

Level of adoption and implementation of the "OIE Day 1 Competencies" in the Americas

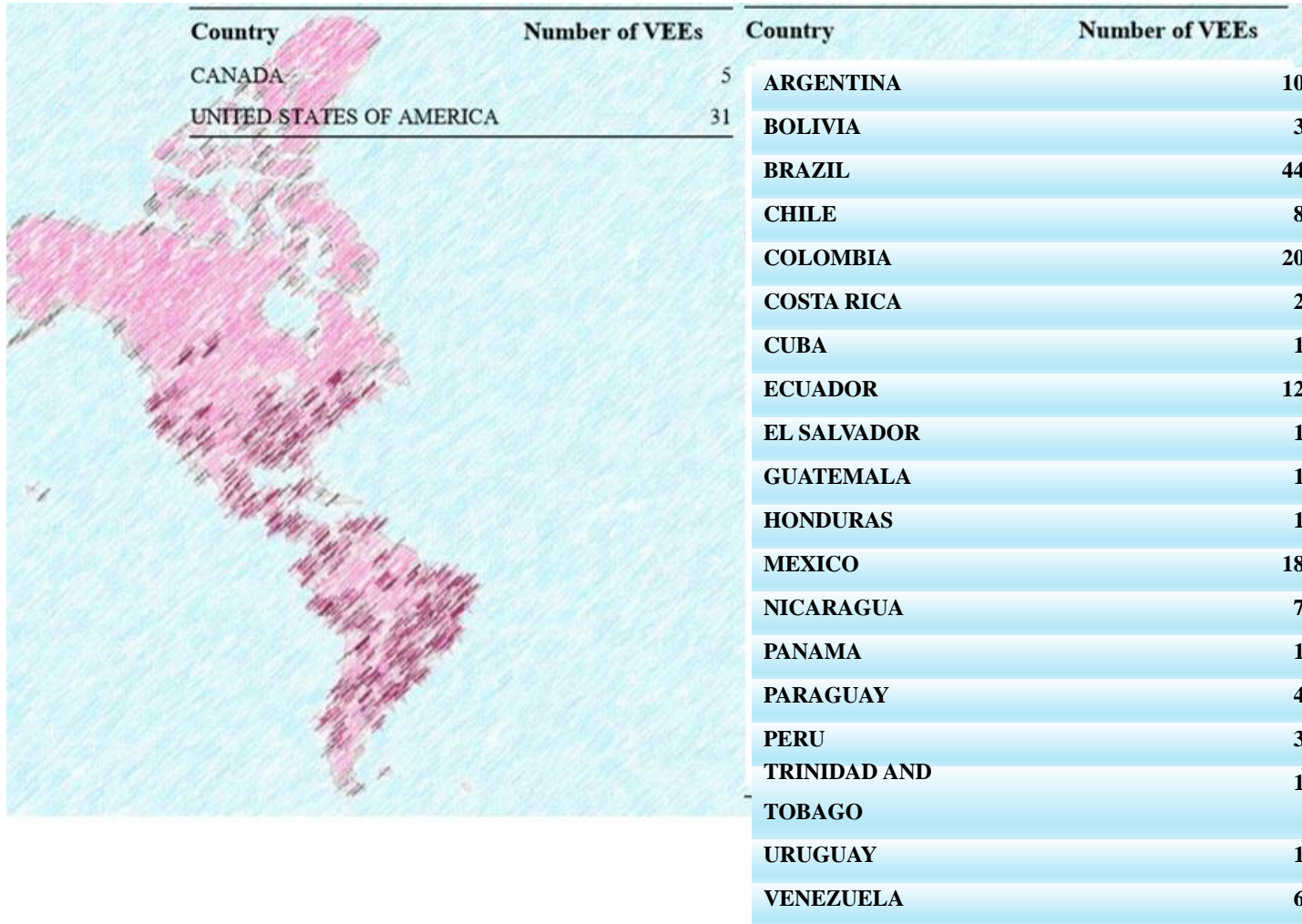
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The implementation of “OIE one day competencies”

