



## REPORT

# OIE Regional Awareness-Raising Workshops on the Veterinary Workforce and VPPs in Asia and the Pacific

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*10, 15, 22, 29 June, 6 July 2021 / Virtual*



**WORLD ORGANISATION FOR ANIMAL HEALTH**  
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# Executive Summary

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The [OIE Virtual Regional Awareness Raising Workshop on Veterinary Workforce and VPPs in Asia and the Pacific](#) was held in June-July 2021 to raise awareness about the PVS Pathway, approaches to workforce development, and the role of VPPs in Veterinary Services. It consisted of one general introductory session, three thematic sessions and one concluding session. The thematic sessions included interactive formats to allow participants to become familiar with OIE resources related to veterinary legislation, VPP education and workforce assessment and development. A total of 230 people participated from 28 OIE Member countries. Overall satisfaction with the workshop was high, with follow-up opportunities available. [Workshop recommendations](#) are available to help Members to develop strategic priorities and define action plans for building a more resilient veterinary workforce and for the OIE to support Members' efforts.

## Workshop Report

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### Introduction

The [OIE Virtual Regional Awareness Raising Workshop on Veterinary Workforce and VPPs in Asia and the Pacific](#) (June-July 2021) was held as continuum to the earlier Regional Conference on Veterinary Paraprofessionals in Asia, Bangkok, Thailand (6-8 December 2017) and the Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs), Tokyo, Japan (19-20 November 2018). It presented the recently published OIE 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

1. Raise awareness amongst participants about the PVS Pathway, approaches to workforce development, and the role of VPPs in Veterinary Services;
2. Inform on OIE activities in support of improving the participation and performance of VPPs;
3. Discuss the elements contributing to an enabling environment for effective use of VPPs and encourage Members/Observers to create a VPP enabling environment at national level with support from the OIE;
4. Familiarise participants with the content and use of the OIE Competency Guidelines for VPPs and the OIE Curricula Guidelines for VPPs;

5. Explore interest in a network of VPP champions in the South Asia and Southeast Asia sub-regions; and
6. Discuss collaboration/coordination between veterinarians and VPPs in VS.

### **Programme overview**

The workshop sessions were as follows:

[Session 1 \(10 June\)](#) – Opening session: introduced workforce development and regional data on the veterinary workforce, explained concepts to build an enabling environment for VPPs, including, veterinary legislation and regulation and appropriate VPP education

[Session 2 \(15 June\)](#) – Thematic session on veterinary legislation and regulation: key concepts related to veterinary legislation and regulation were introduced and participants discussed country situations in breakout group sessions.

[Session 3 \(22 June\)](#) – Thematic session on VPP education: OIE Guidelines for VPPs were introduced and participants practised using the Competency Guidelines for VPPs to develop job descriptions for VPPs in the breakout group sessions.

[Session 4 \(29 June\)](#) – Thematic session on veterinary workforce development: Approaches to veterinary workforce assessment, planning and development were presented and participants worked on a “Shoatlandia” case study in the breakout group session.

[Session 5 \(6 July\)](#) – Closing session: conclusions and insights from the whole workshop were shared, draft workshop recommendations were presented, and potential OIE support for national level activities was presented.

All sessions had either presentations or panel discussions by Members where Member experiences were shared. The workshop programme and speaker details are available in **Annex 1 - [Programme agenda](#)** and **Annex 2 - [Abstracts of thematic sessions](#)**.

### **Logistics**

This virtual workshop was divided into 5 sessions on 5 days spread out over a period of one month; each session was about 3 hours long. The workshop was originally planned as two separate face-to-face workshops in South Asia and South-East Asia. Due to the Covid-19 pandemic, it was converted to a virtual format inviting participants from the whole region for Sessions 1 and 5. Thematic sessions were restricted to participants from South Asia and South-East Asia mainly, nominated for their specialities (e.g., participants from training institutions for VPP education session) to accommodate interactive sessions. Being virtual it meant that more participants could be invited to the workshop. Zoom (including chat, poll, breakout room function) and [Mentimeter](#) were used as platforms to conduct this virtual meeting. A dedicated [website](#) was developed where relevant information was posted in a timely manner. Optional pre-workshop

assignments were also developed for Sessions 1 to 4. Workshop evaluation was conducted at the end of the workshop series.

