



**16TH CONFERENCE OF
THE OIE REGIONAL COMMISSION
FOR THE MIDDLE EAST**

3-4 NOVEMBER 2021

Workforce assessment, planning and development

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Content of presentation

- What is workforce development and why is it important?
- Why is the OIE interested in veterinary workforce development?
- Steps in workforce planning
- What are the challenges to effective integration of VPPs into the veterinary workforce and how can they be addressed?



What is workforce development and why is it important?



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What is the workforce?

- Work – Jobs and tasks to be done.
- Force – People (their numbers, knowledge and skills)
- Workforce – Sufficient numbers of personnel with the appropriate skills needed to perform all the jobs and tasks required within the defined context
- How do we define the veterinary workforce?
 - Public and private sector functions



Public and private good functions in the veterinary workforce

- OIE is primarily concerned with so called **‘Public Good Functions’**, defined as goods or services that primarily benefit the public at large, e.g.,
 - Animal disease surveillance, control and eradication of TADs, certification
 - Veterinary public health - zoonotic disease control, food safety/meat inspection
- The OIE is less focused on so called **“Private Good Functions”** defined as goods or services that mainly benefit the individual receiving them, e.g.,
 - Clinical animal health services provided to farmers and herders for their animals
 - Herd health and production services such as artificial insemination, pregnancy checks
- The two realms should not be thought of as mutually exclusive



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Who delivers public and private good services?

- There is often a **continuum of engagement** across public and private sector responsibilities in the veterinary workforce
- The objective of workforce planning should be on achieving an **optimal distribution of responsibilities** based on the human and financial resources available to develop and maintain the required workforce
- In planning, we must recognize differences between **who leads** the activity, **who funds** the activity and **who provides** the activity
 - Publicly led, funded and provided by the public (government)
 - Publicly led, funded and privately provided (gov't contracts)
 - Privately led, funded and privately provided (private practices)

The continuum of public and private good functions

Vaccination of small ruminants for PPR control in Abu Dhabi. A public good function most likely conducted by government personnel but which could be supported by private vets and VPPs through sanitary mandates.



A small ruminant abattoir in Zimbabwe. Meat inspection is a public good function that could be contracted to the private sector.



A VPP in private practice vaccinating chickens for Newcastle disease in rural Afghanistan. Is this a private or public good? Either way, VPP activities could be supported by government in underserved areas to improve access to animal health care.





Why is OIE interested in veterinary workforce development?

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TAHC Chapter 3.2 Veterinary Services (VS) : Focus on workforce

- Article 3.2.4 of the TAHC addresses personnel issues and 3.2.5 addresses regulation of the veterinary professions.
- Article 3.2.5: **Veterinarians and veterinary paraprofessionals** are an essential component of Veterinary Services, whether as part of **governmental authorities or as private service providers**.
- Article 3.2.4: Veterinary Services should be appropriately staffed, including **veterinarians, veterinary paraprofessionals** and other personnel, with **appropriate competencies** obtained through initial and continuing education to allow their functions to be undertaken **effectively and efficiently**.
- Article 3.2.4: Veterinary Services should be appropriately staffed, including **the right people**, with **the right skills** obtained through initial and continuing education to allow their functions to be undertaken **at the right place and right time and at the right cost**.

