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**REPORT OF THE MEETING OF THE OIE AD HOC GROUP ON
VETERINARY PARAPROFESSIONALS
Paris, 22–24 November 2016**

The OIE *ad hoc* Group on Veterinary Paraprofessionals (hereafter referred to as ‘the Group’) met from 22 to 24 November 2016 at the OIE Headquarters in Paris, France.

Dr Matthew Stone, OIE Deputy Director General of International Standards and Science, welcomed the participants and reiterated the importance of veterinary paraprofessionals (“VPPs”) in the current working programme of the OIE. Thanking the Group for its support and stressing the need of the Group’s expertise, he provided the participants with some notes of background of this initiative:

- Noting that the OIE *Terrestrial Code* may not adequately address the real field situation in many Member Countries, where other categories of staff are involved in activities of veterinary services, the OIE picked up the issue of role and responsibility of private veterinarians and veterinary paraprofessionals in an earlier *ad hoc* Group more than ten years ago;
- The definition of VPPs and modifications to Chapter 3.2. Evaluation of Veterinary Services were adopted by the World Assembly in 2004;
- PVS Evaluation missions started in 2006 have been providing the OIE as well as Member Countries with good understanding of the importance of the contribution of VPPs and scope of their activities, including the differences in their involvement and roles among Member Countries.
- Such elevated awareness during past years is reflected in the OIE Sixth Strategic Plan, for 2016-2020. One of the several outcomes expected under “Strategic Objective 3: Ensuring the Capacity and Sustainability of Veterinary Services” is “a better definition of the role of paraprofessionals and non-veterinary specialists, including their education and training” which prompted the OIE to strive to elevate the level of its past work to the next stage, so that Member Countries have better guidance to improve the quality of their Veterinary Services, in particular, the role of VPPs.

Dr Stone concluded that the focus of the Group is the development of core competencies and curricula for VPPs.

Finally, referring to a similar exercise conducted for veterinarians some years ago, namely, development of “OIE recommendations on the Competencies of graduating veterinarians” and “OIE Guidelines on Veterinary Education Core Curriculum,” Dr Stone noted that the differences among Member Countries regarding roles, scope of activities and training mechanisms must be much wider for VPPs than for veterinarians, and thus an in-depth review and global discussion are critically important to define the structure and content of minimum competencies and core training curricula.

Annex 40 (contd)**Discussion with Director General**

On Day 3 the Group met Dr Monique Eloit, Director General of the OIE, and reported to her a summary of their discussion up to that point. Referring to the OIE Sixth Strategic Plan and emphasizing the critical importance of VPPs for the national veterinary services especially for developing Member Countries, Dr Eloit expressed appreciation for the Group's efforts to support the OIE in developing core competencies and core training curricula for VPPs. She informed the Group that the OIE Collaborating Centre for Training Veterinary Officials and Diagnosing Infectious Animal Diseases and Zoonoses in Tropical Africa in Dakar is interested in developing a pilot programme for training of VPPs once the framework is developed through the work of this Group.

She also stressed the importance of involving veterinary education establishments (VEE) in the training of VPPs, as the close relationship of veterinarians and VPPs is indispensable. Referring to the global strategy for the eradication of Peste des Petits Ruminants (PPR) under which a vaccine campaign is planned for launch by the end of 2017, she expressed her expectation of receiving from the Group preliminary guidance for animal health VPPs by mid-2017.

Dr Eloit concluded her message by thanking the Institute for Infectious Animal Diseases (IIAD), an OIE Collaborating Centre for Biological Threat Reduction, for its contribution to this work by supporting the Group.

1. Appointment of the chairperson and adoption of the agenda

Dr Johan Oosthuizen was appointed as the chairperson and it was confirmed that the OIE staff would be the rapporteur.

The adopted Agenda and List of Participants are presented in Appendices I and II of this report, respectively.

2. Background

Dr David Sherman provided a brief overview of the background and content of the first OIE Africa Veterinary Technicians Association (AVTA) GALVMed Conference on the Role of VPPs in Africa, held in Pretoria, South Africa in October 2015. He then focused on sharing the recommendations of the conference, which were of two categories – the seven recommendations to the Veterinary Authorities of OIE Member Countries and the seven recommendations to the OIE itself. He noted that there was ongoing progress within OIE to address all the recommendations, including the formation of the *ad hoc* Group to develop day 1 competencies and core curricula for VPPs. He informed those present that the full proceedings of the Conference are available at www.rr-africa.oie/VPPREPORT.pdf

Dr Tomoko Ishibashi outlined the 4th OIE Global Conference on Veterinary Education held in Thailand in June 2016, of which major topics included how to ensure implementation of the OIE recommendations and guidelines on Veterinary Education and the review of the progress of OIE Twinning Projects on veterinary education establishments. She said that some presentations about regional situations did include the roles, recognition and training of VPPs of some countries and that the participants were also informed about the discussion at the Conference on the role of VPPs in Africa. She advised that some of the Conference recommendations are related to veterinary professionals. In particular, the OIE is recommended to identify minimum competencies and develop guidelines on core training curricula. In response to a question raised by a Group member, she noted that the OIE has not considered expanding its Twinning Programme to training institutions for VPPs.