### **Workshop participants**

The introductory and concluding sessions were for a general audience from the Asia and Pacific region and provided an overview of available resources and opportunities. The three thematic sessions for South and Southeast Asia and a few additional regional Members were more interactive and detailed. Participants for each session were nominated by the OIE delegates in accordance with recommended participant profiles. Participant profiles included representatives from:

- OIE Delegate, Veterinary Authority including 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 other representative of the VPP workforce
- Veterinary association
- Private sector who use VPPs, e.g. industry representatives and farmer associations
- Industry/farmer association and NGO representatives
- Regional networks
- Research institutes
- Technical and resource partners

There were a total of 230 participants from 28 OIE Member countries. The number of participants from Members is shown in the table below.

Session	No. Participants	No. Members
1	157	28
2	76	20
3	76	21
4	58	21
5	106	25

### **Workshop recommendations**

Workshop recommendations were elaborated with input from workshop participants and Delegates (available as Annex 3 – [Workshop Recommendations](#)). They can help Members to develop strategic priorities and define action plans for building a more resilient veterinary

workforce. A set of recommendations for the OIE and OIE's technical and resource partners were also included.

### **Workshop evaluation**

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

Workshop feedback suggested that a broader diversity of participants should be invited: in future events, OIE will consider how to reach intended target participants who may not be normally identified through OIE delegates.

### *Evaluation survey response*

61 participants (approximately 25% of the total participants) answered the anonymous post-workshop evaluation. The average score of satisfaction with the workshop was 4.3 out of 5. 98% of the respondents answered that their knowledge/skills improved very much or somewhat overall. On an average, 87% of respondents said they achieved the objectives of each session to a large or some extent. Other notable comments included 1) the contents were interesting, 2) logistics were smooth, 3) more time in interactive sessions such as Q&A and group discussions would be beneficial 4) presentations should be shared before the workshop 5) Internet connectivity issues, 6) more country presentation, 7) increase opportunities to join beyond delegate nomination and 8) provide more detailed topical/country-focused sessions.

“Thank you for the opportunity, personally I'm pretty sure that this will be the beginning for my contribution towards the betterment of VPP development and education in my country”  
(Workshop participant)

### **Workshop follow-up**

- Members interested in follow-up activities, including pilot approaches on workforce development, were invited to send their requests to the OIE
- Members are invited to review, circulate and use the Workshop Recommendations for strategic planning and prioritisation
- “Veterinary workforce development” was one of the four technical topics covered in the OIE 32<sup>nd</sup> Regional Conference of the Regional Commission for Asia, the Far East and Oceania in September 2021.

# Annex 1: Programme Agenda

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## Session 1: Opening session

	Topic	Speaker
14:30	Opening remarks	Dr Monique Eloit, OIE Director General
14:35	Introduction to the workshop	Dr Maho Urabe, Regional Veterinary Officer, OIE Regional Representation for Asia and the Pacific
14:45	Brief introduction to the OIE	Dr Hirofumi Kugita, OIE Regional Representative for Asia and the Pacific (RRAP)
14:55	Overview of the Performance of Veterinary Services (PVS) Pathway and the OIE Training Platform	Barbara Alessandrini, Head of Capacity Building Department, OIE
15:05	Workforce assessment and development – why workforce planning is important	Dr David Sherman, Programme Coordinator, Capacity Building Department, OIE
15:25	Presentation of regional veterinary workforce survey results Member presentations	Dr Miftahul Barbaruah, VPP expert Dr. Pallab Kumar Dutta, Deputy Director of Human Resource Development, Department of Livestock Services, Bangladesh Dr. Janice Garcia, Veterinarian III, Assistant Head, Animal Disease Control Section, Bureau of Animal Industry, Philippines
16:00	Q&A on Workforce development	
16:05	Short break	
16:10	Veterinary legislation	Dr Julia Rogers, VLSP expert
16:25	Veterinary regulation	Dr Julia Rogers, VLSP expert



