Evolving Veterinary Education for a Safer World

Paris (France)
12-14 October 2009

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OIE INTERNATIONAL CONFERENCE
Abstract Book
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Ecoles Nationales Vétérinaires

Intervet
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In a rapidly changing world, veterinary education must face new challenges and continually evolve to meet societal demands in the field of prevention and control of diseases, food security, food safety, public health and animal welfare. Appropriate education and training have a direct effect on the quality and performance of public and private components of Veterinary Services; therefore, the World Organisation for Animal Health (OIE) is considering the issue of initial and continuous veterinary education as part of its commitment to encouraging its Members to strengthen the animal health policies and activities of their national Veterinary Services. Well-educated public and private veterinarians who have received appropriate training will help the OIE to fulfil its global mission: improve animal health worldwide.

This worldwide conference is taking place at the Maison de la Chimie in Paris on 12, 13 and 14 October 2009. The meeting will be an opportunity for deans or directors of veterinary training institutions and key national veterinary education policy makers from all over the world to exchange views on priorities for the content of academic courses, the main purpose being to reach consensus in order to recommend an updated veterinary curriculum to the international community. This should ensure that future graduates are increasingly able to work in an international environment, applying international standards for disease surveillance, veterinary public health, food safety and animal welfare. The conference will also provide a forum for discussing the involvement of national veterinary statutory bodies in the harmonisation of accreditation procedures for veterinary faculties, which would help foster recognition of the importance of veterinary activities for society as a whole at global level.
Organisation of the conference

**STEERING COMMITTEE**
- Dr Jean-Luc ANGOT
- Dr Jim BUTLER
- Dr Daniel CHAISEMARTIN
- Prof. Jean-François CHARY
- Dr Brian EVANS
- Dr Marguerite PAPPATIOANOU
- Prof. Paul-Pierre PASTORET
- Dr Alex THIERMANN

**SCIENTIFIC COMMITTEE**
- Prof. Hassan Abdel Aziz AIDAROS
- Dr Luis BARCOS
- Dr Gideon BRUCKNER
- Dr Cyril GAY
- Dr Tjeerd JORNA
- Dr Sarah KAHN
- Prof. Lars MOE
- Dr Gardner MURRAY
- Prof. Louis-Joseph PANGUI
- Prof. Paul-Pierre PASTORET
- Prof. Sira Abdul RAHMAN
- Prof. Alfonso TORRES
- Prof. Francisco J. TRIGO TAVERA
- Prof. Donal WALSH
- Prof. Marcel WANNER

**ORGANISING COMMITTEE**
- Mrs Alejandra TORRES-BALMONT
- Dr Daniel CHAISEMARTIN
- Prof. Paul-Pierre PASTORET
- Mrs Sarai SUAREZ

**GENERAL INFORMATION**
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28 street Saint-Dominique, Paris 75007
Tel: +33 (0)1 40 62 27 18

**LANGUAGES**
Presentations will be made in one of the three official languages of the OIE (i.e. English, French or Spanish) with simultaneous interpretation for all sessions.
Programme

OPENING CEREMONY

15:00
Welcome Speech
Mrs Francesca MARTINI
Italian Secretary of Labour, Health and Social Politics
Dr Tjeerd JORNA
President of the WVA
Dr Carlos A. CORREA MESSUTI
President of the OIE
Dr Bernard VALLAT
Director General of the OIE
15:20
Key note presentation:
The need for a global veterinary education to cope with societal needs
Prof. Paul-Pierre PASTORET

SESSION 1

Prevention/control of transboundary diseases, zoonoses and emerging infections
Chairman: Dr Barry O’NEIL
Rapporteur: Prof. Sira Abdul RAHMAN
9:00
Impact of new global context on veterinary education (including financial crisis)
Dr David SHERMAN
9:35
Transboundary animal diseases
Dr Katinka DE BALOGH
9:50
Zoonoses: the animal-human interface
Dr Brian EVANS
10:05
Wildlife diseases
Dr William B. KARESH
10:20
Discussions
10:30
Coffee break

SESSION 2

Early detection, notification and surveillance
Chairman: Dr Zhang ZHONGQIU
Rapporteur: Dr Monique ELOIT
11:15
Surveillance from the farm to the laboratory
Dr Cristobal ZEPEDA
11:40
Participatory surveillance (including farmers and paraveterinarians)
Prof. Arnon SHIMSHONY
12:00
Surveillance of OIE listed diseases, diseases of wildlife and rare events
Prof. Claude SAEGERMAN
12:20
Appropriate legislation for surveillance
Dr Martial PETITCLERC
12:40
Discussions
12:50
End of session

11:00
Global harmonisation of Veterinary Services
Dr Brian BEDARD

14:00
Penn Vet World Leadership Award Ceremony
**SESSION 3**

Veterinary public health and ‘Veterinary Services’ concept

Chairman: Dr Brian EVANS
Rapporteur: Prof. Lars MOE

14:15
‘Veterinary Services’ concept and training of officials
Dr Véronique BELLEMAIN

14:35
Introduction to veterinary public health
Prof. Jim SCUDAMORE

14:55
Risk evaluation
Ir Gil HOUINS

15:15
The role of veterinarians in biomedical research
Dr Cyril GAY

15:35
The role of WHO
Mr Paul GULLY

15:45
Discussions

15:55
Coffee break

**SESSION 4**

Food safety

Chairman: Prof. Kazuya YAMANOUCHI
Rapporteur: Prof. Hassan Abdel Aziz AIDAROS

16:20
The role of OIE and Veterinary Services in food safety
Dr Jean-Luc ANGOT

16:50
Foodborne zoonoses
Dr Stuart SLORACH

17:10
From the pitchfork to the fork
Mr Michael SCANNELL

17:25
Traceability
Dr Luis BARCOS

17:40
Discussions

18:00
Cocktail hosted by the Ministry of Agriculture (MAAP) and French Veterinary National Schools (ENV FRANCE)

**SESSION 5**

Animal welfare

Chairman: Dr Dietrich RASSOW
Rapporteur: Prof. Salah HAMMAMI

9:00
One world one health
Dr Ilaria CAPUA

9:10
Scientific assessment of animal welfare
Dr David BAYVEL

9:35
Animal pain and OIE Standards
Prof. David MELLOR

10:00
Discussions

10:10
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Basic global needs for veterinary education
Chairman: Dr Carlos CORREA MESSUTI
Rapporteur: Dr Walter WINDING

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Basic sciences
Prof. Pierre LEKEUX