Ms Emily Tagliaro informed the Group that the financial support from the United States Government was confirmed in June 2016 in principle for two years which would allow this new project to contribute to improvement of the quality of VPPs. She outlined the five overarching project objectives:

1. Undertake a thorough analysis of the existing VPP categories and their related curricular requirements for animal health, Veterinary Public Health and veterinary laboratories;

Annex 40 (contd)

2. Define OIE Recommendations on the Competencies of VPPs in different standardized categories to assure National Veterinary Services of standards of quality recognised by the World Assembly of National Delegates of the OIE;
3. Define OIE Guidelines on the minimum curricular requirements for VPPs for the main categories of VPPs that exist, in terms of scope and level of qualification, and that this be recognised by the World Assembly of Delegates of the OIE;
4. Undertake consultation with relevant stakeholders on the role of VPPs globally; and
5. Advocate for the implementation of the OIE Recommendations and Guidelines relating to VPPs in all OIE Member Countries through engagement with national Veterinary Services and Veterinary Statutory Bodies (VSBs).

She explained that the work of this Group will directly contribute to the first three objectives and that the Group's advice may indirectly support the OIE for the remaining two objectives. Considering the volume and complexity of the work, she informed the Group that the IIAD will help the OIE to collect materials and conduct necessary analysis for consideration by the Group. She also noted that the outcomes will be tested in two countries with support from a separate project funded by the Bill and Melinda Gates Foundation.

Regarding the treatment and status of the work products to be developed by the Group, Dr Ishibashi noted that, as in the case of veterinary education, the work products will be reviewed by the relevant Specialist Commissions, probably all four Commissions, and eventually distributed to Member Countries as an annex to a meeting report of the Terrestrial Animal Health Standards Commission; Member Countries will be welcomed to send to the OIE their views, which can be reflected in the finalised work products. Unlike the OIE *Codes* and *Manuals*, the work products will not constitute OIE Standards, but reference documents. Thus, the adoption process at the World Assembly is not applicable.

A member expressed his desire that the Group review different situations in various Member Countries to make sure that the recommendations will be truly representative across the board and able to be adopted and translated in different local settings. It was also noted that in many countries, there is more reliance on VPPs in remote areas and that those working in veterinary laboratories also have more field work expectations in rural and remote areas.

3. Terms of Reference

Dr Ishibashi explained the Terms of Reference of the Group (Appendix III). Noting the wide variation in the roles and activities of paraprofessionals working in the veterinary sphere, she clarified that the scope should fall within the OIE mandate and align with the existing OIE *Terrestrial Code* definition of VPPs: in concrete terms, VPPs working in the field, either for animal health activities or public health activities, or in the laboratories for diagnosis of animal diseases. After referring to the Group's main responsibilities, namely, to develop draft recommendations for standardised minimum competencies and guidelines on core training curricular requirements, it was clarified that this first meeting should identify additional research/analysis needs, consider possible structure and content of minimum competencies and core training curricula and identify desirable profiles for experts of sub-groups.

Dr Oosthuizen, Chair, noted that the logical approach of work is to start with defining competencies followed by developing the core training curricula. Dr Miftahul Islam Barbaruah suggested it would be useful if the Group focuses on functions before defining elements (competencies).

4. Review of available information about roles, recognition, and training and education of VPPs

The Group then moved to a review of the current situation around the world, which was to be presented by all Group members. At the onset of the agenda item, Dr Oosthuizen reminded the members of the scope of this work as outlined above. He also noted that the issues of VSBs and veterinary legislation, although very relevant to the status and recognition of VPPs, are not included in the Terms of Reference of this particular Group.

Annex 40 (contd)

Dr Oosthuizen presented an overview of the South African VPP categorization, academic requirements, registration of veterinary paraprofessionals and diploma content (theory and practice). South Africa has adopted Day 1 Skills and Competencies, which were provided to the Group. VPPs are regulated under the Veterinary and Para Veterinary Professions Act of 1982; while the category of Veterinary Welfare Assistants will be registered by 2018, VPPs working in the field of Veterinary Public Health are currently under the control of regulators on the human health side. Dr Oosthuizen noted that an important prerequisite for admission of training courses is mathematics.