		Prof. Achariya Sailasuta, Chair of the ASEAN Veterinary Statutory Body Network, Professor, Chulalongkorn University, Thailand
16:40	Q&A on veterinary legislation and regulation	
16:45	VPP Education	Dr Rowland Cobbold, VPP Expert
17:00	Q&A on VPP Education	
17:05	Networking session in small groups	All
17:20	Remarks on workshop procedure	Sonia Fèvre, Programme Manager, Capacity Building Department, OIE
- 17:30	Closing remarks	Ronello Abila, OIE Sub-Regional Representative for SE Asia (SRR SEA)

## Session 2: Veterinary Legislation and Regulation

Time (Tokyo)	Topic	Learning Objectives	Facilitator/Presenter
14:30	Joint plenary – Introduction to session	Review aims and agenda of session	Maho Urabe, OIE RRAP Sonia Fèvre, OIE HQ
14:35	Understanding veterinary legislation	Gain an understanding of: <ul style="list-style-type: none"> <li>• How veterinary legislation is usually structured</li> <li>• Key elements of the sample Practice Act in the OIE Veterinary Legislation Support Programme (VLSP)</li> </ul>	Julia Rogers, VLSP Expert
14:55	Q&A		Zoom chat
15:00	Explain the sub-group activity		Julia Rogers, VLSP Expert
15:05	In sub-groups: Study of a Veterinary Practice Act	Discuss the purpose and importance of a Veterinary Practice Act to one's own country context	VPP/VLP experts and OIE facilitators
15:30	In plenary	Review comments and questions from break-out group	Julia Rogers, VLSP Expert & OIE facilitators

<b>15:40</b>	Short break		
<b>15:45</b>	Overview of Veterinary regulation	<ul style="list-style-type: none"> <li>• Understand the legal basis of a VSB and be able to describe the roles and duties of a VSB according to the Terrestrial Animal Health Code</li> <li>• Become familiar with examples of how legislation in a country has changed to allow for veterinary professionals to work more effectively with VPPs:</li> <li>• Learn how The Veterinary Council of Thailand issued a regulation regarding VPP categories and training</li> <li>• Learn how The Malaysian Veterinary Council is finalising a Bill to include VPP regulation</li> </ul>	<ul style="list-style-type: none"> <li>- Julia Rogers, VLSP Expert</li> <li>- Dr Theera Rukkwamsuk, President of the Veterinary Council of Thailand</li> <li>- Mr Soh Tian Siong, Service provider of Malaysian Veterinary Council (MVC)</li> </ul>
<b>16:10</b>	Q&A		Zoom chat
<b>16:20</b>	Explain the sub-group activity		Julia Rogers, VLSP Expert
<b>16:25</b>	In sub-groups	Reflect on how a VSB can effectively regulate vets and VPPs	VPP/VLP experts and OIE facilitators
<b>16:50</b>	Plenary and feedback	Review comments and questions from break-out group	Julia Rogers, VLSP Expert & OIE facilitators
<b>17:00</b>	The role of the OIE Veterinary Legislation Support Programme - VLSP	Recognise the role of the OIE Veterinary Legislation Support Programme in supporting legislation and regulation	Camille Loi, OIE HQ
<b>17:10 – 17:15</b>	Closing	Closing note	Sonia Fèvre, OIE HQ