10:50
Pre-clinical sciences
Prof. Francisco TRIGO TAVERA

11:10
Clinical sciences including veterinary medicinal products
Prof. Alan KELLY

11:40
Veterinary governance, legislation and organisation
Dr J. Gardner MURRAY

12:00
Day one competence
Dr Tjeerd JORNA

12:15
Continuous education
Prof. Stephen MAY

12:30
Discussions

12:40
End of session

SESSION 7

Towards global harmonisation and evaluation of the veterinary curriculum, and an internationally recognised diploma
Chairman: Prof. Marcel WANNER
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The disparity of veterinary education in the world and the impact of cultural differences
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The present situation of veterinary training evaluation in Europe
Dr Jan VAARTEN

14:35
Veterinary training evaluation in the USA
Dr Ron DeHAVEN

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Contribution from veterinary deans of Southern Africa
Dr B. M’Tei & Prof. G. SWAN

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The Scientific and Technical Review of the OIE on veterinary education
Dr Donal WALSH (facilitator)

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The Performance of Veterinary Services tool (PVS) and the task of veterinary statutory body to guarantee the quality of the veterinary profession
Dr Herbert SCHNEIDER

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Coming global veterinary events
Prof. Jean-François CHARY

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Students’ contribution
Ms Diana de ROOIJ

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SESSION 7 (CONT.)

15:25
Coming global veterinary events
Prof. Jean-François CHARY

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Students’ contribution
Ms Diana de ROOIJ

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Discussions

16:00
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SESSION 8

Conclusions and recommendations
Presentation of recommendations
Chairman: Dr Bernard VALLAT
Rapporteur: Dr Gideon BRÜCKNER

16:20
Presentation of recommendations

16:40
Discussion and adoption

17:10
Closing speeches
In a rapidly changing world, veterinary education must face new challenges and continually evolve to meet societal demands in the field of prevention and control of diseases, food security, food safety, public health and animal welfare. Appropriate education and training have a direct effect on the quality and performance of public and private components of Veterinary Services; therefore, the World Organisation for Animal Health (OIE) is considering the issue of initial and continuous veterinary education as part of its commitment to encouraging its Members to strengthen the animal health policies and activities of their national Veterinary Services. Well-educated public and private veterinarians who have received appropriate training will help the OIE to fulfil its global mission: ‘improve animal health worldwide’ and be prepared for the implementation of the new concept ‘One world-One health’, giving leadership to veterinarians in the field of risk management of zoonoses at their animal source.
B. Vallat  
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75017 Paris, France

The World Organisation for Animal Health, created in 1924 under the name Office International des Epizooties (OIE) is in charge of setting international standards for animal health and welfare; 174 countries are members of the Organisation.

Its global mandate is to ‘improve animal health and welfare worldwide’ for terrestrial and aquatic animals. Firmly committed to international cooperation and solidarity, the OIE provides support for the world’s national Veterinary Services, now recognised as a ‘global public good’, and sees strengthening their capacities as a priority for public investment. Veterinary Services are working more and more at the interface between human, animal and environment health. The OIE has created a tool for the evaluation of the performance of the public and private components of Veterinary Services (OIE PVS Tool) and considers initial and continuous global veterinary education as a key component of the quality of Veterinary Services. Within the OIE ‘PVS’ tool and particularly through the important role to be played by statutory bodies, there is provision for the evaluation of the competencies and the continuous education of veterinarians, which is seen as a priority. It will help to improve animal health worldwide.
The challenges of globalisation for veterinary education

Livestock contribute significantly to the livelihoods of hundreds of millions of people worldwide. Many countries count receipts from trade in livestock and animal products as significant portions of their GNPs. Moreover, global demand for foods of animal origin continues to grow.

In recent years, there has been a notable increase of infectious livestock diseases, including many zoonoses. These have negatively affected animal and human health around the world. In addition, livestock production practices in both developed and developing countries are increasingly associated with environmental degradation, including global warming, deforestation, and loss of biodiversity. These developments put greater responsibility on veterinarians to provide effective services to farmers, monitor and control the spread of infectious diseases, ensure food safety, protect the public health, and promote sustainable livestock production practices consistent with environmental health and biodiversity. This paper will review key factors contributing to the emergence of infectious diseases and livestock-associated environmental degradation and suggest ways in which the veterinary curriculum can prepare graduates to effectively address these challenges.
Many countries use the term exotic or foreign animal disease to designate those diseases that would have a disastrous consequence if they were to enter their territory, either because of the direct losses to the domestic population suffering the disease or required counterepizootic measures, loss in trade, or possibly the potential zoonotic spill over. From a United Nations point of view the preferred term is transboundary animal diseases (TADs) as nothing is per se exotic or foreign in the global theatre. TADs are defined by FAO as those diseases that are of significant economic, trade and/or food security importance for a considerable number of countries; which can easily spread to other countries and reach epidemic proportions; and where control/management, including exclusion, requires cooperation between several countries. Such definition should include emerging infectious diseases (EIDs), most of which will likely be zoonoses, but of uncertain impact. FAO’s Emergency Prevention System for animal health focuses on some 12-14 diseases of a transboundary nature (foot-and-mouth disease, rinderpest, contagious bovine pleuropneumonia, sheep and goat pox, peste des petits ruminants, highly pathogenic avian influenza, Rift Valley fever, Newcastle disease, African and classical swine fever, equine encephalitides, and under certain circumstances rabies and brucellosis). The links between wildlife and livestock are seamless and knowledge on management issues is imperative for the future practitioner in understanding disease ecology. The key aspect to detection and containment of TADs and EIDs is to have all actors within the production and marketing chain linked with veterinary systems (encompassing those that teach at veterinary faculties, rural and urban practitioners, and regulatory authorities) to learn to clinically suspect these diseases and call upon specialists in the case of uncertainty, and count on their active participation during emergency simulation exercises - local or central level. The common denominator for lowering risk and threat management of TADs (or other infectious diseases) is epidemiology and encompasses efforts into heeding warnings, communication of risk factors, disease recognition, detection and diagnosis, and cross-occupational efforts for response and eventual recovery. The role of the educator is to place importance in training future practitioners in investigative skills, open mindedness in developing differential diagnosis lists, sample taking, risk analysis, care in not vectoring disease off a premise, and knowing who to contact in the event of an uncertainty. The new graduate should be well equipped to play a key role in globalised societies in the context of developed as well as developing counties.
It is well documented that a significant percentage of diseases do not respect species borders any more than they do political borders. Doctor’s of Veterinary Medicine (DVM’s) are truly Doctors of Very Many Species (DVM’s). As such, the interface between animal populations, whether terrestrial or aquatic, (including animals for food production, companionship, sport, entertainment or education) with the human population is one which requires veterinary practitioners to exercise a number of competencies. The absence of such competencies can have profound negative social and economic consequences. It is incumbent that veterinary education provide the fundamental horizontal complex problem solving abilities, diagnostic proficiency and communication skills to not only effectively limit the health impacts of zoonotic diseases on the animal population but to contribute to similar outcomes in the human population. With many newly emerging and re-emerging zoonoses, the impact on the animal owner or their family may well be as severe as or even more so than on the animal. This therefore requires an expanded consideration of risk and an expanded definition of consequence for diagnosis, treatment and integrated disease reporting. In such a reality, DVM’s are therefore also Doctors of Very Many Situations and Determinators of Very Many Scenarios.
The recognition of the importance of effectively diagnosing, preventing and managing the health of wildlife is rapidly growing around the world, as is the need for skilled veterinarians to provide leadership to face the challenges. Wildlife and wildlife disease control are closely linked to a number of important areas of concern in veterinary medicine because diseases are shared among wild species, domestic species, and humans; wild animals are increasingly being recognised for their social, cultural, and economic value and in some cases production systems are developing to meet these needs; there is a growing concern for animal welfare and well-being issues for wild species both free-ranging and in captivity, and the international trade in wildlife and wildlife products is growing to be of great significance. Wild animals can serve as sources of disease, victims of disease, and as valuable sentinels of both disease occurrence and environmental disruption and currently few veterinary training programmes around the world are providing the skills needed for the next generation of wildlife veterinarians.
Education and training needs to improve animal disease surveillance systems