Dr Benson Oduor Ameda presented an overview of the AVTA, which is the umbrella body representing the interest of Veterinary Technicians in Africa. He noted that, following the continental meeting held in Pretoria, issues related to standardization in training across the continent raised serious concerns amongst the participants, and that the various existing categories have unstandardized levels (Certificate, Diploma, Degrees) of training with diverse training curricula offered. He drew the Group's attention to the fact that, in Kenya, while 82% of VPPs are Certificate holders, Diploma and Degree holders represent only 7% and 1% respectively. However, Certificate holders may be more competent than Diploma or Degree holders in other countries, as the qualification does not necessarily reflect the actual amount of training they receive; Certificate programmes are often very condensed in a period which is too short to be considered as a Diploma course and having plural Certificates is not considered equivalent as having one Diploma, which is discouraging for career progression. He also noted the benefit of a step-up pathway from VPP Certificate training to Veterinary Education.

Dr Samuel Niyi Adediran presented an overview of the field experience of GALVmed in delivering veterinary services. Seventy percent of veterinary service practitioners are paraprofessionals. He highlighted roles and activities performed by VPPs, the challenges of bringing veterinary services to small holders, and the role of VPPs in delivering that service. He informed the Group of very useful training modules developed by Afrivet. Concerning the role of other animal health service providers without formal or institutional education, he emphasized the need for proper classification and role definition, documentation and harmonization of training and curricula, regional accreditation bodies, promoting synergies between educational institutions, Public-Private-Partnerships and partner involvement, policy to action and building regional management capacities.

Dr Miftahul Islam Barbaruah presented an overview of the roles, training and recognition of VPPs from the South Asia perspective. He provided many resource materials to the Group, including national occupational standards for VPPs in India and UK. He noted that currently, demand for VPPs exceeds supply in this sub-region and the need exists for private training institutes to meet the increasing demand for VPPs. The absence of a proper monitoring framework for VPPs by veterinarians is resulting in occasional conflicts in the sub-region. He noted Nepal as a positive case study in the development of a model supervision and monitoring framework for VPPs. Dr Barbaruah drew the group's attention to the private sector-driven process of developing national occupational standards based on occupational mapping followed by a functional analysis of each job role and description of performance criteria for each of the elements within a function. He emphasized that private sector organisations such as non-governmental organisations (NGOs) and feed and pharmaceutical companies will play an expanded role as employers of VPPs in the future and therefore competency frameworks and curricula for VPPs should take into consideration the needs of the private sector.

Dr Markus Avong presented an overview of governance of VPPs in Africa through the experience of the Veterinary Council of Nigeria (VCN). He emphasised the importance of VPPs in Africa, noting that many African VSBs don't govern VPPs and that discrepancies exist in training, competencies and nomenclature of cadres of VPPs among African countries. He advised that lack of legislation prohibits VCN from registering VPPs and noted difficulties encountered in amending the VCN law for good governance of VPPs and the preference of some VPPs to have their own separate statutory body. He noted that a single Curriculum exists for training of VPPs in animal health and veterinary public health and another for VPPs in veterinary laboratories. He mentioned Nigerian-specific VPP cadres for hides and skin, a major source of revenue in the past. He concluded that Nigerian VPPs could progress to higher cadres provided they acquired requisite knowledge and skills.

Annex 40 (contd)

Dr Hervé Petit presented an overview of the Vétérinaires Sans Frontières' (VSF) international network (11 members), with 19 countries currently having VSF projects involved in VPP training where animal health services are not available or are limited. Farmers trained as Community Animal Health Workers (CAHWs) fill this role and offer proximity access to quality drugs, consultation, treatment and vaccination. Always linked to private veterinarians and public veterinary services, they are cost efficient and locally available. In response to a question about supervision of training programmes by VSBs or educational authorities, Dr Petit explained that in some countries, CAHWs' activities are already regulated by law (e.g. Cambodia, Togo), while in some others (e.g. Madagascar) the VSF has projects to develop law on VPPs. He noted that in some countries there is still confusion between veterinarians and VPPs, as well as between VPPs and CAHWs, and he considers that the advantages for veterinarians to supervise VPPs and CAHWs should be well understood.