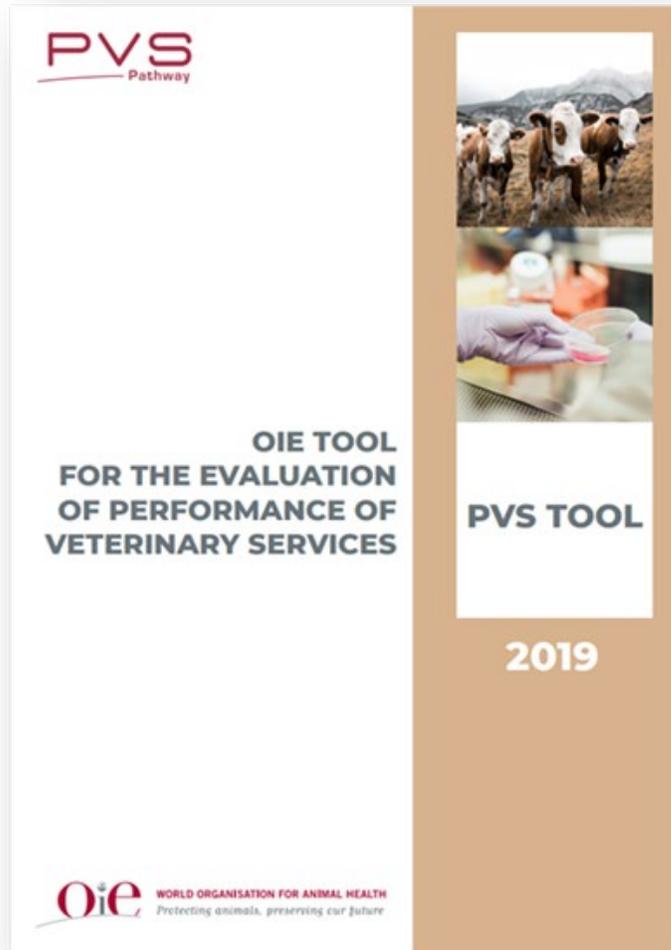


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Workforce Assessment is addressed in the PVS Tool

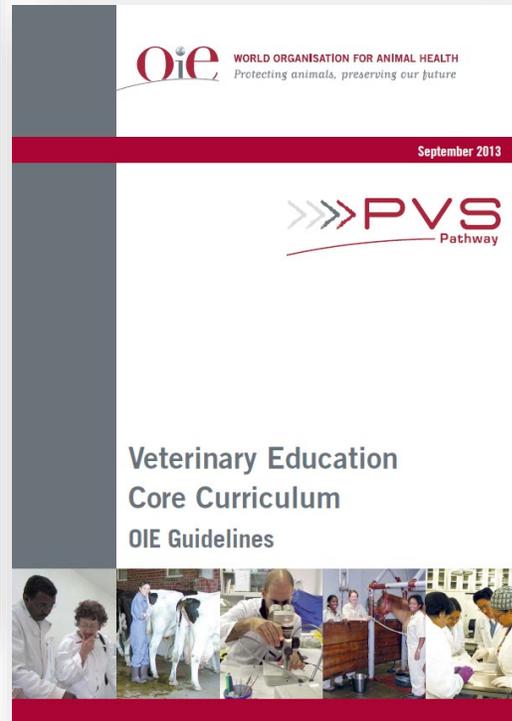


- **CC I-1: Professional and Technical Staffing of the Veterinary Services (VS)**
 - 1-1 A: Veterinary and other professionals (university qualified)
 - 1-1B: Veterinary paraprofessionals
- **CC I-2: Competency and Education of Veterinarians and Veterinary Paraprofessionals**
 - I-2 A: Veterinarians
 - I-2 B: Veterinary paraprofessionals

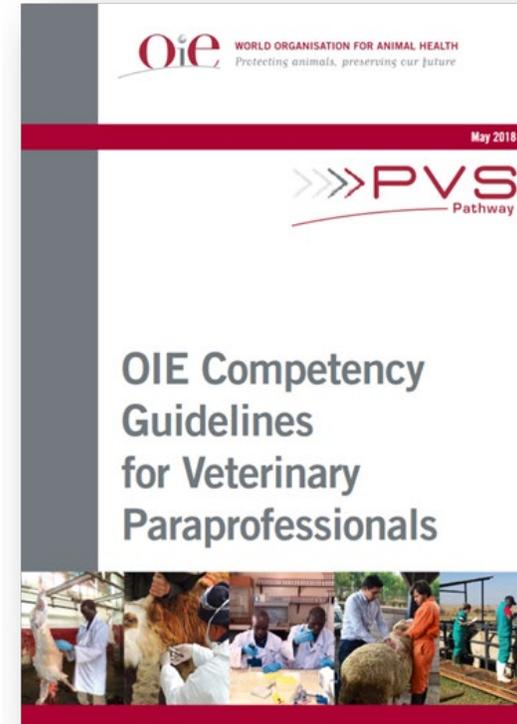
OIE Competency and Curriculum Guidelines for Veterinarians