### Session 3: VPP Education

Topic	Sub-Topic	Presenter	Facilitator
<b>Introduction</b>	Aims and agenda	Dr Rowland Cobbold	OIE
<b>General perspectives on VPP education</b>	Animal health training example	Dr Satender Arya	Dr Rowland Cobbold
	Veterinary public health training example	Dr Heryudianto Vibowo	
	Laboratory training example	Dr Ren Theary	
	Diversity of needs and approaches, challenges	Dr Andrew Peters	
<b>Competency-based approaches to learning</b>	Benefits, challenges OIE Competency Guidelines for VPPs	Johan Oosthuizen	
	<b>Sub-group exercise</b> Working groups to develop job descriptions based on OIE Competency Guidelines for VPPs		
<b>Plenary feedback and short break</b>			
<b>VPP Curriculum Guidelines</b>	Overview, curriculum design and review Curriculum alignment matrix (CAM tool)	Dr Rowland Cobbold	
<b>VPP training standards, certification and employment pathways</b>	Example 1 - India	Dr Santender Arya	
	Example 2 – Indonesia	Dr Henny Endah Anggraeni	
<b>Plenary and closing</b>	Group feedback and conclusions		

#### Session 4: Veterinary workforce development

Time (Tokyo)	Topic	Learning Objectives	Facilitator/Presenter
14:00	Registration		
14:30	Introduction to session	Review aims and agenda of session	Supalak Prabsriphum, OIE SRR SEA Sonia Fèvre, OIE HQ
14:45	Methodologies for veterinary workforce assessment & development	Understand why workforce planning is important and consider appropriate tools	Dr David Sherman, Programme Coordinator, OIE
15:15	Q&A		
15:30	Examples of workforce development	Become familiar with different country approaches to integrating VPPs or CAHWs into the veterinary workforce: Myanmar Afghanistan Georgia	Dr Hnin Thidar Myint, Director, Planning, Statistics, International and Information Technology Division, Livestock Breeding and Veterinary Department, Ministry of Agriculture, Livestock and Irrigation, Myanmar Dr Abdul Qader Fakhri, Program Director-Dutch Committee for Afghanistan - Livestock Programs Dr Tengiz Chaligava, Deputy Head of Animal Especially Dangerous Infectious Disease Supervision Division, Veterinary Department, National Food Agency, Ministry of Environmental Protection and Agriculture of Georgia
16:10	Q&A		
16:15	Short break		
16:20	Instructions for sub-group activity on workforce planning	Explanation of sub-group activity	Dr David Sherman, Programme Coordinator, OIE

	Break into sub-groups		
<b>16:25</b>	Interactive (small group) workforce development exercise	Workforce development planning scenario	Small groups
<b>17:00</b>	Plenary feedback		Dr David Sherman / OIE facilitator
<b>17:15 – 17:30</b>	Conclusions and close		OIE facilitator

### Session 5: Concluding session

<b>Time (Tokyo)</b>	<b>Topic</b>	<b>Explanation</b>	<b>Facilitator/Presenter</b>
<b>14:30</b>	Opening remarks		Hirofumi Kugita, OIE Regional Representative
<b>14:35</b>	Introduction		OIE Facilitators
<b>14:40</b>	Summary of Thematic sessions	Presentations and summary remarks from thematic workshops	Julia Rogers, Rowland Cobbold, VPP/VLSP experts David Sherman, Barbara Alessandrini, OIE HQ
<b>15:05</b>	Panel discussion	Panel discussion on workforce development and VPP integration (Members and partners)	OIE Facilitators
<b>15:55</b>	Break		
<b>16:00</b>	Workshop recommendations	Present draft workshop recommendations	OIE Facilitators
<b>16:20</b>	Actions (information) and guidance on available resources and activities	Understand the roadmap for follow-up for countries interested in workforce development and VPP integration	David Sherman, OIE HQ Maho Urabe, OIE RRAP

<b>16:30</b>	Q&A		
<b>16:45</b>	Wrap-up	Learning and feedback opportunities, workshop certificate	OIE Facilitators
<b>16:50 – 17:00</b>	Closing remarks		Dr Jean-Philippe Dop, Deputy Director General, Institutional Affairs and Regional Activities, OIE HQ

## Annex 2: Thematic Session Abstracts

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### Session 2 (15 June) – Thematic session on veterinary legislation and regulation

#### **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 OIE 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 OIE 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 OIE 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).

