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OIE Policies on Veterinary Education

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Contents

- Role of the OIE in Veterinary Education
- Global OIE conferences
- Work of the ad hoc group
- Expectations
- Conclusions

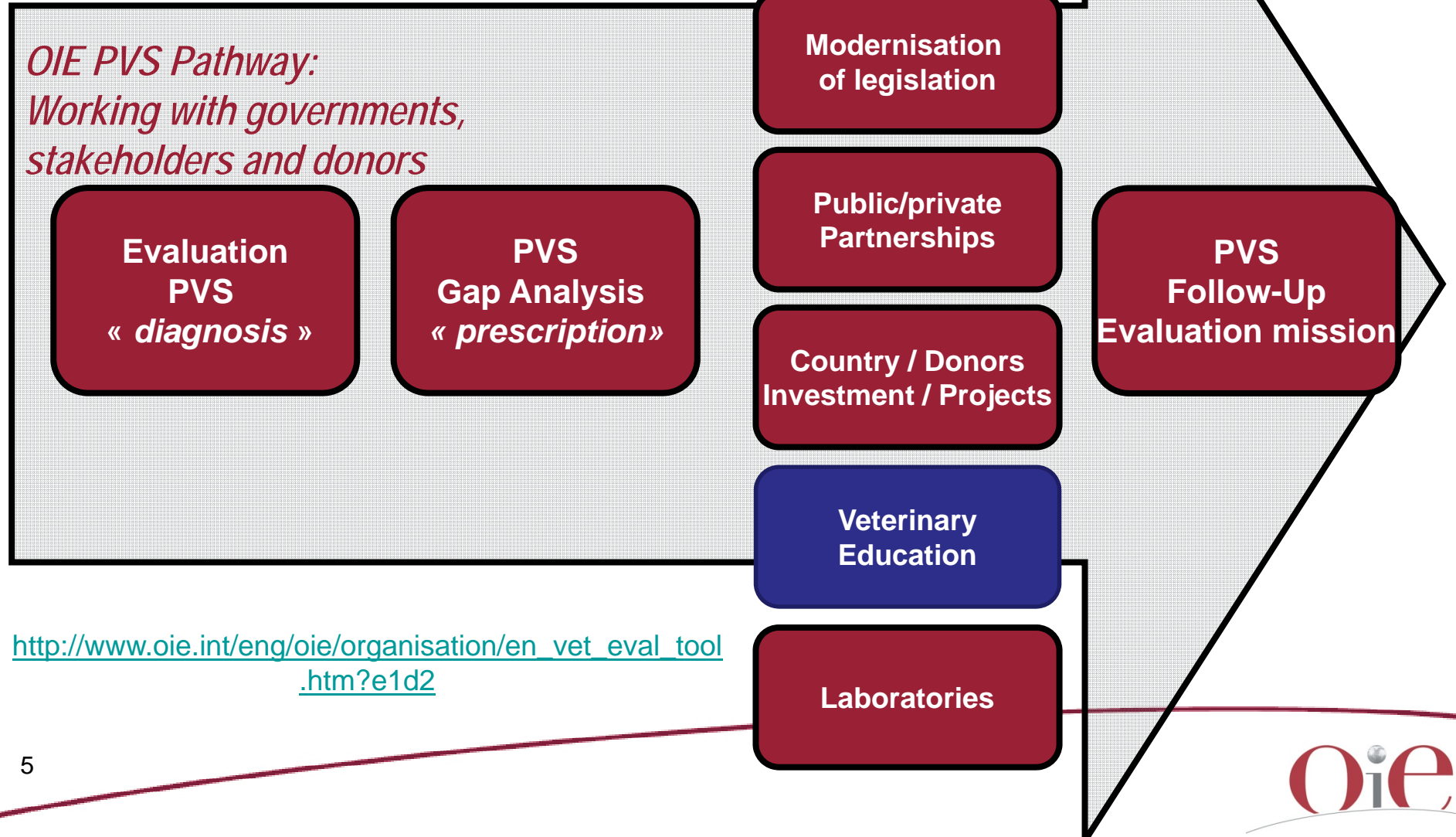
Role of OIE

- Activities of Veterinary Services are recognised as 'global public goods'.
- Performance of Veterinary Services will largely depend on the ability, skill and qualification of their human resources.
- The foundation of each Veterinary Service is their personnel and the Veterinary Education (VE) they have received.
- However in many countries of the world the level of VE is not acceptable.