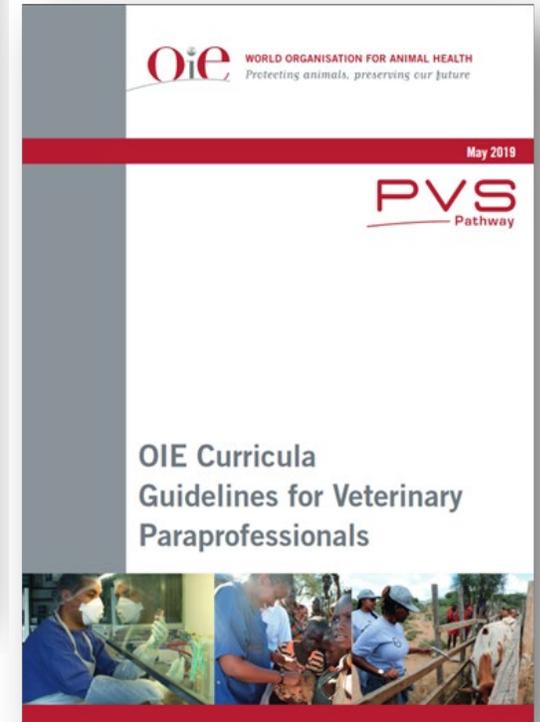
May 2012



May 2013



May 2018



May 2019

Article 3.2.5 of the TAHC now encourages VS and VSBs to use these guidelines to ensure that training programmes provide the required competencies for vets and VPPs.

- Sufficient numbers of adequately trained personnel are essential for the proper functioning of a national Veterinary Service
- A broad range of service providers can participate (e.g., veterinarians, different categories of VPPs and others) but **all must operate within the framework of the law and be properly trained, regulated and supervised to perform the tasks they are permitted by law to do.**
- Veterinary workforce planning is a 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.