### **Veterinary regulation**

*Overview:* this presentation addressed the legal basis of a VSB and its role under the TAHC. It comprised two sub-topics.

#### *Sub-topic 1: Role and nature of a VSB*

The presentation began with the TAHC guideline that legislation should provide for a VSB to regulate the practice of veterinarians and VPPs (Section 3.4.6), followed by the OIE definition of VSB as an autonomous regulatory body for veterinarians and veterinary paraprofessionals. The independent nature of a VSB was emphasised and its regulatory role was outlined.

#### *Sub-topic 2: Legal basis of a VSB*

The second sub-topic began by noting that the term “statutory body” means a body created by law and explained that the legal basis for a VSB consists of two categories of provisions, organic and enabling. The organic provisions establish the VSB as an entity – by either designating an existing body or creating a new one – and define how it operates. The enabling provisions assign the VSB’s specific regulatory powers and responsibilities.

### **Country presentations on veterinary regulation**

#### **THAILAND**

The Veterinary Council of Thailand (VCT) recently issued a regulation under the Veterinary Profession Act, 2002 requiring VPPs to be registered with the VCT. Roles and functions of VPPs are divided into ten categories. The VPP trainings must be approved by the VCT. The VPPs who pass the training examination will be issued with a Certificate in that category and will be registered with the VCT. They need to attend refresher courses every five years to renew the certificate.

#### **MALAYSIA**

The Malaysian Veterinary Council (MVC) has proposed to enact a new Veterinary Practice Bill 20XX to substitute the current Vet Surgeons Act 1974. The proposed new Bill will include the establishment of veterinary surgeons (VSs) and veterinary paraprofessionals (VPPs) statutory



bodies, national registration of VSs and VPPs, and regulation of veterinary medicine practice and related matters. The reasons for establishing two VSBs are the latest format of local Professional laws, and the independence of a VPP statutory body, since other paraprofessional bodies have their own Boards.

### **Session 3 (22 June) – Thematic session on VPP education**

#### **General perspectives on VPP education**

Examples were presented from four different countries that characterised how VPP education is approached. Three presentations represented each of the OIE VPP Guidelines' "Tracks", i.e. Animal Health training (India), Veterinary Public Health (Indonesia), Laboratory Diagnosis (Cambodia). The fourth presentation highlighted challenges and novel approaches applicable to VPP education (Pacific Paravet Training Project). This topic set the scene for detailed discussion to follow.

#### **Competency-based approaches to learning**

Competency-based training is critical to successful VPP education, because of the need to develop core knowledge, technical skills, and attitudes that will make VPPs effective for the workforce. The OIE Competency Guidelines for VPPs are a resource for developing and reviewing VPP curricula according to established competencies.

#### **Sub-group exercise: develop job descriptions based on OIE Competency Guidelines for VPPs**

Workshop attendees had the opportunity to practise the development of competency-based approaches through consideration of what job-level knowledge, skills, and attitudes would be needed for VPPs. Different groups worked on job descriptions for Animal Health, Veterinary Public Health and Laboratory Diagnosis.

#### **OIE curricula guidelines for VPPs**

The OIE VPP Curriculum Guidelines were described, highlighting the modular nature of the model curriculum and the need for individual countries and VEEs to customise the model to their specific needs. The OIE offers a Curriculum Alignment Matrix (CAM) tool that allows comparison of a specific curriculum to the OIE Guidelines.

#### **VPP training standards, certification, employment pathways**

Linkage between VPP education, workforce needs, and certification requirements were described, with examples presented by India and Indonesia.