In order to promptly detect, diagnose and control animal diseases, surveillance systems rely on early reporting of cases. Efficient surveillance systems require a strong veterinary presence in the field able to recognise and investigate disease occurrence. In developed countries, fewer and fewer veterinary students consider a career in production animals; this trend is already having an impact on animal disease surveillance as there are fewer ‘eyes and ears’ in the field. In many developing countries, surveillance systems suffer from chronic under-budgeting resulting also in a diminished field presence.

Even though veterinary medicine has always dealt with animal populations, veterinary education has not always placed sufficient emphasis on population-based approaches. In many countries the center of attention of veterinary curricula has been on clinical aspects in companion animals. More recently, veterinary epidemiology courses have been included at the undergraduate level in some veterinary schools. However, there is still a need to enhance a broader understanding of population based approaches to improve surveillance systems.

This paper attempts to identify the skills required within different levels of surveillance systems, with the hope that those directly involved in veterinary education can bridge the gaps in undergraduate as well as post-graduate programmes.
Participatory surveillance

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Participatory disease surveillance (PDS) is one of the main branches of participatory epidemiology (PE), an evolving methodology which relies heavily on indigenous knowledge and terminology. Participatory approach within the animal-health realm has been long known; the launching of international projects to address epizootic diseases in developing countries, encountering limitations of conventional epidemiological methods, led to the need of upgrading PE as integral part of official disease surveillance systems. PDS was recognised by the OIE for the search for evidence of clinical rinderpest and historical disease patterns, becoming instrumental in its eradication in Africa and Asia. It has also been used for other epizootic diseases. This paper reviews past, recent and prospective applications of PDS, the need to incorporate the method, so far restricted to developing countries, into national surveillance networks elsewhere – particularly concerning animal health in small farms and backyard holdings, and to consider its introduction into university curricula.
Renewed veterinary education is needed to improve the surveillance and control of OIE-listed diseases, diseases of wildlife and rare events

Emerging infectious diseases (EID) have taken a growing importance these last years, some of them being zoonoses. Because of scarce means in developing countries, many EID have a tropical origin. With the increasing intensity of international travels and good exchanges, these EID may reach any part of the world. They represent unprecedented public health, economic, and information challenges.

A stronger solidarity between Northern and Southern countries is needed to reinforce the capacity of veterinary services, improve research and teaching, and implement disease control programmes. Recent disease emergences, such as bluetongue in Europe, have highlighted the need to re-assess teaching methods and tools for the control of OIE-listed diseases, diseases of wildlife, and rare events. Earlier diagnosis, new concepts in infectiology, better skills in entomology, epidemiology and risk analysis must be covered.

Moreover, teaching engineering and dissemination must be improved. This paper reviews new prospects for veterinary basic and continuing education.

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1 Particular epidemiological situation
   1.1 Disappearance and (re-)appearance of infectious diseases
   1.2 Factors of (re-)emergence
2 Perspectives and new prospects
3 Veterinary basic and continuing education for the new decade
4 Conclusion and recommendations
5 Acknowledgments

Keywords
Appropriate legislation for surveillance

By ensuring the health surveillance of livestock, the Veterinary Services participate in food security and the safety of food of animal origin. The fulfilment of these fundamental missions depends on the implementation of techniques and decisions that require a wide range of relevant, up-to-date information. Surveillance systems in all areas of veterinary public health as well as documentary intelligence systems are a major tool to achieve this end. In the first section, the key areas of surveillance are placed within their general veterinary context, as seen ‘from farm to fork’.

In the second section, surveillance systems are discussed in terms of the legal environment of a constitutional State so as to show, with the help of several examples, that the revision or development of veterinary legislation systems must take into account aspects relating to the ownership of data and conditions governing their collection and use.

Keywords
Surveillance – Veterinary legislation.
According to the international standards of the World Organisation for Animal Health (OIE), the public Veterinary Services (VS) refer to the public policy conducted by the Governments in the fields such as the fight against regulated contagious diseases, animal-origin food safety, international health certification and related issues. VS are considered as International Public Goods. VS good governance means, inter alia, well-trained staff and public-private partnership.

It is estimated that, worldwide, about 10% of the veterinarians will be involved in fields linked to public VS activities. As most of them will not be given specific training, key concepts and tools of public action should be included in the common veterinary curricula. This would also widen the capacity of the veterinarians to react to new challenges.

The specific training of the VS staff is a major tool for human management and policy implementation in a given context. The common veterinary training can be completed by a post-recruitment initial training (vocational training) organised by the employer and regular continuous education courses. Contents include scientific and technical knowledge, administrative knowledge and professional know-how.

Veterinary competencies linked with VS activities are taken into account when evaluating the performance of national VS using the OIE-PVS Tool. The OIE could usefully set up guidelines relative to veterinary education (common veterinary curriculum and VS staff’s specific training).