Steps in workforce planning

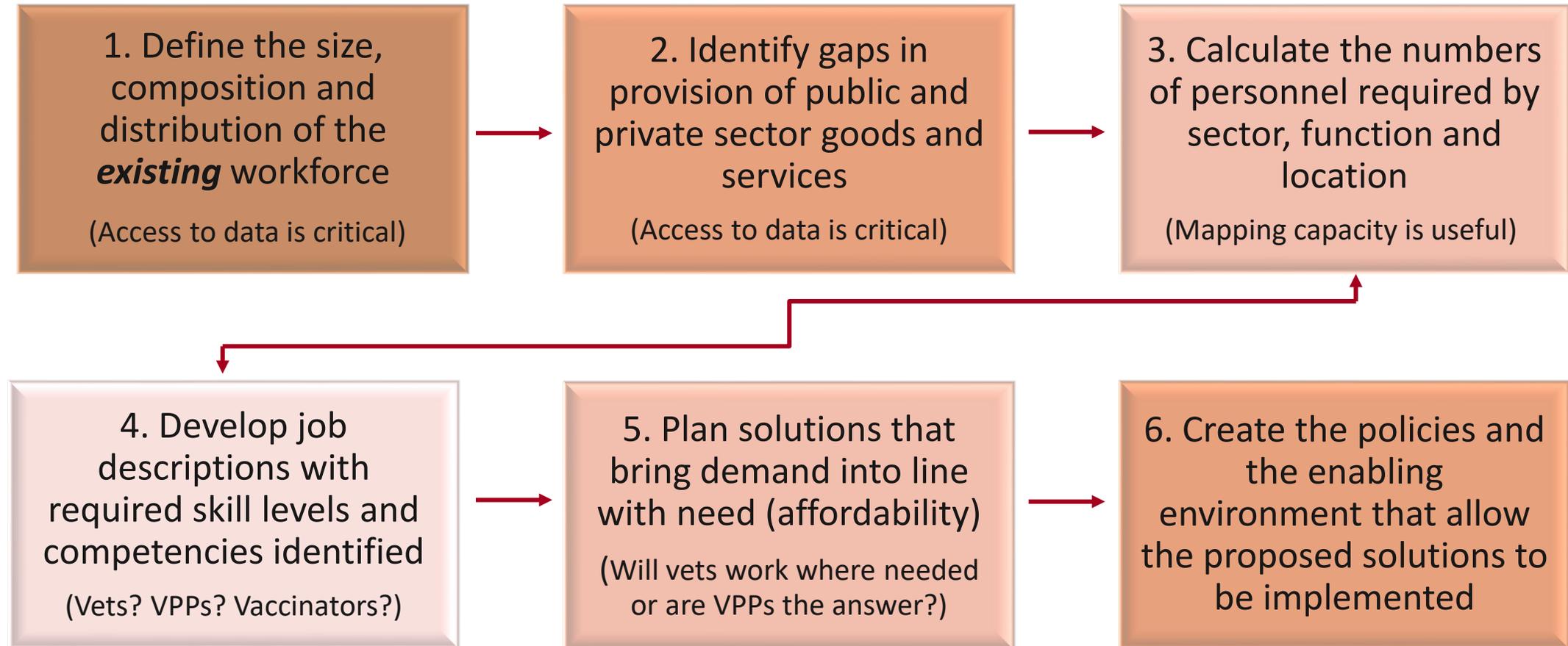


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Steps in workforce assessment, planning and development



Human Resource Needs vs Human Resource Demands

- Workforce assessment studies sometimes confuse ‘need’ and ‘demand’.
- In the USA, for example, a clear and persistent need for more food animal veterinarians has been identified in underserved rural areas.
- However, there is insufficient demand in some of these areas to make veterinary practice financially viable, so vets do not go into private practice in those areas despite the need. This is true in many other countries as well.
- Possible solutions?
 - Government incentives to lure practitioners (e.g., student loan forgiveness)
 - Income supplement through public service contracts, e.g., sanitary mandates
 - **Establish and support policies that allow VPPs to provide services in those underserved areas**