## **Session 4 (29 June) – Thematic session on veterinary workforce development**

### **Introduction to session**

#### **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 tools available through the OIE.

#### **Three country examples of workforce development**

##### **MYANMAR**

Based on an assessment of the socio-economic conditions in the country and the limits on capacity of training for veterinarians and veterinary paraprofessionals, Myanmar has chosen to address veterinary workforce gaps in the field through the training and deployment of community animal health workers (CAHWs) at the village level who are responsible to government veterinarians. Currently efforts are underway to strengthen the initial and continuous training of CAHWs and consideration being given to the training and deployment of veterinary paraprofessionals as well.

##### **AFGHANISTAN**

A description was provided on the history of the development, training and deployment of a nationwide, district-based network of veterinary paraprofessionals in Afghanistan who provide clinical and preventive services to farmers and herders in the private sector on a fee for service basis. The decision to invest in veterinary paraprofessionals was a result of the extended war and civil unrest which resulted in the departure of most of the veterinarians in the country along with a degradation of veterinary training capacity as well as the need to rapidly restore clinical and preventive services as a result of widespread transboundary diseases and livestock losses due to drought. The private sector network has been operational for over 15 years and more

recently, the government engaged the network to participate in national animal disease control programmes through sanitary mandates.

## **GEORGIA**

Georgia is currently undertaking a systematic veterinary workforce planning exercise to address a shortage of veterinarians in the country resulting from several factors including the attrition of an aging population of government veterinarians and a lack of interest in the profession amongst youth. Mapped data on the current situation was presented and plans to meet the gaps in part through the recruitment and training of veterinary paraprofessionals was discussed. The support of the OIE in this workforce planning exercise was also noted.

### **Interactive (small group) workforce development exercise**

A country scenario was presented to engage participants in an exercise to determine the needs 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 export of sheep and goats and their products. A map of Shoatlandia was provided, 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 in order 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.

### **Plenary feedback**

A key issue which emerged during question and answer sessions and in response to the interactive workforce development exercise was whether or not the OIE “allowed” the use of community animal health workers (CAHWs) in the national veterinary services and if there were minimum training times required for CAHWs and VPPs. In response, it was emphasised that it is up to each OIE Member to determine its own workforce needs and set its own categories of personnel with proper regulatory oversight. The expectation of the OIE is that for each category of personnel identified in a country, specific requirements for qualification and training are set, that permitted activities for each category are clearly identified and consistent with the required level of training, that the nature of their supervision is established, that they adhere to an established code of ethics and that they are known to the veterinary statutory body or other equivalent regulatory agency through licensing or registration.

**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 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.

## Annex 3: Workshop Recommendations

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### Participants noted that,

- National Veterinary Services (VS) play critical roles in protecting animal health and welfare, and share responsibilities on issues for which a multi-sectoral One Health approach is required, such as zoonosis prevention and control, antimicrobial resistance (AMR), wildlife health and global health security, and for which they must ensure personnel with appropriate competencies are in place;
- An effective VS requires an adequate number of properly trained personnel representing different categories and skill levels, and systematic workforce assessments can identify gaps in the numbers and categories of personnel required in the country;
- Many OIE Members in the region face challenges in ensuring that an adequate enabling environment is in place in order for veterinarians and VPPs to work to their optimal capacity, including their prerogatives, appropriate legislation, regulation, coordination and communication among stakeholders, and educational provision;
- Many OIE Members in the region have limited systems in place at national level for veterinary workforce planning, for promoting interest in the veterinary and VPP pathways amongst young people, and for ensuring gender equity in education and career pathways for both women and men;
- VPPs can play crucial roles in VS, making up more than half of the workforce in much of Asia and the Pacific region, occupying a range of roles in animal health, veterinary public health and laboratories;
- The OIE continues to support the strengthening of the VS, Veterinary Education Establishments (VEEs), Veterinary Legislation and Veterinary Statutory Bodies (VSBs) globally and regionally through its global programme for PVS pathway, including PVS Evaluations and Gap Analysis and more targeted initiatives like VEE and VSB twinning projects and the Veterinary Legislation Support Programme (VLSP), as well as development of guidelines, and organising regional conferences and workshops;
- Members are increasingly gaining interest and experience of using some of the OIE recommendations and guidelines and welcome opportunities to use the more recently published OIE Guidelines for VPPs and online training, and to engage in PVS Targeted support programme and to learn from each other at a regional level.