Dr Susan Cork presented an overview of a VPP training of veterinary laboratory technicians for remote regions and made a number of points:

- Practical competencies are essential in addition to theoretical knowledge;
- General skills in laboratory management are needed for laboratory technicians;
- Regional adaptations for specific diseases, and situational context are necessary for training curricula;
- Veterinary laboratory and animal health field technicians should have some exposure to each other's experience to better understand each other and to work together to make the best of challenging situations and resource limitations;
- Enhanced communication skills, team work and leadership skills can benefit everyone;
- Troubleshooting is important in addition to basic diagnostic competencies;
- Technologies introduced and implemented should be suitable for the conditions present in the region/country; and
- Ongoing training and technical support for veterinary laboratory technicians and field staff is important.

Dr Gert-Jan Duives presented an overview of the Afghanistan situation for the training of VPPs by the Dutch Committee for Afghanistan. In order to address this particular training, he chose the term "paravets," while noting other VPP trainings in Afghanistan include a two-year official training by government. District-based veterinary field units are at the centre of the initiative. They are manned by paravets who charge for their services and earn their own money. Seventy percent earn sufficient income from this activity to meet their needs. All districts with high animal concentration are covered by at least one veterinary field unit. Dr Duives shared the outline of the training curriculum including courses and hours spent. Major emphasis in the five-month curriculum is on relevant practical skills needed in the field. He also noted that, although rather short because of the intensiveness, it may be more competitive than the two-year programme provided at the government training institution. Paravet candidates are recruited from their communities and are expected to have a high school education and pre-existing experience with livestock. This experience - combined with the practical approach of the paravet curriculum - often makes these paravets more effective in the field than university-educated full-fledged veterinarians in Afghanistan.

The Group agreed that hours and content are more important than simple programme length.

Dr Willy Schauwers presented an overview of a training programme in Afghanistan for laboratory technicians. The modular training program (duration approximately 5 months) is organized for already employed veterinary laboratory personnel. The major emphasis of the modular training program (7 modules) is on gaining relevant practical skills. Seventy percent of the training is practical, with 70 people having been trained since 2007). Dr Schauwers also shared the list of the most important diseases diagnosed and the outline of the laboratory network. The veterinary laboratories are manned by DVMs, Veterinary Assistants and VPP (laboratory service provided is free of charge). The equipment available (tolerant to temperature extremes) and the laboratory techniques used are also mentioned. Dr Schauwers made suggestions and described challenges and opportunities for issues related to competencies and curricula. He recommended that the OIE support the development of the district laboratory handbook by updating the existing 'The Veterinary Laboratory & Field Manual.'

Annex 40 (contd)

Dr Simmons presented an overview of the roles, competencies and training of VPPs in the USA. Programmes ranged from certified veterinary assistants to veterinary technicians/technologists. It was noted the certain programme requirements called for completion of a Skills/Competency log for validation of practical training that was to be signed by a veterinarian. In the USA, third party certification/accreditation is required and is not done by training providers. Certification for veterinary technicians/technologists occurs at the national level. Certification for veterinary assistants occurs at the state veterinary medical association level. Programmes include a vocational aspect to VPP training. Lab and VPH are boutique issues in the US context and so new efforts are being done to raise awareness about these other areas to know other domains in which veterinarians work.

All comments and proposals made by experts were provided and collated for the purposes of the brainstorming session on competencies on Day 2.

5. Proposals of the research/analysis on existing paraprofessional curricula as well as the two umbrella categories of VPPs

Dr Heather Simmons presented a preliminary analysis of the replies to an OIE questionnaire about roles, recognition, and education of VPPs ([Appendix IV](#)) which was sent to selected Member Countries with the largest active VPP workforces according to their reports to the OIE WAHIS (2015). The analysis was made based on the replies collected from 14 OIE Member Countries. The main observations included:

- In almost all surveyed Member Countries, VPPs participated in both public and private sector Veterinary Services;
- Among various roles of VPPs, while animal disease control activities are almost always recognized both in the public and private sector, veterinary public health activities and disease diagnosis are more recognized in the public sector and clinical care is more recognized in the private sector;
- Nearly half of the surveyed Member Countries do not have a mechanism for recognition of VPPs; and
- There are many categories/types of VPPs and training programmes reported, and their training duration varies from 9 months to 6 years.

Dr Simmons asked the Group's assistance in rephrasing widely varied categories/types of VPPs identified in the replies associated with levels of education (e.g. certificate, diploma, degree) and years of education required into new categories.

The objective of this survey was to obtain an overview of the use of VPPs in the veterinary services among OIE Member Countries by asking standardized questions, and the Group agreed the results provide a valuable background for its work. There was an opinion expressed that the meaning of "private sector" and "public sector" should be clarified in order to better understand the questionnaire. The Group also considered that the countries targeted by the questionnaire should be geographically balanced and encouraged the OIE to send it to several additional Member Countries.