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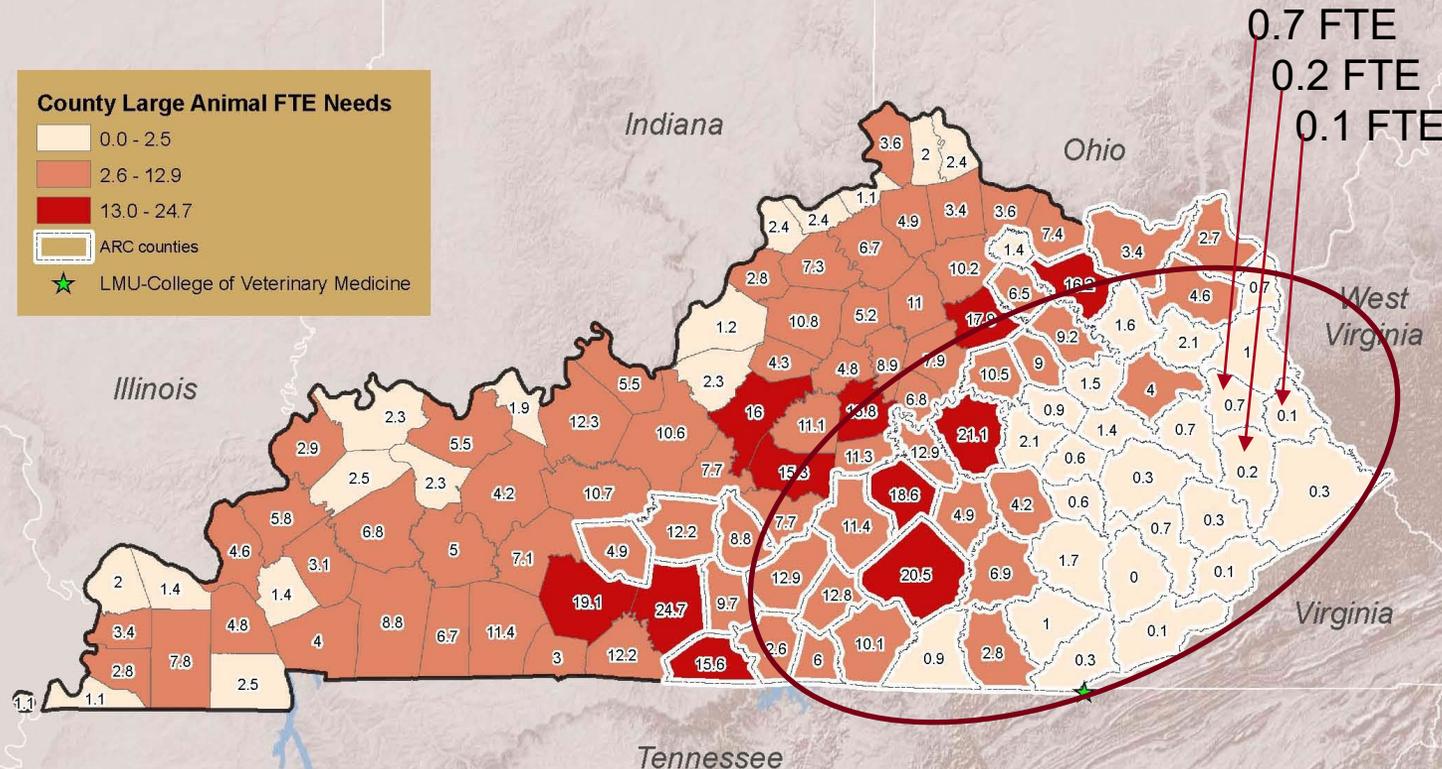
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Workforce assessment: Identifying and mapping gaps in personnel



2015 Kentucky Large Animal Veterinarian Need*

Total Statewide Large Animal Veterinarian FTE Need = 723
 31% of the FTE need is located in ARC counties = 224 FTE



*Mixed animals include: Large (cattle, horses, sheep, mules, donkeys, goats, and hogs)



Map Created by the National Center for the Analysis of Healthcare Data
 September, 2015

3 counties requiring less than one FTE*

An absence of veterinary personnel in these counties is not an option:

- Livestock owners need clinical veterinary care
- State Veterinary Service needs a reporting and surveillance presence

How can the veterinary personnel gap be addressed in these counties?

The workforce assessment and mapping provide essential information to start answering these questions

*FTE = Full time equivalent veterinarian



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Data Sources: 2013 Kentucky State Licensure data;
 USDA 2012 Ag Census; AVMA, (2012). U.S.
 Pet Ownership Demographics Sourcebook (2012 ed.).



What are the challenges to effective integration of VPPs into the veterinary workforce and how can they be addressed?

Challenges to integration of VPPs into the veterinary workforce

- A comprehensive regulatory framework for VPPs is often lacking
 - Recognized categories of VPPs are not well defined with VPPs of different levels of training having the same job title in different countries, e.g., animal health assistant
 - The prerogatives of different categories of VPPs are not clearly defined
 - Education of VPPs varies greatly in duration, content and quality
 - VPPs may perform activities for which they are not trained or approved
 - Supervisory relationships are not always clarified or observed
- VPPs may be viewed by veterinarians as competitors, not collaborators
- Resistance builds to formal acceptance of VPPs