Keywords
In recent years there has been an increased recognition of the importance of veterinary public health which has expanded to cover a multitude of aspects related to the animal – human interface. Veterinary public health is a fundamental component of public health where the main objective is to enhance human health and well being. This objective is reflected in the currently accepted World Health Organization (WHO) definition of veterinary public health which encompasses a whole range of issues linked to the human - animal interface. The wide scope of this definition can create some difficulties in determining the precise role of veterinary public health from a practical perspective. The key components of veterinary public health are described along with the practical applications of veterinary public health. Understanding these issues will enable the development of the curriculum for both undergraduate and postgraduate training in veterinary public health. This will ensure that the veterinary profession is able to meet its increasing obligations in this discipline both at a national and international level.
The veterinary world and livestock industry have changed considerably in recent decades. Intensive livestock keeping and international trade in animals and animal products have increased worldwide and consumer protection is becoming more and more the standard for activities related to the food chain. Activities of veterinary services have evolved accordingly and are increasingly regarded from the viewpoint of a healthier food chain. Despite this change in activities, animal diseases that are of no consequence for the food chain, be it zoonoses or animal diseases in the true sense of the word, are still of a major concern for all veterinary services.

For Western Europe for example, these diseases include amongst others:

- ‘historic’ economically and from an animal health viewpoint important animal diseases that have been eradicated from livestock but that can be reintroduced at any moment; e.g. foot-and-mouth disease, classical swine fever, African swine fever and avian influenza;
- animal diseases that are present/endemic in certain areas on the continent or that are maintained by a wildlife reservoir and that can spread out at any moment; e.g. classical swine fever, bluetongue and Aujeszky’s disease;
- exotic animal diseases that are pressing on the borders of the continent; e.g. African horse sickness;
- zoonotic diseases – emerging, re-emerging or endemic – such as tuberculosis, West Nile fever and pandemic flu A/H1N1;
- (zoonotic) diseases that show a sudden change in nature; e.g. Q fever.

In each of these examples, the major responsibility for the veterinary authorities lies in performing a sufficient monitoring and surveillance and in managing a good and swift disease control in case of outbreaks, re-emerging or increased prevalence or pertinence of the disease.
In recent years, in view of the increasingly limited means at the disposal of most veterinary services and in order to make optimum use of the available resources, planning of activities by veterinary services has been based more and more on a scientifically based risk evaluation cycle. In this cycle a given problem or threat is analysed and subsequently moulded into an action plan. Usually, this plan consist in monitoring and surveillance of the disease, in attention for early detection of outbreaks and for factors promoting spread of the disease and in disease control measures appropriate to the situation. Once executed, the results are used to evaluate the original plan. This evaluation, combined with a reassessment of the situation in case circumstances have changed, will lead to the fine-tuning of the action plan and, subsequently, to a continuous cycle of execution, evaluation and adaptation of the plan.

The risk evaluation cycle is the shared responsibility of both the veterinary authorities and the field veterinarians. The former are responsible for the elaboration and evaluation of the plan and for the sensitisation and information concerning the disease, the latter will play a key role in the execution of the plan and in the early detection and risk assessment of the disease.

From the point of view of the veterinary authority, the ideal field veterinarian or field staff should therefore:

- be well trained/skilled in animal diseases;
- be specialised in the species or branch he is working in;
- always keeps an open mind and fight off routine decisions or a routine approach of clinical cases presented;
- be well aware and informed of legislation and the new developments in the field;
- have a good knowledge of the livestock industry;
- be ready to make quick and appropriate use of secondary facilities and second opinions (e.g. laboratory facilities, opinion of peers);
Risk evaluation in animal disease control: a perspective of a veterinary authority (cont.)

- act independently (of industry);
- be ready to collaborate with authorities.

For its part, staff doing the assessment and the elaboration and evaluation of the action plan should:

- have a good technical/scientific knowledge of animal diseases;
- have a good practical knowledge of animal diseases;
- have a good knowledge of national and international legislation;
- have a good knowledge of livestock/industrial environment;
- have a good knowledge of national and international trade and trade flows;
- have a basic training in epidemiology;
- be able to pass on information on a comprehensible level.

The challenges that the changed sanitary policy, the altered livestock keeping practices and the increased scope of activities of veterinary authorities pose on the educating and information of a fit-for-purpose veterinarian are numerous and include for instance:

- keeping the knowledge on endemic, exotic, re-emerging and new animal diseases and zoonotic animal diseases up-to-date, both from the point of view of livestock and wildlife diseases;
- making sure that sufficient practical training in disease recognition and identification is organised for field veterinarian, specifically in long absence of a disease in the field;
- fine-tuning education to the specialism that is more and more required in the field, where 3 different types of animal keeping can be observed – that is to say the large-scale industry, the medium-sized (village) holdings and the backyard/hobby holdings – each with their own problems;
Risk evaluation in animal disease control: a perspective of a veterinary authority (cont.)

- the continuing increase in scale of the livestock industry, that demands higher standards, poses specific demands with regard to diagnosis and treatment, has more devastating consequences in case of outbreaks and could bring about a conflict of interest as a result of its ‘farm-to-fork’ approach and its tendency to try to solve its own problems first before turning to the veterinary authority;
- the decrease in first line laboratory facilities;
- the lack of sufficient platforms for peer consultation;
- the sensitisation of field veterinarian on biosecurity and prevention, zoonotic diseases and their importance as first line risk assessors;
- scientific training in veterinary epidemiology.

It is clear that the education of fit-for-purpose veterinarians should not be limited to university nor studies to obtain a veterinary degree alone, but should be continued afterwards as well. Such continuous education can only be achieved by a combined effort of university faculties, post-university education and veterinary authorities that will have to pass on the necessary information in an exhaustive and comprehensive way, organise practical training and create the necessary platforms for peer consultation. A thus educated veterinary corps will than be able to assume its key role in the risk assessment of animal diseases.
The success of biomedical research is ever more critical to the needs of a growing world population and changes in our environment. Veterinarians with appropriate advanced training are uniquely suited to conduct biomedical research because of their in depth knowledge of a large number of medical specialties ranging from molecular biology to the clinical aspects of diseases in animal models and populations combined with their broad understanding of comparative medicine. However, one of the most critical challenges is the shortage of veterinarians with advanced biomedical research training. Evidence indicates that veterinarians as principal investigators continue to comprise an inadequately small percentage of all funded scientists. A concerted effort to increase the number of veterinarians trained in biomedical research is needed to fully realise the potential of newer scientific disciplines such as genomics and bioinformatics. Veterinarians need to serve key roles in the research of emerging and zoonotic diseases to safeguard global food supplies and public health. More veterinarians need to be engaged in leading research programmes involving integrative approaches that cross-cut scientific disciplines and translational research. Creating opportunities for veterinarians in biomedical research in academia, the private sector, and government will be paramount to fully support the public health needs of industrial and developing countries worldwide. To meet the growing need for research veterinarians, a critical requirement is assuring appropriate training programmes. We suggest that such programmes require multiple components that include early communication with veterinary students to enunciate the importance of hypothesis based research training and outline career opportunities. Veterinarians trained in biomedical research will be well suited to take on more significant, more influential positions, both in the public and private sectors, and partner with the biomedical research community in providing solutions to the public health challenges of the 21st century.

