Alain Dehove, DVM, MS
Director of Finance of the OIE

Veterinary Education in the PVS Pathway
OIE PVS Pathway (Performance of Veterinary Services)
OIE PVS Pathway (Performance of Veterinary Services)

- OIE PVS Pathway – alignment of Veterinary Services with the international standards of the OIE

- As of 1 June 2016, 75% of OIE Member Countries have requested an initial external OIE PVS Evaluation mission

- 9 information sessions and training seminars on the OIE PVS Tool have taken place
PVS Pathway success stories

• **Africa:**
  - 2 new VEEs have been established to train veterinarians locally as a means of addressing the shortage of veterinarians (**Ghana**)
  - A veterinary faculty and other tertiary animal health training intuitions established (**Kenya**)
  - New School of Veterinary Medicine has been opened (**Malawi**)
  - Curriculum is being aligned with the OIE recommendations on veterinary education (**Senegal**)

![OIE logo](image)
PVS Pathway success stories

• Americas:
  ▪ A School of Veterinary Medicine has recently been created (Honduras)

• Asia:
  ▪ Veterinary curriculum has been approved nationally and number of new veterinary graduates has increased (Laos)
  ▪ Curriculum for veterinary science has been updated based on the OIE Day 1 Competencies (Mongolia)
Importance of Veterinary Education

• A well-educated veterinary workforce is key in providing:
  - scientifically sound risk assessments
  - credible reporting of disease
  - effective delivery of services to producers and consumers

• High quality veterinary education is instrumental in forming such a workforce, capable of leading good governance practices
Surveillance Networks

- Early detection and effective control based on access to expertise and support from well-educated and technically capable Veterinary Services
- **Partnerships** between public and private sectors: animal owners, public and private sectors of Veterinary Services
OIE Day 1 Competencies

- Provides recommendations on specific and advanced competencies for the delivery of veterinary services of quality

- The OIE strongly encourages that they be included in the veterinary curricula of all OIE Member Countries
Specific Day 1 Competencies

11 Specific Competencies

- Epidemiology
- Transboundary Animal Diseases
- Zoonoses (including food borne diseases)
- Emerging and re-emerging diseases
- Disease prevention and control programmes
- Food hygiene
- Veterinary products
- Animal welfare
- Veterinary legislation and ethics
- General certification procedures
- Communication skills
Advanced Day 1 Competencies

8 Advanced Competencies

- Organisation of Veterinary Services
- Inspection and certification procedures
- Management of contagious diseases
- Food hygiene
- Application of risk analysis
- Research
- International trade framework
- Administration and management
Veterinary Education Core Curriculum

• The Model Core Veterinary Curriculum describes various courses and cross-references them with the Day 1 Competencies that a course should address

• These Guidelines assist the development of curricula to educate veterinary students to the expected level of competency
Veterinary Education Twinning Programme

• ‘Twinning’: a mechanism for improving institutional capacity and expertise in developing and in-transition countries

• Facilitates the exchange of knowledge, staff, students, ideas and experience between Veterinary Education Establishments
Veterinary Education Twinning Programme

• Objectives:
  ▪ modernise veterinary curriculum and the way it is delivered
  ▪ improve alignment with OIE guidelines and recommendations on veterinary education
  ▪ foster a better understanding of the threshold of initial veterinary education worldwide
  ▪ ensure a more balanced distribution of knowledge and expertise in developed and developing countries

• Impact on the curriculum rather than on a cohort of students
Veterinary Education Twinning Projects

• A partnership between a recognised Veterinary Education Establishment known as the ‘Parent’ and a ‘Beneficiary’ Veterinary Education Establishment

• Objectives jointly agreed on by the OIE, Directors/Deans of the Parent and Beneficiary Establishments - endorsed by the Delegates to the OIE of the countries concerned

• Duration: minimum of 2 years and maximum of 3 years (extensions may be envisaged)
Project Actors

• The Parent Establishment:
  ▪ is accountable and responsible for the implementation and use of the financial resources provided
  ▪ prepares and transmits the interim, annual and final technical/financial reports to the OIE

• The Beneficiary Establishment

• The OIE
Veterinary Education Twinning Projects

• A tried and tested relationship has a stronger chance of being sustainable and successful

• Twinning between Veterinary Education Establishments that have already established a good relationship should be encouraged

• The partnership between Parent and Beneficiary requires effective communication, meetings and patience
Veterinary Education Twinning Projects

• Ideally, the relationship between Parent and Beneficiary should be built on collaborative and mutually beneficial programmes

• The benefits from a twinning project should continue long after the project and lead to the further development of veterinary and educational expertise in the region
VEE Twinning Projects as of June 2016

• Since the commencement of OIE Veterinary Education Twinning Programme in 2013:
  - Projects underway (OIE funded): **8**
  - Projects endorsed (not OIE funded): **1**
  - Proposals under development: **5**
  - Recent expressions of interest received: **2**
VEE Twinning Projects as of June 2016

Projects underway (with funding through the OIE):

- **USA** (University of Minnesota) - **Thailand** (Chiang Mai University)
- **France** (National Veterinary School of Toulouse) - **Kazakhstan** (National Agrarian University of Almaty)
- **USA** (Tufts University Cummings School of Veterinary Medicine) - **Bangladesh** (Chittagong Veterinary and Animal Science University)
- **UK** (Royal Veterinary College) - **Jordan** (Jordan University of Science and Technology)
Projects underway (with funding through the OIE - continued):

- **Australia** (University of Queensland) - **Vietnam** (Nong Lam University)
- **USA** (The Ohio State University) - **Ethiopia** (University of Gondar)
- **France** (VetAgro Sup) - **Ukraine** (Bila Tserkva National Agrarian University)
- **USA** (Kansas State University) - **Tanzania** (Sokoine University of Agriculture)
VEE Twinning Projects as of June 2016

Projects endorsed by the OIE (without funding through the OIE):

• New Zealand (Massey University) - Sri Lanka (University of Peradeniya)
Funding

• Total funds supporting OIE Veterinary Education Twinning Projects through the OIE: **3.3M USD**

• Non eligible costs:
  ▪ administrative costs (including salaries)
  ▪ equipment (including IT equipment, software, accessories)
  ▪ construction
Veterinary Education Twinning Projects

• Outcomes of OIE Veterinary Education Twinning Projects currently underway are demonstrating:
  ▪ strong ownership of projects
  ▪ in-kind effects leveraged by projects to increase funding and benefits
  ▪ engagement of governments and stakeholders
Other related topics

• **Role of Veterinary Statutory Bodies (VSBs)**
  Veterinary legislation should provide for powers to be delegated to a VSB to:
  - oversee the quality and competence of veterinarians
  - license/register veterinary professionals
  - provide minimum standards for (initial and continuing) education and professional conduct
Further activities

• The OIE is now envisaging to develop minimum competencies and core curriculum for veterinary para-professionals in consultation with relevant stakeholders, and training.

• Focus areas include diagnosis, control, reporting of animal and zoonotic diseases for: (i) veterinary laboratory technicians, and (ii) veterinary public/animal health technicians.
Further activities

**OIE WAHIS Alerts** smartphone application

now available in all stores (iOS, Android, Windows)
Thank you

Alain Dehove, DVM, MS
Director of Finance of the OIE
alain.dehove@oie.int