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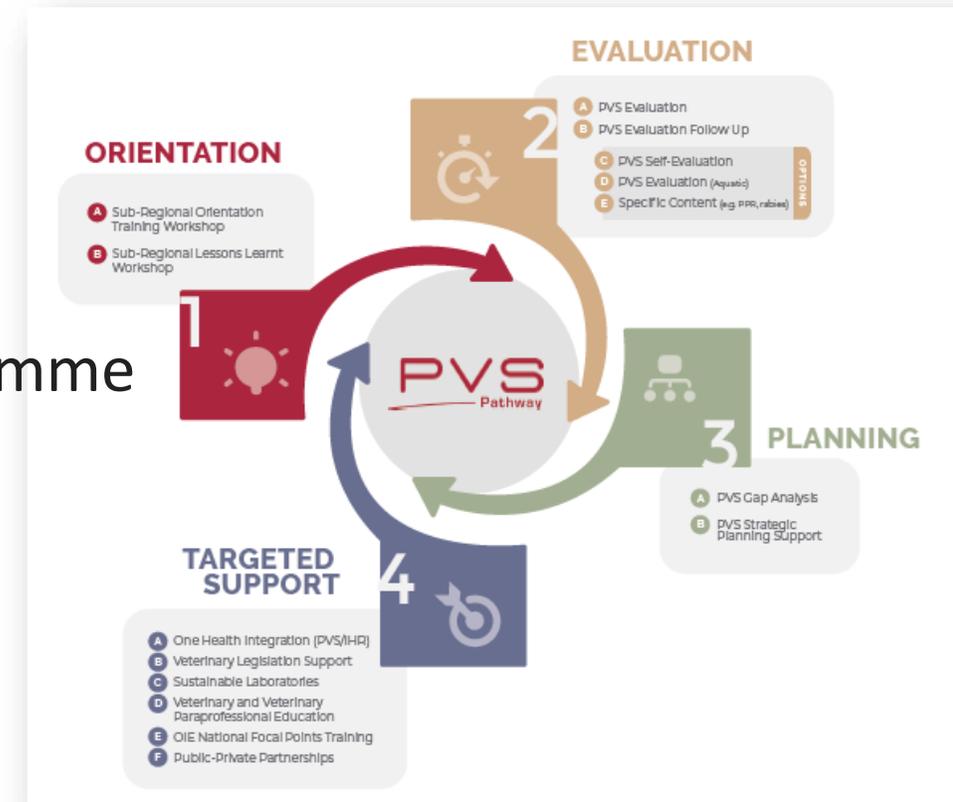
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Creating the enabling environment for effective integration of VPPs

- Effective integration of VPPs into workforce planning requires a supportive framework.
- Is there a **legal basis** for VPPs to work in the desired contexts, e.g., private practice?
- Is there a Veterinary Statutory Body (VSB) and are suitable categories of **VPPs defined and regulated** by that VSB?
- Are there **sufficient training** institutions delivering **training of quality** to produce VPPs with the needed skill sets?
- Are there conditions or opportunities for veterinarians to embrace VPPs as team members in veterinary service delivery?

How OIE can help with workforce development and the enabling environment

- Workforce Assessment and Planning
 - Gap Analysis
 - New tools (**in development**)
- 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
 - VEE Twinning Programme
 - Education missions for VPPs (**in development**)



Conclusions

- An effective Veterinary Services requires an adequate number of properly trained personnel representing different categories and skill levels.
- Systematic workforce assessments can identify gaps in the numbers and categories of personnel required in the country.
- Challenges to workforce development exist, notably lack of access to critical data and the absence of a supportive regulatory environment.
- Veterinary paraprofessionals can play an important role in filling identified gaps, but they must be properly trained and regulated, their responsibilities clearly defined, and their work monitored.
- The OIE can assist Members in workforce assessment and planning and in creating an enabling environment for effective integration of VPPs into the veterinary workforce.



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Thank you for your attention