Keywords
The ongoing animal and human health crises caused by influenza viruses of H5N1 subtype have polarised the attention of international organisations and donors on the need for improved veterinary infrastructure in developing countries and the need for facilitating communication between the human and animal health sectors. Possibly the biggest challenge we face is to find novel ways to maximise the use of the information which is generated as a result of the improved networking and diagnostic capacities. In the era of globalisation, emerging and re-emerging diseases of public health relevance are a concern to developing and developed countries and are a real threat due to the interdependence of the global economy. Communication and analysis systems available should be tailored to meet the global health priorities, and used to develop and constantly improve novel systems for the exploitation of information to generate knowledge.
Infectious diseases in humans cause significant worldwide morbidity and mortality, social and economic disruption. Health services that can hardly cope with ‘chronic’ infectious issues are put into a state of shock when unheralded outbreaks of disease occur. New diseases continue to emerge and most come from animals. The prevention and control of emerging and re-emerging infectious diseases requires multisectoral and cross-disciplinary approaches. The veterinary and human medical professions have to collaborate but also have to understand each others culture and practices to plan and execute joint programmes and policies. Different approaches to disease control and risk assessment can challenge relationships at the individual, institutional and government levels. Research into diseases of animals affecting humans which is necessary to develop control policies, must also cross sectoral boundaries. Veterinary and human health professionals must also learn to understand the analyses of other bio-medical sciences but also social sciences including politics, economics and anthropology. When the professions work together in partnership they can be a powerful force to promote political will, networking and data sharing, capacity building, risk communication and community engagement. Preparation for collaboration and coordinated work as exemplified in a One Health or One World One Health approach should become second nature in future professional practice.
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The control of food safety is now universally recognised as a public health priority. It requires a global approach, from production to consumption or, as it is commonly referred to, ‘from farm to fork’. The elimination or control of food risks at source has proved to be a more effective way of reducing or eliminating health risks than an approach based solely on inspecting the finished product. For animal foodstuffs and other foodstuffs of animal origin this necessarily means controlling the health status of the animals from which these foodstuffs are derived.

International sanitary standards have thus been defined to ensure that consumers benefit from a harmonised level of sanitary safety during international trade in food products. These standards are adopted by the Food and Agriculture Organization (FAO)/World Health Organization (WHO) Codex Alimentarius Commission and the World Organisation for Animal Health (OIE) Assembly, based on the sharing of tasks as agreed between the organisations.

In line with its mandate, the OIE has the aim of promoting animal health and veterinary public health worldwide by fulfilling its role as reference organisation for scientific standards on all matters relating to animal health and zoonoses, and animal production food safety. A working group has been set up and it should be noted that the group includes Codex Alimentarius experts.

The OIE’s work in this sector has resulted in the adoption of Terrestrial Animal Health Code standards on a number of topics, including biosafety in farms (hygiene and disease security procedures in farms), traceability, inactivation of pathogens and vectors, animal welfare (transport of animals) and the use of certain types of veterinary medicinal products (guidelines on the responsible use of antibiotics).
Veterinarians receive training that focuses not only on animal diseases (including zoonoses) but also on food hygiene; they are therefore particularly competent to play a key role in the field of food safety, and especially the safety of foodstuffs of animal origin, throughout the food chain.

The Veterinary Services play a central role in implementing the risk-based recommendations contained in regulations on food safety. At the farm level, the Veterinary Services fulfil a vital role, checking that animals are kept under satisfactory conditions of hygiene, ensuring the surveillance, early detection and treatment of animal diseases, including those with a potential impact on public health, and promoting the responsible and prudent use of biologicals and veterinary medicinal products, including antimicrobials, in farms. They also advise and inform animal producers on how to avoid, eliminate and control hazards posing a threat to animal production food safety, such as drug or pesticide residues, mycotoxins and environmental contaminants.

In 2004, in response to recurrent sanitary crises, the European Community introduced a raft of regulations entitled the 'The Hygiene Package', offering a 'new approach' to food safety in compliance with international standards.

The particularity of the Hygiene Package is that it involves all the players throughout the food chain ‘from the stable to the table’, including the control services. Thus, all operators from primary plant production through to delivery to the consumer are involved, encompassing animal feed, primary animal production and all the intermediaries (grain transporters, animal transporters, warehouses, etc.).
Within the framework of applying the Hygiene Package, the French Veterinary Services of the Ministry of Agriculture and Fisheries are in charge of all the controls throughout the food chain. In this way they verify compliance with regulatory requirements governing the declaration of animal production activities, traceability (through the keeping of farm registers and transmission of health information to abattoirs), and hygiene and welfare conditions relating to animal feed and animal production.

Proper control of animal production health risks can only be achieved if there is close collaboration between the Veterinary Services and all the professionals involved in animal production, namely farmers and veterinary practitioners.
Foodborne zoonoses constitute one of the most important public health problems associated with foodstuffs and they can also have an enormous economic impact. Increased international travel and trade in food have increased the risk of rapid global spread of these zoonoses. The most important pathways for the transmission of zoonotic hazards from animals to man via foodstuffs are shown and the roles of veterinarians and other professions in investigating outbreaks of foodborne zoonoses are discussed. The importance of considering the whole of the food chain and of using the Hazard Analysis and Critical Control Point (HACCP) approach in preventing and controlling such outbreaks is emphasised. The occurrence, effects and methods to prevent or control the most important foodborne zoonotic hazards are discussed and information is provided on Codex and the World Organisation for Animal Health (OIE) standards, guidelines and recommendations related to foodborne zoonoses.
Session 4:
Food safety

From the pitchfork to the fork

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Animal identification and traceability

Identification and traceability are tools for working in animal health and public health. The World Organisation for Animal Health (OIE) have adopted a set of standards in order to use these tools appropriately in different areas of animal health and public health. Animal identification and traceability are used in key activities such as: the management of disease outbreaks and food safety incidents; vaccination programmes; herd/flock husbandry; zoning/compartmentalisation; surveillance; early response and notification systems; animal movement controls; inspection; certification; fair practices in trade; use of veterinary drugs, feed and pesticides; and cost and benefit studies.

