

OIE Workforce and VPP workshop Session 5 (6 July 2021): Answers to questions and comments received during the workshop session

As of 14 July 2021

Q. Are there any tools developed and or available for the workforce assessment?

A. Not sure if there are any tools already developed. In New Zealand, data are collected via practicing certificate which is updated annually. This allows collection of such information as demographics, geographic locations where veterinarians work and the trends. Some challenges include how to define a “veterinarian” considering the diverse role in the society and also categorization of veterinarians.

A. OIE will be setting up ad hoc group to look at these issues. Additional info: couple of other examples of workforce assessment from USA and France:

<https://avmajournals.avma.org/doi/full/10.2460/javma.242.8.1051> &

<https://www.veterinaire.fr/la-profession/observatoire-national-demographique-de-la-profession-veterinaire/atlas-demographique-de-la-profession-veterinaire-2020.html>

Q. OIE Delegate is for both Terrestrial Animal Health and Aquatic Animal Health, who is always primarily a VET. The Aquatic Animal Health is neither on the curriculum for VPP, nor on the Public Veterinary Services domain, and therefore, myself being from the Animal disease diagnostic domain, the knowledge of aquatic health may be a requisite the VET and VPP curriculum in the "Model Core Veterinary Curriculum." Similarly, the quarantine stations are responsible for import and export of food of animal origin of the country and is manned by a VET having no or limited knowledge on the aquatic health standards.

A. The OIE ad hoc group recognised the need to extend the VPP educational Guidelines to the aquatic health sector when the Guidelines were being developed. It's unfortunate that we couldn't address them directly, and is just a result of the very broad range of VPP roles and activities and training needs across the world. We found many other examples of coursework that should be core in particular countries. What is core vs not varies with every country and region. Hence, we could only include foundational and generic course recommendations that would be most common to most Member Countries. As has been emphasised, every country should customise their own curriculum based on their needs, and this would certainly include aquatic animal health protection, where relevant to that country.

Q. Is there a need to harmonize VPP curriculum across the region? What advantages does it have regionally?

A. Harmonisation is essential in categorization of our profession as well as mobility. It also increases the value of our profession.

A. There are certainly benefits to harmonisation of curricula across regions, countries or VEEs. One is enhancing cross-recognition and mobility of VPPs. But the other is a common development and recognition of high quality training for VPPs, i.e. sharing ideas and course structures across countries will bring out the best from everyone and allow common review and application.

Q. I hereby request the OIE to establish a community for participants in this workshop to maintain communication between countries and to share their practical experience of using the contents of this workshop in their own country. Thanks.

A. We do not have a function on our website to maintain interactive virtual community. However, we can post country stories. We will consider establishing such as webpage where we (OIE) post updated information on related topics and experiences can be shared among OIE Members.

Q. In case our OIE delegate not active in this kind of activity, how we can involve directly with OIE activities?

A. OIE support needs to be requested/endorsed by OIE delegates. We encourage you to communicate with the OIE Delegate involving key in-country stakeholders. You may also contact OIE RRAP or SRR so that we can also seek opportunities to consult OIE Delegate of your country.