OIE Policies on Veterinary Education

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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.
- Furthermore knowledge and competence of Veterinary Services are important evaluation criteria in the framework of the PVS evaluation tool.
OIE PVS Pathway: Working with governments, stakeholders and donors

Evaluation PVS « diagnosis »

PVS Gap Analysis « prescription »

Veterinary Services Strategic Plan

Modernisation of legislation

Public/private Partnerships

Country / Donors Investment / Projects

Veterinary Education

PVS Follow-Up Evaluation mission

http://www.oie.int/eng/oie/organisation/en_vet_eval_tool.htm?e1d2
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 1\textsuperscript{st} Global Conference (Paris 2009) identified the need for defining minimum competencies 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 persons from more than 100 countries and from universities, other VEE’s, professional organisations and governments.

- 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 continued work on the ‘model core curriculum’ and drafting ‘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

• 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 do not apply to all contents of VE programmes, Some contents will be added according to local circumstances.

• Day 1 competencies were published in June 2012 and have been widely distributed.
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 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.
Conclusions

- Quality Veterinary Education together with effective regulatory Veterinary Statutory Bodies are the cornerstones of good governance of Veterinary Services.

- OIE has the global mandate to support improvement of Veterinary Education that will ensure effective National 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,
Thank you for your attention