The OIE has also defined and adopted general principles on identification and traceability. Animal traceability and the traceability of products of animal origin, which should be under the responsibility of the Veterinary Authority, must be linked so that there is traceability throughout the animal production and food chain.

Whatever the specific objectives of the chosen system of animal identification and traceability, there is a series of common basic factors to consider before implementation, e.g. the legal framework, procedures, the Competent Authority, identification of establishments/owners, animal identification and animal movements.

The World Assembly of OIE Delegates (the annual meeting of national representatives of the OIE’s 174 Member Countries and Territories) have adopted general principles and recommendations on the design and implementation of identification and traceability systems (see Chapters 4.1 and 4.2 of the Terrestrial Animal Health Code (the Terrestrial Code)).

The OIE Standards are fully applicable in the field, are compatible with the varying economic and technical capacities of OIE Members and are non-discriminatory.
In the development of standards it has also been necessary to define terminology to prevent ambiguity of meaning.

The texts in the *Terrestrial Code* are the key international references for the development and implementation of animal identification and traceability systems. Members of the OIE and Codex are encouraged to implement systems that comply with these standards as a basis for protecting animal and public health and facilitating international trade.

**Keywords**
Compatible – Complementarity – Coordination – Non-discriminatory.
Scientific interest in animal welfare has grown dramatically, over the last 20 to 30 years, as reflected by an increase in the relevant, peer-reviewed scientific literature and the publication of an ever-increasing number of books devoted to the subject. The recognition of animal welfare science, as an area of legitimate academic interest, is also reflected in the establishment of Chairs in Animal Welfare Science in various Universities around the world.

This paper will review the following:

– the historical development of animal welfare science
– the role played by a range of established scientific disciplines in supporting the scientific assessment of animal welfare
– the importance of animal-based welfare indicators
– the importance of veterinary involvement in animal welfare science

The importance of a science-based approach to establishing animal welfare policies and standards at both a national Government level and at an international inter-Governmental level.
Better understanding of the mechanisms of animal pain and its treatment, together with increasing societal expectations that animal pain, when significant, should be treated, are key facets of any contemporary consideration of related OIE Standards. Such standards would aim to deliver better welfare where pain may be avoided to a great extent or altogether, and where effective pain relieving drugs or other means that are both practical and affordable, are also available. Additional contextual aspects need to be evaluated, including access to and quality of support or expertise, and whether animals are being treated in the laboratory or veterinary clinic, on-farm, in a zoo or the wild, or elsewhere. Likewise, the orientation of such standards requires attention: are they to be primarily directed towards the practical ‘management’ of pain, or towards ‘educational’ standards in terms of curriculum details and the relevant knowledge and skill levels acquired, or both?
Session 6:
Basic global needs for veterinary education

Veterinary education curriculum: basic sciences

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The purpose of this presentation is to highlight the importance of a university level for an appropriate veterinary education in general and of basic sciences teaching in particular. This is crucial to understand and be able to face the challenges linked to animal health and welfare, veterinary public health, animal production and emerging diseases risks.

Basic sciences are supposed to prepare the student for pre-clinical and clinical sciences. They mainly include: physics, chemistry, animal & plant biology, biological taxonomy, biomathematics, anatomy, histology, embryology, physiology, biochemistry, molecular biology, genetics, immunology, bacteriology, virology, parasitology, epidemiology, ethology & animal welfare.

However the organisation of basic sciences is challenging, since the occurrence of additional topics to be taught (e.g. molecular biology, foreign languages, new information technologies, new domestic animals species …) obliges to reduce the volume of traditional topics. Furthermore, the occurrence of new methods of education requires from the basic sciences teachers to have a more transversal knowledge about veterinary medicine and to collaborate with clinical sciences teachers.
Preclinical sciences

Preclinical sciences are the natural bridge in the veterinary curriculum, since they link basic morphophysiological sciences and agents of disease, with the clinical sciences, where the final integration of theoretical knowledge and development of skills takes place. Names of courses or modules of preclinical sciences, their depth, number of hours devoted to them, and balance between theory and practice may vary throughout the world. However, an attempt is made to summarise the essential courses required by the students to have solid bases for the clinical area and for a successful professional beginning. These include: general and systemic pathology, clinical pathology, imaging courses (radiology, ultrasound and others), pharmacology, surgery, a review of the most important domestic and foreign bacterial, mycotic, viral, parasitic and toxic diseases, epidemiology and theriogenology. With different names, veterinary colleges offer a course in diagnostic methodology, where the student develops and integrates diagnostic skills with the use of live animals and other learning methodologies. In the complete paper, the minimum knowledge and skills required by the students from these preclinical courses will be described and discussed.
In the next 40 years, society must learn to feed nine billion people without wrecking the environment. World hunger is growing and now exceeds one billion. Consumers will be increasingly urban and demand more dietary animal protein. In China and Pacific rim countries, urban populations will be provisioned from concentrated animal feeding operations (CAFOs), supplied by imported grains, and with problems in waste disposal. CAFOs are widely used in the United States of America (U.S.). They require food animal veterinary curricula to adapt and teach ‘production medicine.’ Similar programmes are rarely available outside the U.S. PennVet plans to make them globally available, mainly as on-line courses.

These programmes are unsuitable for small farmers and pastoralists in Sub-Saharan Africa. They must learn to use local resources more efficiently. Delivery of veterinary care in these areas is complex and should involve teams including licensed veterinarians, soil scientists, crop geneticists, and credentialed veterinary para-professionals. Approaches to the problem will be discussed.
Recently outbreaks of a succession of zoonotic diseases such as avian influenza H5N1 and H1N1, as well as transboundary animal diseases including Foot and Mouth Disease and African Swine Fever, have reinforced the need for strong Veterinary Services. Such services are crucial in the prevention, control and eradication of these diseases, as well as in working in an interdisciplinary way to support the contemporary ‘One World /One Health’ framework. Sound legislation, strong governance arrangements and effective organisational systems are essential to underpin Veterinary Services. Legislative principles need to be understood and customised in practical and applied legislation to meet the specific governmental and cultural characteristics of individual countries. Governance involves the exercise of powers including components such as leadership, strategic vision, decision making, accountability, transparency and integrity. Clear articulation and understanding of organisational function, form, and strategic directions are required to ensure the effective and efficient management of Veterinary Services. The World Organisation for Animal Health (OIE) has identified legislation and governance as critical areas for strengthening Veterinary Services. It is suggested universities and training institutions consider expanding training in these key areas.
Global day one competences

The Day One Competences are the combination of knowledge and skills that the young graduate needs to possess for a safe start as a veterinarian entering the profession.