Dr Simmons proposes that the OIE make formal contact with the responsible bodies for certifying curricula provided in questionnaire replies to obtain curricula, and the Group agreed that this is the most appropriate way forward.

Stating that in many cases VPPs are unable to support themselves only by working for the Veterinary Services, some members considered that when designing the competencies, private sector needs should be taken into account as well. The Group was, however, reminded of the mandate of the OIE, which is reflected in the scope of the present work.

Annex 40 (contd)

Dr Simmons then presented a preliminary analysis of the data relevant to VPPs, i.e., the level of advancements of Critical Competency I-1B (Professional and technical staffing of the Veterinary Services for VPPs and other technical staff) and Critical Competency I-2B (Competencies of VPPs), extracted from all PVS Country evaluation reports of 129 Member Countries including follow-up mission reports of 33 Member Countries. The main observations included:

- Substantial number of initial PVS Evaluation mission reports (44) don't provide a level of assessment for I-1B because it was either not applicable, or there was not sufficient information to assess the competency (it should be noted that initial PVS Tool 2006 did not have CC I-1B);
- VPP play a tangible role in Africa and there seems to be a good level of formal structure of VPP roles;
- About two-thirds of the 129 Member Countries were assessed by the OIE PVS Tool as level 2 or level 3 for both I-1B and I-2B; and
- About a third of 33 Member Countries having a PVS follow-up Evaluation received the same levels as they received at the initial PVS Evaluation, while many Member Countries improved their level.

The Group agreed that further analysis of the PVS Evaluation reports for those Member Countries showing a higher level of advancement in the PVS follow-up Evaluation would be helpful for studying effective interventions and may contribute to identifying success stories. It was suggested, for comparison, to look also at the Member Countries whose assessment levels decreased over time. Dr Simmons informed the Group that the next step would be analysis of the narrative content of the PVS Evaluation reports related to the targeted Critical Competencies.

The Group recognized the value of systematic analysis of the PVS Evaluation reports and expressed appreciation for the contributions to the Group by Dr Simmons and IIAD up to now, and looks forward to future contributions by this OIE Collaborating Centre in the future.

6. Discussion about the structure and content of minimum competencies

Based on a review and analysis of information available up to the meeting date, the Group considered that, although there exist competencies with common importance for all types of activities and that the degree of commonality between competencies is high between animal health and veterinary public health activities, the competencies required for veterinary public health activities might also have substantial specificity. Thus, the domains (or main areas) related to the competencies necessary on Day 1 were discussed for three streams: 1) for those VPPs working for animal health, 2) for those VPPs working for veterinary public health, and 3) for those VPPs working in laboratories.

Animal Health

The following domains were identified for future work: regulatory, sampling, animal handling and welfare, biosafety and biosecurity, disease recognition, prevention and control, primary animal health care including diagnostic and therapeutic techniques, jurisprudence, ethics, business management, extension, and animal production.

Veterinary Public Health

The following domains were identified for future work: zoonotic diseases, meat inspection, *ante-mortem* inspection, surveillance, biosafety and biosecurity, drug residues and resistance, occupational safety, point of care diagnosis, animal population control, animal welfare, quarantine, food safety, preservation of livestock products, commodity process "farm to fork," one health, sanitary measures, traceability, emergency management, regulation of public health/public health literacy, quality system management, livestock market system, human health delivery system, international trade, and various "soft skills" (e.g. record keeping, communication, consumer education, demographics, political/gender/cultural sensitivities).

Annex 40 (contd)Laboratories

The following domains were identified for future work: specimen collection, animal handling and sampling, laboratory testing, scientific knowledge, procedures and regulations, communication, analytical capacity, quality control and quality assurance, data management, work flow management, biosafety and biosecurity, and equipment.

The domains for each category will be further discussed by the two subgroups that will be convened as they relate to basic, specific and advanced competencies, and to knowledge, skills and abilities.

Many domains were identified as cross-cutting categories (e.g., biosafety and biosecurity, animal welfare, point of care diagnostics, risk analysis) which will apply to the formal training of all VPPs, but with the differing objectives and perspectives. These common competencies, as well as some professional and management skills applicable to all categories, will be further explored by the subgroups.