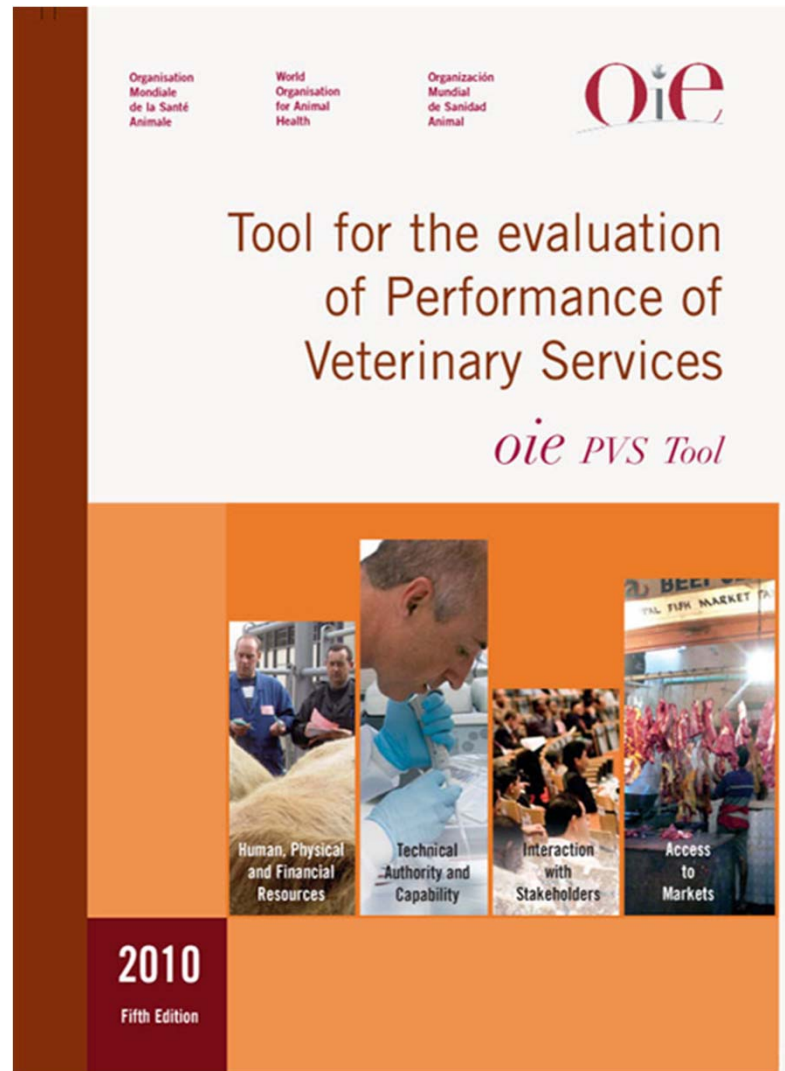
Role of OIE (contd)

- In some countries there are far too many VEE's; up to 80 % of them do not provide an adequate educational standard.
- Therefore the OIE has been mandated by Members to take a global leadership role in establishing the basic Veterinary Education requirements for effective public and private sector components of National Veterinary Services.
- Undoubtedly VE is a key component of any plan to improve Veterinary Services and quality of Veterinary profession and its recognition by society.
- Furthermore knowledge and competence of Veterinary Services are important evaluation criteria in the framework of the PVS evaluation tool.

Veterinary Services: A Global Public Good



OIE PVS Tool



Veterinary education: an element
of many critical competencies
(CC)

Specific reference in CC I-1, I-2
& I-3

Role of OIE (contd)

- OIE supports Members working with organisations, governments and donors to promote funding of twinning projects between VEEs in different countries.
- OIE also recognises the need for close collaboration between VEE's and effective Veterinary Statutory or equivalent bodies (VSB's).

Global Conferences

- The 1st Global Conference (Paris 2009) identified the need for defining minimum competencies applicable to all countries worldwide which a graduate veterinarian (day 1) should be capable of for efficient performance.
- The common view is that this includes the effective delivery of both public and private components of National Veterinary Services and that this should comply with the OIE standards as published in the Terrestrial and Aquatic Animal Health Codes.
- To this end, the OIE convened an expert ad hoc Group on Veterinary Education.

Global Conferences (contd)

- The 2nd Global Conference (Lyon 2011) highlighted the importance of a core ('minimum') curriculum to address day 1 competencies, emphasised the role of VSB's and encouraged the OIE to develop the concept of twinning between VEE's.
- Both conferences were attended by more than 300 Deans and persons from more than 100 countries.
- The 3rd Global Conference on VE and in particular the role of VSB's is scheduled for 3rd – 5th December 2013 in Brazil.

Ad hoc Group

- Established in 2010 and composed of veterinary Deans, academicians and other experts (total of nine) from the five OIE regions plus representatives from the World Bank and the World Veterinary Association.
- The Ad Hoc Group met for the fifth time in July 2012 and after preparing Day 1 Competencies continued work on the 'model core curriculum' and endorsing 'OIE guidelines on twinning between VEE's and VSB's' (similar to the OIE twinning between laboratories).

Ad Hoc Group (contd)

- A draft document for postgraduate skills and continuing education for graduate veterinarians is further being worked on.