World-wide we have to realistically define what are the Day One Competences for new veterinary graduates and the World Veterinary Association (WVA) has to take the lead.

The level of the global Day One Competences is depending the veterinary education offered by the veterinary faculties/schools and we all know that all over the world some schools do not meet the minimum requirements of veterinary education to exercise the veterinary profession as it needs to be practised.

Veterinary education is a very important topic for the profession in controlling animal health, animal welfare and public health. The great mobility of people and animals and the trade of animals and products of animal origin requires a high standard of veterinary education to prevent outbreaks of animal diseases, to prevent zoonoses and to certify that animals are healthy and products of animal origin are safe. Even to investigate and to diagnose diseases and to cure animals requires a high standard of basic veterinary training.

In the context of ‘Evolving Veterinary Education for a safer world’ WVA has to pay attention to three main issues: the minimum requirements the schools have to fulfil in veterinary education; what may the veterinary profession expect of the education by the schools and what may the society expect of veterinary education.

Not fulfilling the minimum requirements at a global level can be a disaster for the profession and the society because of the mobility of people, animals and products of animal origin which need the guarantee of a high standard of veterinary certification. People need to have confidence in this aspect of the profession. WVA has adopted new minimum requirements for Veterinary Education.
Global day one competences (cont.)

Veterinary professionals require an education provided by the schools that gives really good New Graduate Competence/Day One Competence for the various disciplines in the daily life of veterinarians. In the evaluation and accreditation systems used globally this is taken into account. WVA is preparing new proposals for a global level of Day One Competence. For graduates who take employment in institutionally duties there are guidance schedules but for graduates to go in full practise this often fails.

The role of the veterinarians in Society is that of the link between animals, animal-owners and society. The Society and their (global) organisations need to trust our high standard of veterinary education an professional implementation. Veterinarians have to prevent Society from animal disease outbreaks, zoonoses and food-poisoning by products of animal origin.

A global minimum standard of veterinary education has to offer the veterinary new graduate the position in all disciplines to fulfil the duties on a proper level for the benefit of people and animals. By Life Long Learning the veterinarians can maintain this position.

Global Day One Competence and Global Life Long Learning is of main importance for the position of the global veterinary profession.
Continuous education: lifelong learning for judgement and knowledge

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Veterinarians have an important role to play both in the development of a collective vision for a sustainable and all-inclusive world ecosystem and the delivery of important elements within any such plan, including the place of animals (domestic and wild), food production and safety, and public and animal health.

Important to their role is the need to be up-to-date, well-informed and capable of making good judgements at all levels, from the level of society to the level of individual animals. This highlights the need for an appropriate mix of core knowledge, information-sourcing skills, discriminatory and decision-making capabilities.

In order to proactively recognise the needs of society, professionals must engage in continuing education. The two key skills, judgement and the ability to engage in lifelong learning, must be nurtured during the undergraduate phase and beyond, through courses which, as well as updating him/her, continue to enhance the professional’s higher order skills.
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With several hundred veterinary education institutes in the world it is to be expected that a marked disparity of approaches would exist. Much of this disparity is dictated by widely varying geographical needs and the preparation of veterinarians to respond to those needs. Some are for the control of highly contagious tropical diseases, some for the care of animals used for draught purposes, especially in developing countries, some are due to religious beliefs or political imperatives, some for the provision of public health services to safeguard human health or safeguard export markets and some, in fact many, to provide health and welfare services nationally for production animals, those for sport and for animals serving companionship. But disparity may even occur between educational establishments within a country in that funding may be dictated locally, e.g., by State Legislatures for the purposes of training veterinarians for local needs.

The disparate nature of veterinary education has led, owing to lack of leadership, to a failure to address the need for a coherent approach to the problems associated with population growth, global warming, food shortages and environmental degradation. Increasingly however the disparities are serving as the catalysts for an approach to address the coming global emergencies and this paper identifies the need for a global perspective for veterinary education.
Veterinarians, in public and in private positions, play a crucial role in protecting the health and welfare of animals and people. Therefore proper education and training are indispensable. The European Association of Establishments for Veterinary Education (EAEVE) together with the Federation of Veterinarians of Europe (FVE) run the European system for the evaluation of veterinary schools. It consists of a self-evaluation, a visitation by a team of experts and a final evaluation by a special committee. The system is a voluntary system and not all schools, especially not the weaker ones, participate. Apart from the good and even excellent schools, there is clear evidence that a number of schools provide curricula considerably below the acceptable minimum standard.

European Union (EU) legislation on veterinary education is limited. It focuses on the free movement of veterinarians and on guaranteeing access to the profession, instead of assuring a good level of training. The absence of an effective Europe-wide system to stimulate schools to provide adequate education jeopardizes the well functioning of veterinary services. It is a threat for the (inter-)national protection of health and welfare of animals and people. It also hinders European veterinarians applying for jobs outside the EU.
Evaluation of veterinary education in the United States of America

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The American Veterinary Medical Association (AVMA), Council on Education (COE) is recognised by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as the accrediting agency for veterinary colleges in the United States of America (USA) and Canada. USDE recognition provides assurance that the COE fairly applies documented standards of accreditation which address all areas of the degree programme. CHEA recognition provides similar assurance from an independent, non-governmental entity.