7. Discussion about the structure and content of core curricula

The Group discussed existing curricula based on several basic questions, including how they are developed, where they are used and what methods are used for their delivery. The Group also developed a list of existing and accessible curricula to be analysed and reviewed by IIAD to facilitate the Group's future study. Members were requested to follow-up on missing information as well as provide any further curricula examples to which they have access to assist in moving forward on the analysis of curricula.

It was recommended that the OIE approach certain Member Countries, including those replying to the questionnaire discussed in agenda Item 6, to obtain additional information about the curricula in place. Curricula should be pursued especially from the Middle East Region, West and Central Africa and South East Asia.

Regarding curricula for laboratory VPPs, it was suggested that an analysis of equivalent training curricula for medical laboratory technicians would be useful, since in many countries, Laboratory Technicians are trained in the medical sector. Additional sections, such as anatomy and histology, specifically related to the veterinary field, may need to be added in order to prepare these VPP in the laboratory for Day 1. This issue will be addressed during the laboratory VPPs sub-group.

The Group agreed that once the analysis is complete, they will review the outcomes and cross-analyse those outcomes with the working list of competencies developed.

8. Proposals for the profiles/qualifications of specific subject-matter experts

The Group then discussed the desirable composition of specific subject-matter sub-groups and the profiles of experts to be included.

The Group agreed that in principle, two sub-groups, one for animal health activities, another for laboratory diagnostic activities, should be created. Considering that training for veterinary public health is often treated as a stream on the basis of general training for animal health, the veterinary public health activities will be discussed during the animal health sub-group meeting and a specific session with public veterinary health experts should be considered at a later stage if necessary.

While the participation of some Group members in the sub-groups is considered necessary for consistency and efficiency of the discussion, the Group agreed that there is a need for additional members to give guidance on theoretical and practical experience and to ensure the validity and applicability of the core competencies and core training curricula.

Regarding the animal health sub-group, additional experts from training institutions with certified training programmes were considered necessary to develop model curricula, while additional experts with experience in the skills and services that VPPs are actually providing in the field ("end users") were considered necessary to refine the competencies.

Annex 40 (contd)

It was also noted that the experts from Asia as well as the Americas are indispensable, considering the importance of VPPs in their veterinary services. Additional membership should attempt to include representatives of veterinary paraprofessional associations. Consideration should also be given to adding wildlife and aquatics expertise.

9. Other matters

Dr Barbaruah informed the Group that the International Standard Classification of Occupations (ISCO) of the International Labor Organization (ILO) provides definitions of various categories of veterinary service providers. He suggested the OIE interface with the ILO to better understand their consultation procedure in developing such definitions.

Considering the priority and timeline advised by the Director General, the Group made a tentative plan for the next six months as follows:

December 2016:

- Developed competency sets are reorganised by IIAD and further discussed through e-consultation
- OIE and experts look for curricula from specific regions
- OIE sends questionnaire to selected Member Countries of regions missing in the original survey

January 2017:

- IIAD starts working on the curricula analysis

February 2017:

- Sub-group for Animal Health to complete the draft competency set for AH/VPH

March 2017:

- Sub-group for Laboratory to complete the draft competency set for Laboratory

April 2017:

- 2nd *ad hoc* Group meeting to review the work of two Sub-groups

.../Appendices

Annex 40 (contd)

Appendix I

MEETING OF THE OIE *AD HOC* GROUP ON VETERINARY PARAPROFESSIONALS

Paris, 22–24 November 2016

Adopted agenda

1. Welcome, introductory remarks and adoption of agenda
2. Background
 - Review of the recommendations from of the 1st OIE - AVTA - GALVMED regional conference on the role of veterinary paraprofessionals in Africa
 - Review of the recommendations from the 4th OIE Global Conference on Veterinary Education in Bangkok
 - Outline and objectives of the project
3. Terms of Reference
4. Review of available information about roles, recognition and training/education of veterinary paraprofessionals
5. Proposals of the research/analysis on existing paraprofessional curricula as well as the two umbrella categories of veterinary paraprofessionals
6. Discussion about the structure and content of minimum competencies
7. Discussion about the structure and content of core curricula
8. Proposals of the profile/qualifications of specific subject-matter experts for two sub-*ad hoc* Groups for both umbrella categories of veterinary paraprofessionals
9. Other matters

Annex 40 (contd)Appendix II**MEETING OF THE OIE AD HOC GROUP ON VETERINARY PARAPROFESSIONALS****Paris, 22–24 November 2016****List of participants****MEMBERS OF THE OIE AD HOC GROUP****Dr Johan Oosthuizen** (Chair)

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Ad hoc Group on Veterinary Paraprofessionals: Terms of Reference

Background

The OIE 6th Strategic Plan for 2016-2020 unanimously adopted by its Member Countries in May 2015 has three Strategic Objectives. One of the several outcomes expected under Strategic Objective 3: Ensuring the Capacity and Sustainability of Veterinary Services is “a better definition of the role of paraprofessionals and non-veterinary specialists, including their education and training.”