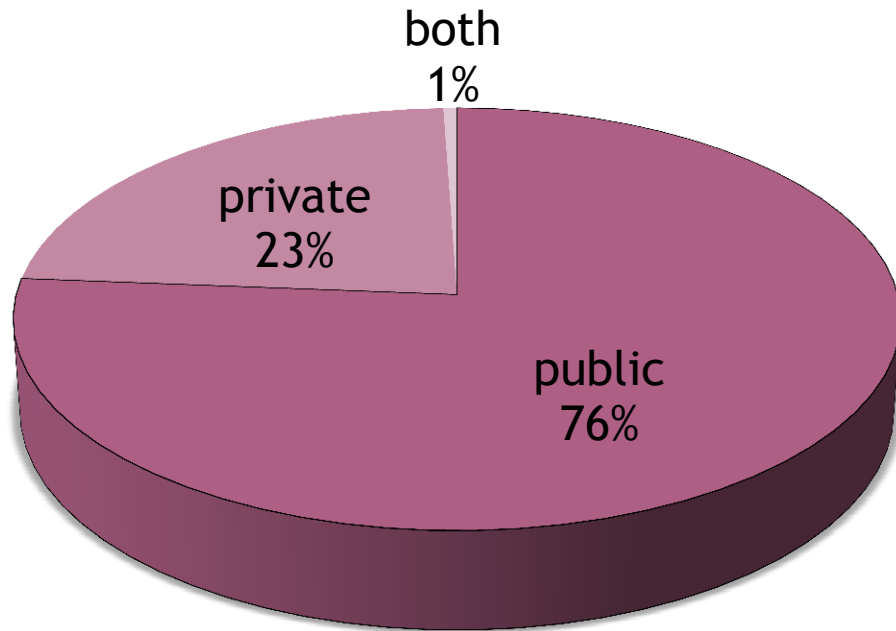
- ▶ Contributes to give a global development focus.
- ▶ Analyzes the tasks of each working situation:
 - ▶ competencies to acquire
 - ▶ training objectives
 - ▶ the threshold criteria for eligibility in the labor market
 - ▶ teaching strategies
 - ▶ pedagogical and organizational means as well as their evaluation and certification

Distribution of Regional VEEs

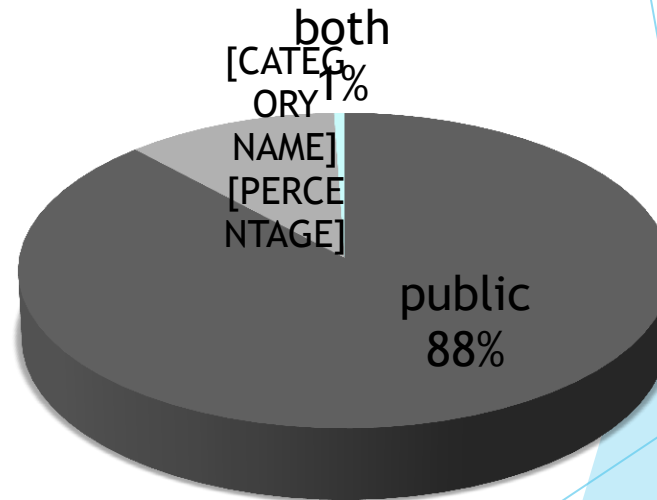


Types of VEEs: Americas

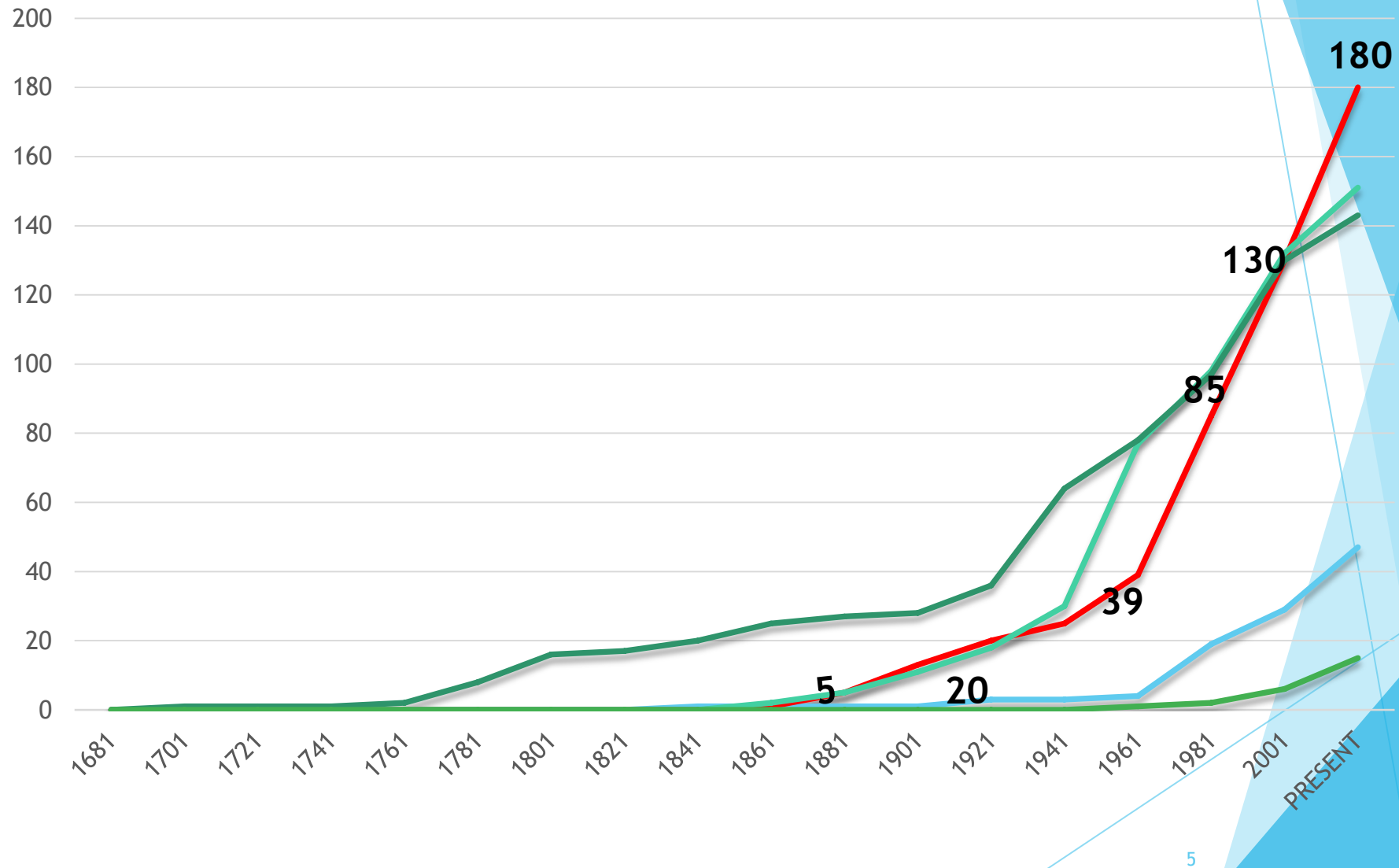
Americas (180)