Accreditation is conducted in a manner which measures educational quality through fair and informed application of the standards. The Council judges the appropriateness of institutional and programme purposes, the adequacy of resources and organisation to meet these purposes, and educational outcomes indicating the purposes are met on an ongoing basis. COE accreditation assures minimum standards in veterinary education are met, the quality of teaching, research, and service continually improve, and students are prepared for entry-level positions in the profession.
In September, 2009, the World Organisation for Animal Health (OIE) organised a Regional Seminar, in Arusha, Tanzania, for Deans of Veterinary Faculties and Registrars of Veterinary Statutory Bodies (VSBs) in Southern Africa on “Veterinary Education in Southern Africa: matching demand and supply”, during which participants raised their concerns over the state of the veterinary curriculum and the quality and governance of veterinary services in Southern Africa. The meeting observed that Veterinary Statutory Bodies (VSBs) are an autonomous authority regulating Veterinarians and Veterinary para-professionals. Thus a VSB is a very important and essential part - a kingpin - regarding good veterinary governance and in meeting the OIE Terrestrial Animal Health Code (TAHC) standards on quality and performance for veterinary services in a country. Even though, VSB’s have been in existence in some Southern African Development Community (SADC) countries for many years, with wide variations in legal basis; autonomy; objectives; authority; functions and responsibilities, composition; administrative procedures, etc., in quite a number of SADC countries there is no VSB at all. Veterinary training in most parts of Southern Africa has focused on producing veterinarians to serve their livestock sectors although adjustment of curricula has occurred due to socio-economic changes and an increased privatization of veterinary services, but also to cover issues of globalization and the increased risk of the spread of trans-boundary animal diseases. In a world where countries are closely interlinked due to globalization of trade and food, increased volume and speed of international travel, global climate change, and the related emergence and re-emergence of infectious diseases, participants agreed that veterinary education must face new challenges and continually evolve to meet societal demands in the field of food security, food safety, public health and animal welfare. It was also observed that Veterinary Statutory bodies as well as Veterinary Schools in Southern Africa must work together to address the dynamic needs and demands of the veterinary profession. The meeting came up with a set of recommendations to improve the quality and governance of veterinary services and to improve and facilitate regulation and harmonization of the veterinary curriculum in the OIE member countries of Southern Africa. The details of these recommendations will be discussed at the conference on “Evolving veterinary education for a safer world” in Paris, France, 12-14 October, 2009.
Expanding education of global public health within the veterinary curriculum worldwide

In preparation for this meeting a set of 49 papers have been created directed to the topic of improving veterinary education worldwide in the area of global public health. These papers will be published in OIE Scientific and Technical Review Vol. 28 (2) 2009 and available for the meeting the papers cover the topics of: The environment for change; Essential global veterinary education for all veterinary graduates, Changing student’s perspectives on the importance and delights of global veterinary education; Global perspectives on the integration of public health into the veterinary curriculum; and Modern directions for veterinary education to meet the needs for enhanced global veterinary education. These papers have been created by experts in this arena of topics from all six contents. We will briefly review their highlights.
The OIE - Performance of Veterinary Services tool (PVS) and the task of Veterinary Statutory body to guarantee the quality of the veterinary profession

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The World Organisation for Animal Health (OIE) Tool for the Evaluation of the Performance of Veterinary Services (OIE-PVS Tool) is designed to assist Veterinary Services (VS) to establish their current level of performance, to identify gaps and weaknesses regarding their ability to comply with OIE international standards, to form a shared vision with stakeholders (including the private sector) and to establish priorities and carry out strategic initiatives. The OIE PVS Tool comprises 4 fundamental components, being (1) Human, physical, and financial resources; (2) Technical authority and capability, (3) Interaction with stakeholders; and (4) Access to markets. For each of these components six to twelve critical competencies, each with five levels of quantitative advancement, have been elaborated. A specific critical competency deals exclusively with the 'Veterinary Statutory Body (VSB)'. The VSB evaluation criteria as defined in Chapter 3.2, Article 3.2.12 of the OIE Terrestrial Animal Health Code are addressed and the powers and tasks of the VSB as an autonomous authority responsible for the regulation of the veterinarians and veterinary para-professionals are described in relation to ensuring and guaranteeing the quality of the veterinary profession. In this context the OIE-PVS tool critical competencies ‘Competencies of veterinarians and veterinary para-professions’ and ‘Continuing education’, as part of the VSB’s tasks in guaranteeing the quality of VS, are highlighted.

Keywords
Critical competencies – Evaluation criteria – Fundamental components – Quality of VS – OIE-PVS Tool – VSB.
Global harmonisation of Veterinary Services

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Recent developments related to avian influenza epidemics, the H1N1 pandemic and even SARS have served to emphasise the integrated nature of ‘one health’ and the global impact of veterinarians delivering ‘local’ animal health services. The situation is particularly critical in the developing and transitional countries that have become the focus for emerging and re-emerging zoonotic and transboundary diseases. The repercussions of insufficient disease surveillance and non-compliant regulatory veterinary services are exacerbated by public and private veterinarians who are poorly trained and lack the modern skills, knowledge and resources to prevent and control infectious diseases. The sustainability of donor driven investments in the livestock sector and livelihoods of producers is compromised by poorly skilled animal health workers. There is a pressing need to develop a clear strategy for modernizing veterinary training that articulates the needs and addresses them with investments in facilities, curriculum and human resources and produces better qualified veterinarians. The World Bank and other donors have been using a recently developed tool to evaluate veterinary faculties and develop such strategies. The veterinary faculties in more developed countries could support these development strategies and to ensure that, to the extent possible, veterinary training world-wide provides a harmonised, scientifically based cadre of skilled veterinarians and para-veterinarians to address the animal health and public health issues that are gaining profile. This presentation will review the evaluation tools and options for action based on the outcomes.
Next veterinary education conference

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The world’s first veterinary school was founded in Lyon, France, in 1761, shortly followed by the Alfort veterinary school, near Paris, in 1764, both at the initiative of Claude BOURGELAT. This means that 2011 will mark the 250th world anniversary of veterinary education. By setting up the world’s first veterinary training institutions, BOURGELAT created the veterinary profession itself. 2011 will mark the 250th world anniversary of the veterinary profession.

It is the reason why we have proposed that 2011 should be declared ‘World Veterinary Year’.

Among the many events already proposed all around the world in the programme of this year, the National Veterinary School of Lyon receives the General Assembly of the European Association of Establishments for Veterinary Education (EAEVE) on 12 May. You are invited to join the European Deans during the three following days (from 13 to 15) for a second global conference on Veterinary Education.
The key slogan retained for the European Union (EU) Veterinary Week 2009 was ‘Animals + Humans = One health’, which stressed the link between animal and public health. This second edition of the EU Veterinary Week (28 September to 4 October 2009) was organised by the European Commission in partnership with the Federation of Veterinarians of Europe, the World Organisation for Animal Health (OIE), the World Health Organization (WHO), and the Food and Agriculture Organization of the United Nations (FAO). In addition to a number of central events in Brussels, national events were organised by veterinary students of several EU Veterinary faculties. These events included conferences to facilitate discussions between veterinary and medical students on topics related to One Health. In addition, in a number of countries, veterinary students visited primary schools to explain to children the work of veterinarians and how zoonoses could be transmitted. As the EU Veterinary Week also coincided with World Rabies Day (28 September), events were also organised to increase public awareness of the disease, by for example offering free pet vaccinations.