Day 1 Competencies

1. Basic competencies:

- a) General competencies => are not the subject of OIE recommendations (e.g. clinical veterinary sciences, animal production, etc)
- b) Specific competencies => objective is mastery of these topics at Day 1 (eg zoonoses, transboundary animal diseases, animal welfare, epidemiology, and veterinary legislation)

2. Advanced competencies: => objective is to have awareness at Day 1 – but competence must be developed through postgraduate and continuing education.

DAY 1 Competencies

- In May 2012 the OIE published the “Recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure the quality of national Veterinary Services at the entry-level”.



=> Minimum competencies brochure published on OIE website:

http://www.oie.int/fileadmin/Home/eng/Support_to_OIE_Members/Vet_Edu_AHG/DAY_1/DAYONE-B-ang-vC.pdf

Day 1 competencies

- OIE recommends that specific Day 1 competencies which must be taught in the core ('minimum') curriculum include zoonoses, transboundary and emerging animal diseases, animal welfare, epidemiology, food safety, disease control and veterinary legislation.
- Day 1 competencies will apply to only a part of VE programmes. All countries will decide that some contents will be added according to local circumstances.
- Day 1 competencies were presented and published in June 2012 and have been widely distributed to the World Assembly of OIE Member Countries.

Expectations

- OIE respects national and regional specificities in VE.
- However policy makers on VE must be aware that day 1 competencies should be covered in the minimum basic curriculum.
- OIE acknowledges the work of accreditation and evaluation bodies. It is not the objective of the OIE to accredit VEE's or to enter into competition with accreditation bodies.
- OIE's expectations on VE are outcome based.

Expectations (contd)

- OIE expects twinning projects between VEE's, and also VSB's, to lead to a sustainable improvement in national Veterinary Services compliance with OIE standards within the framework of the OIE PVS Pathway,
- Twinning projects are based on short periods exchanges of teachers and students and the commitment to respect basic curriculum.

A Guide to Veterinary Education Twinning Projects

- Twinning is part of the wider OIE initiative to improve the capacity of Veterinary Services in developing countries; it therefore has synergy with the OIE Evaluation of Performance of Veterinary Services (PVS) Pathway and the sister OIE Laboratory Twinning Programme.
- It essentially involves creating and supporting a link that facilitates the exchange of knowledge, ideas and experience between two VEE.
- OIE Twinning projects have a minimum duration of 2 years and a maximum of 3 years

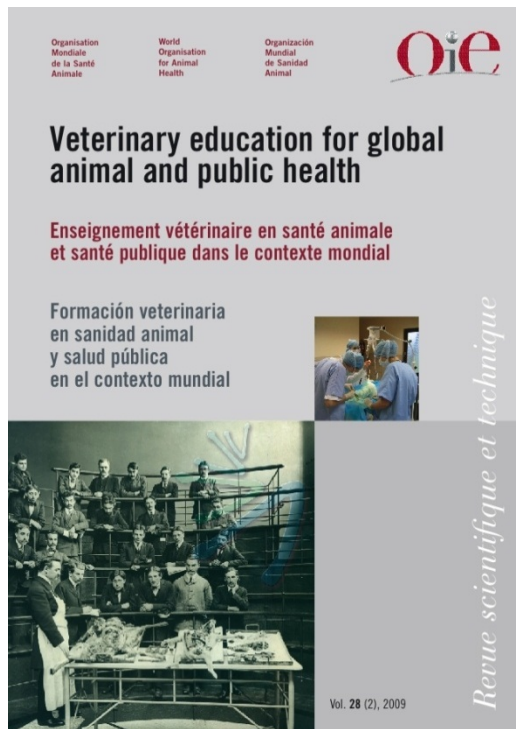
A Guide to Veterinary Education Twinning Projects

- Adherence to “Day 1 Competencies” provisions and the Model Core Curriculum Guidelines published by the OIE should be clearly mentioned in the Memorandum of Understanding and the twinning programme.
- The success of a Twinning project depends on the selection of appropriately matched institutions and well-defined achievable objectives. The project relies on the support and governance of national Veterinary Services.

Also refer to

OIE Scientific and Technical Review Vol 28 (2), 2009

...devoted to the improvement of students' education in global animal and public health, ... in every veterinary faculty in the world.



http://web.oie.int/boutique/index.php?page=ficprod&id_produit=740&fichrech=1&lang=en&PHPSESSID=f57be0b329feb592fccdd25b793861ed#sommaire

Free access to PDF
version for each chapter is
available through OIE
website



Conclusions

- Quality of Veterinary Education together with effective regulatory Veterinary Statutory Bodies are the cornerstones of good governance of Veterinary Services,
- OIE's objective within the larger framework of VEE is to ensure adequate knowledge to apply animal health standards among those who will be part of our Veterinary Services,
- OIE has the global mandate to support improvement of Veterinary Education that will ensure effective National Veterinary Services and better recognition of the importance of veterinary profession.

Thank you for your attention



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