The 4th OIE Global Conference on Veterinary Education, (22-24 June 2016, Bangkok) provided a set of recommendations to both OIE Member Countries and the OIE. Among these, the Conference participants recommended the OIE “consider expanding its work on the quality of Veterinary Services to better cover veterinary paraprofessionals working in Veterinary Services, by identifying minimum competencies for various categories of veterinary paraprofessionals and developing guidelines on core training curricula.”

In June 2016, the OIE has received financial support from the United States Government to develop internationally standardised minimum competencies and core curricula for veterinary paraprofessionals in alignment with the OIE intergovernmental standards, guidelines and recommendations.

With this background, the OIE will convene an ad hoc Group on veterinary paraprofessionals, which will hold its first meeting on 22–24 November 2016.

Scope

Given the OIE mandate and the definition of veterinary para-professional² from the OIE *Terrestrial Code*, the *ad hoc* Group will focus its work around the tasks as outlined below, taking a broad view by developing standardised minimum competencies and potentially core curricula for two umbrella categories of veterinary paraprofessionals, namely Animal/Public Health veterinary paraprofessionals and Laboratory veterinary paraprofessionals³. It is recognized that globally there are many different designations of veterinary paraprofessionals, a variety of expected skills and a wide range of training programmes. The outputs of this *ad hoc* Group will serve to provide Member Countries and their veterinary statutory bodies with general guidelines for expected competencies which they can then apply to the various categories of veterinary paraprofessionals that they recognize as eligible for registration in their respective countries. It is not the responsibility of the *ad hoc* Group to catalogue the numerous classification and categories of veterinary paraprofessionals that exist around the world.

Terms of Reference

The *ad hoc* Group should, with the support of specific subject-matter experts composing two groups for two umbrella categories of veterinary paraprofessionals and of OIE staff;

1. conduct an in-depth review, based on provided information and with a worldwide scope, of the current approaches to and best practices of veterinary paraprofessionals' education and training curricula, taking into account the current and future expectations of their contribution to the national Veterinary Services, and examine desirable approaches to, and structures for, veterinary paraprofessionals' education and training in order to produce suitably prepared veterinary paraprofessionals;

² ‘a person who, for the purposes of the *Terrestrial Code*, is authorized by the veterinary statutory body to carry out certain designated tasks (dependent upon the category of veterinary para-professional) in a territory, and delegated to them under the responsibility and direction of a veterinarian. The tasks for each category of veterinary paraprofessional should be defined by the veterinary statutory body depending on qualifications and training, and in accordance with need.

³ Animal health veterinary paraprofessionals involved in surveillance and disease control within the mandate of VS. Public Health veterinary paraprofessionals involved in ante- and post-mortem inspection in the food chain under the mandate of VS. Laboratory veterinary paraprofessionals involved in diagnostic services under the mandate of VS.

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2. develop draft recommendations for standardised minimum competencies for veterinary paraprofessionals, which competencies are required for the performance of the necessary OIE and public policy tasks, including those tasks defined in the OIE Terrestrial and Aquatic Animal Health Codes, and take into account new threats, opportunities and societal expectations;
3. develop draft guidelines on minimum curricular requirements for the two umbrella categories of veterinary paraprofessionals, which may have additional curricular requirements at progressing levels of advancement;
4. provide advice to the OIE, as appropriate, on the implementation by the OIE Member Countries of the following recommendations from the 4th OIE Global Conference on Veterinary Education:

To the Veterinary Authorities of the Member Countries to:

6. maintain a comprehensive understanding of both the roles of and responsibilities borne by veterinary paraprofessionals in the Veterinary Services of their country and also their professional training opportunities nationwide;
7. ensure that Veterinary Statutory Bodies established or refined in line with the OIE's definition, noting their important function of registration or licensing of veterinarians and veterinary paraprofessionals, impose a minimum requirement for continuing education as a condition of renewal of licensure of veterinarians and veterinary paraprofessionals; and
8. develop or modernise their veterinary legislation, as necessary so that both veterinarians and veterinary paraprofessionals are regulated in compliance with OIE standards and so as to ensure that legislation covers their responsibility.