## **RECOMMENDATIONS:**

**For OIE members** (Veterinary Authorities, Veterinary and VPP associations, VEEs, VSBs, and other key stakeholders) to,

- Collect reliable data regarding the workforce distribution of veterinarians and VPPs and changes in animal populations to identify and address veterinary workforce demand, determine VS resource requirements and advocate for investments to achieve sustainability, possibly with support of the PVS Pathway;
- Consider veterinary workforce requirements not only for animal health and welfare agendas but also for multi-sectoral agendas, including having a workforce engaged in One Health, wildlife, health, aquatics, emergency preparedness and response, and AMR prevention;
- Actively review and improve the enabling environment for VPPs with adequate and updated legislation, regulation and education, and promote sustainable business models which include appropriate direction by veterinarians, in consultation with stakeholders and taking into account needs at the field level;
- Continue their efforts to establish or strengthen the authority and capacity of VSBs for both veterinarians and VPPs including clarification on their roles;
- Foster in-country communication and collaboration among VEEs, VSBs and Veterinary Authorities and Veterinary and VPP Associations, and other Competent Authorities, in assessing workforce needs and strengthening capacity building for veterinarians and VPPs including curriculum development and implementation as well as continuing education;
- Review the capacity of VPP training institutions to deliver the required VPP competencies and where necessary, support curricular development to strengthen that capacity, with reference to the OIE Competency and Curricula Guidelines for VPPs;
- Explore, identify and address opportunities and barriers related to gender issues associated with veterinary service delivery and the veterinary workforce.

**For OIE to,**

- Continue developing and updating its PVS Pathway services, encouraging Members to access these services by providing opportunities for PVS self-evaluation, remote (virtual) or blended (virtual and face-to-face) PVS Pathway missions and future digitalisation of

the PVS Pathway platform, and implement a PVS monitoring and evaluation system to assess the effectiveness of the provided services;

- Investigate new PVS Pathway services to respond to Members' evolving needs in developing and evaluating their VS, including new targeted support to Members, including:
- the establishment of an OIE Ad hoc group on veterinary workforce development to create more robust tools for workforce assessment and planning;
- support for the establishment of VSBs to regulate veterinary practice;
- support to review the capacity of VPP training institutions to deliver the required VPP competencies and where necessary, support curricular development to strengthen that capacity;
- Support capacity building of VS and VEEs through various programmes including the new OIE Platform for the Training of the VS to support initial and continued professional development;
- Continue foster opportunities for regional and sub-regional experience-sharing among OIE Members.

**For technical and resource partners to,**

- Consider the ongoing need for investment in VS and the need to build long-term and multi-sectoral capacity and resilience to deal with future and emerging challenges, including but not limited to, the changing nature of livestock industries, the need to tackle AMR and reduce risks of future pandemic threats of animal origin;
- Recognise the relevance of enabling factors such as relevant legislation, appropriate regulation, good quality education, and workforce planning and deployment mechanisms, to improving the quality of veterinary services.

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

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LINK:

[https://rr-asia.oie.int/wp-content/uploads/2021/09/workforcesurveyreport\\_09082021-oie-review.pdf](https://rr-asia.oie.int/wp-content/uploads/2021/09/workforcesurveyreport_09082021-oie-review.pdf)

## Annex 5: Summary results of post-evaluation survey

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LINK:

<https://rr-asia.oie.int/wp-content/uploads/2021/08/summary-of-post-workshop-evaluation.pdf>