Worldwide (536)



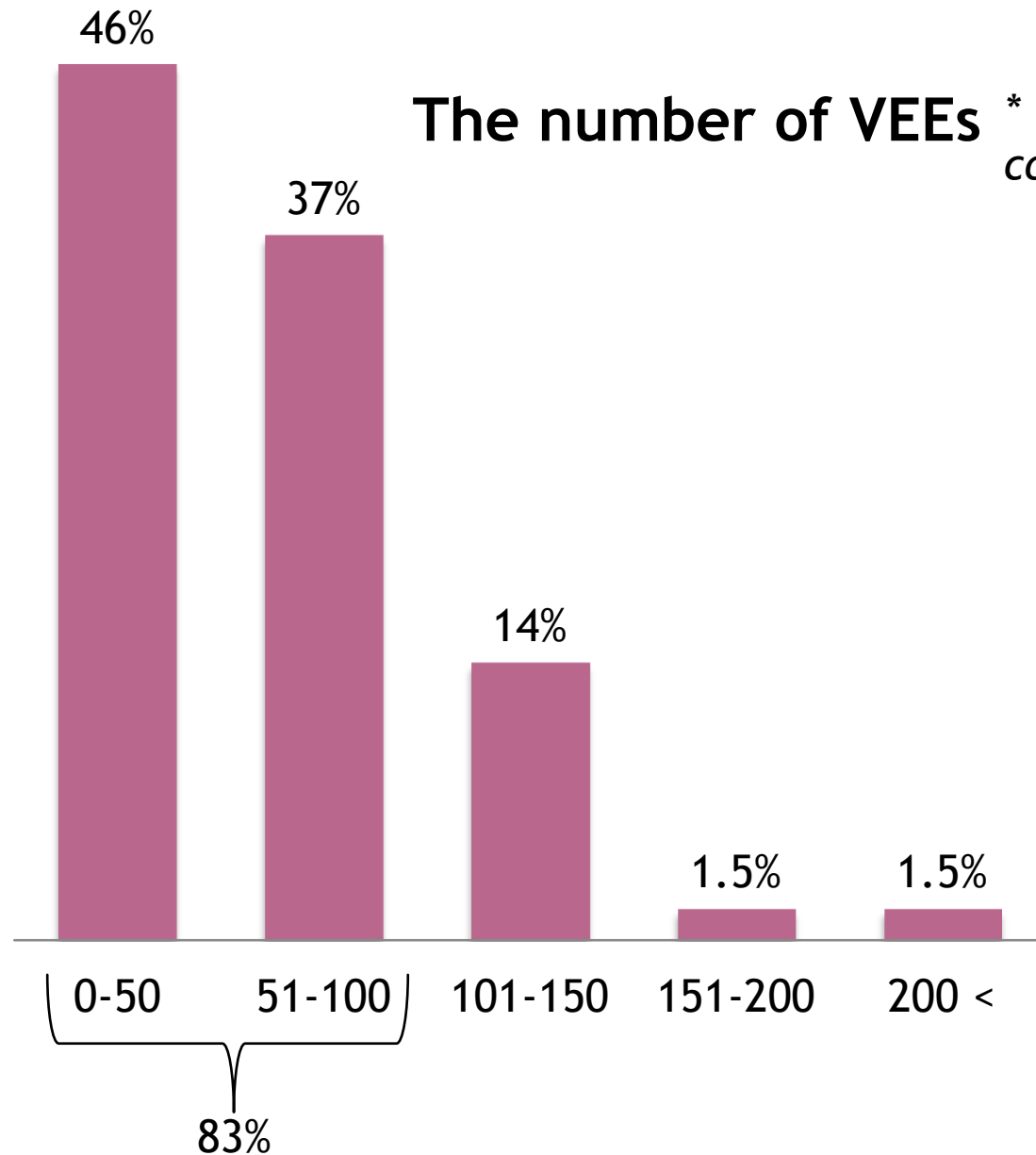
The Creation of VEEs (AMERICAS)



