suggest measures for the treatment and prevention of these conditions.	1																	
	Principles of pharmacology	Recognise conditions caused by toxic substances and suggest measures for the treatment and prevention of these conditions.	1																	
Identify and list the main classes of drugs and their functions utilized in the treatment of animal species.		1																		
Animal welfare and ethology	Animal welfare	For bacterial infectious diseases, select and justify the selection of a specific antimicrobial drug.	1																	
		Demonstrate the ability to calculate the amount of drug to administer to an animal based on the prescribed dosage, the animal's weight and the concentration of the drug.	1																	
	Ethology	Describe the conditions for humane husbandry for animals in different production systems.	1																	
Describe the principles and practices of humane slaughter.		1																		
		Describe some of the scientific methods used to assess animal welfare.	2																	
		Apply the principles of ethology to analyze and understand behaviour in any species.	2																	

Courses from the Member Country curriculum

Total number of occurrences of Member Country curriculum alignment with units

Filled cells indicate points of alignment

VPP missions in Africa until March 2026





ADD MIGUIRIS SLIDES HERE



So from now on, how can I support my country in this regard?

Country level: Your **WOAH Delegate** is the point of contact!

WOAH level: Support Members on identifying the best missions to be carried out.



**Thanks for
your attention**