At its first meeting, the *ad hoc* Group should

- a) in order to perform point 1 above, identify and structure both the research/analysis on existing paraprofessional curricula as well as the two umbrella categories of veterinary paraprofessionals
- b) in order to perform point 2 and point 3 above, consider possible structure and content of minimum competencies and a core curriculum
- c) identify the profile/qualifications of specific subject-matter experts for two sub-groups for both umbrella categories of veterinary paraprofessionals and nominate appropriate experts to the OIE.

In performing the above tasks, the *ad hoc* Group should review relevant resource materials provided by the OIE secretariat listed below.

List of documents to be provided.

- 1) Extracts from the OIE *Terrestrial Animal Health Code* and *Aquatic Animal Health Code*
- 2) Extracts from the OIE *Manual of Diagnostic Tests and Vaccines for Terrestrial Animals* and the OIE *Manual of Diagnostic Tests for Aquatic Animals*
- 3) Extract from the Codex Alimentarius Code of Hygienic Practice for Meat
- 4) Extracts from the OIE PVS Tool

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Appendix III (contd)

- 5) Examples of curricula of veterinary paraprofessionaleducation/training provided by participants and collected by the OIE
- 6) Summary of the findings of PVS Evaluation missions conducted in OIE Member Countries about “I-1 Professional and technical staffing of the Veterinary Services (VS): B Veterinary paraprofessionals and other technical personnel” and “I-2 Competencies of veterinarians and veterinary paraprofessionals: B Competencies of veterinary paraprofessionals”
- 7). Summary of types and numbers of veterinary paraprofessionals of OIE Member Countries reported to the WAHIS
- 8) Summary of replies from OIE Member Countries to the questionnaire about role, recognition and education of veterinary paraprofessionals

Annex 40 (contd)Appendix IV**Questions to selected Member Countries**Roles: Are veterinary paraprofessionals⁴ (VPPs) functional members of Veterinary Services?

1. Do VPPs participate in public sector veterinary services?
 - a) Yes / No
 - b) If 'Yes,' please indicate the area in which they work by ticking any or all of the boxes that are relevant.
 - Animal disease control activities including surveillance and vaccination
 - Clinical care such as administering drugs, caring for wounds, castration, etc.
 - Veterinary public health activities e.g., slaughterhouse inspections
 - Disease diagnosis at a laboratory including sample handling, testing protocols
 - Other (please briefly describe).
2. Do VPPs participate in private sector veterinary services?
 - a) Yes / No
 - b) If 'Yes,' please indicate as many of the following areas as are relevant by ticking the boxes.
 - Animal disease control activities including surveillance and vaccination
 - Clinical care such as administering drugs, caring for wounds, castration, etc.
 - Veterinary public health activities e.g., slaughterhouse inspections
 - Disease diagnosis at a laboratory including sample handling, testing protocols
 - Other (please briefly describe).

Recognition: Is there a registration mechanism of VPPs?

3. Is there a veterinary statutory body or bodies that register VPPs?
 - a) Yes / No
 - b) If 'Yes,' please provide the name of the body (bodies)
 - c) Please indicate the categories of work recognized by such body for registration.
 - Animal disease control activities including surveillance and vaccination
 - Clinical care such as administering drugs, caring for wounds, castration, etc.
 - Veterinary public health activities e.g., slaughterhouse inspections
 - Disease diagnosis at a laboratory including sample handling, testing protocols
 - Other (please briefly describe).

⁴ a person who, for the purposes of the *Terrestrial Code*, is authorized by the veterinary statutory body to carry out certain designated tasks (dependent upon the category of veterinary para-professional) in a territory, and delegated to them under the responsibility and direction of a veterinarian. The tasks for each category of veterinary paraprofessional should be defined by the veterinary statutory body depending on qualifications and training, and in accordance with need.

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Training/education: What types of training programmes exist for VPPs

4. What levels of education (e.g. certificate, diploma, degree) are required for the different categories/types of VPPs and how many years of study are associated with each level?

VPP Category/Type	Level of Training Certificate/diploma/degree	Years of Study

5. Is there a responsible body for certifying curriculum and facilities?
- Yes / No
 - If 'Yes,' please provide the name of the body
6. Are any veterinary faculties directly involved in training of VPPs including laboratory technicians?
- Yes / No
 - If 'Yes,' please provide the names of such veterinary faculty(ies).

Recommendation of Expert

- Please provide names and contact details of experts in your country who have excellent knowledge of the work of VPPs including laboratory technicians and their corresponding training systems. In connection with the expected work of developing guidelines on core training curricula, we would particularly appreciate any suggestions you may have of experts who are directly involved in VPPs training institutions.

Please return your answer to the OIE (t.ishibashi@oie.int) by 31 October 2016.