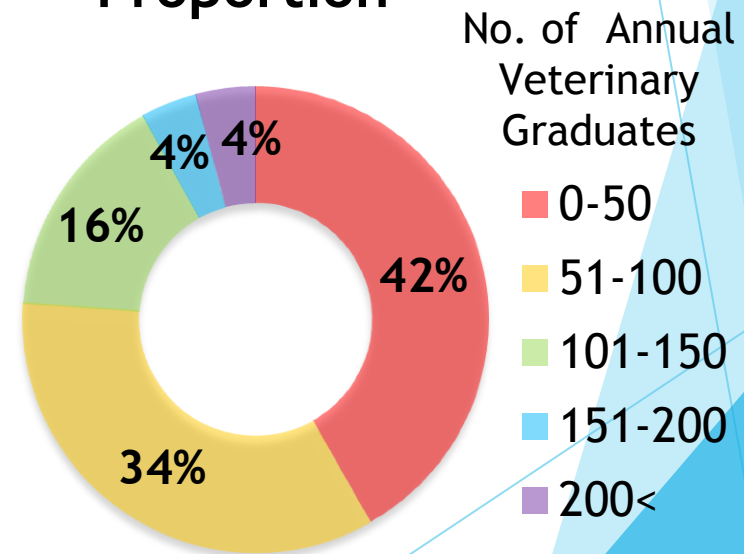
The number of VEEs in the Americas

The number of VEEs

* VEEs are divided into 5 groups, concerning the number of Graduates per annum

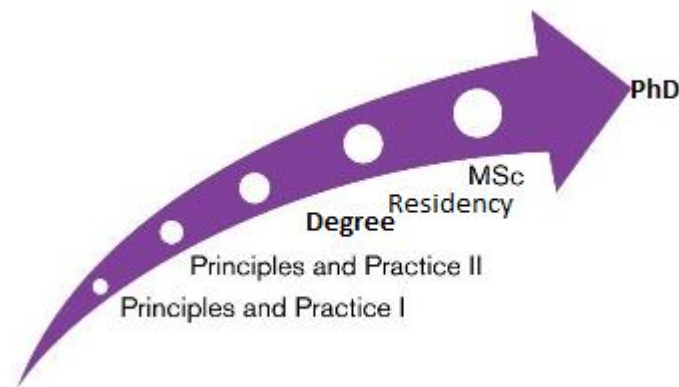


Worldwide Proportion



Veterinary education Programs

- ▶ Veterinary education programs vary among the different regions in the American continent:
 - ▶ USA and Canada: is a post Bachelor 4 year program;
 - ▶ Latin America it is usually a 5 to 6 year program, after high school, which combines veterinary medicine, with some animal production.



Accrediting bodies in the Americas

- ▶ There are different accrediting bodies, some of them are government independent and other depend from their Ministries of Education
 - ▶ North America:
 - ▶ Council on Education of the American Veterinary Medical Association
 - ▶ Latin America:
 - ▶ South America: Colombia, Argentina and Chile have accrediting bodies dependent from their Ministries of Education.
 - ▶ ARCU-SUR system are: Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay; and the accreditation is voluntary.
 - ▶ Mexico counts with the Mexican Council for Veterinary Education
 - ▶ COPEVET accreditation: Dependent from PANVET



Level of adoption and implementation of the “OIE Day 1 Competencies” in The Americas



Countries responses

▶ 43 responses (137 Questionnaires, 31% Replies)

Countries:

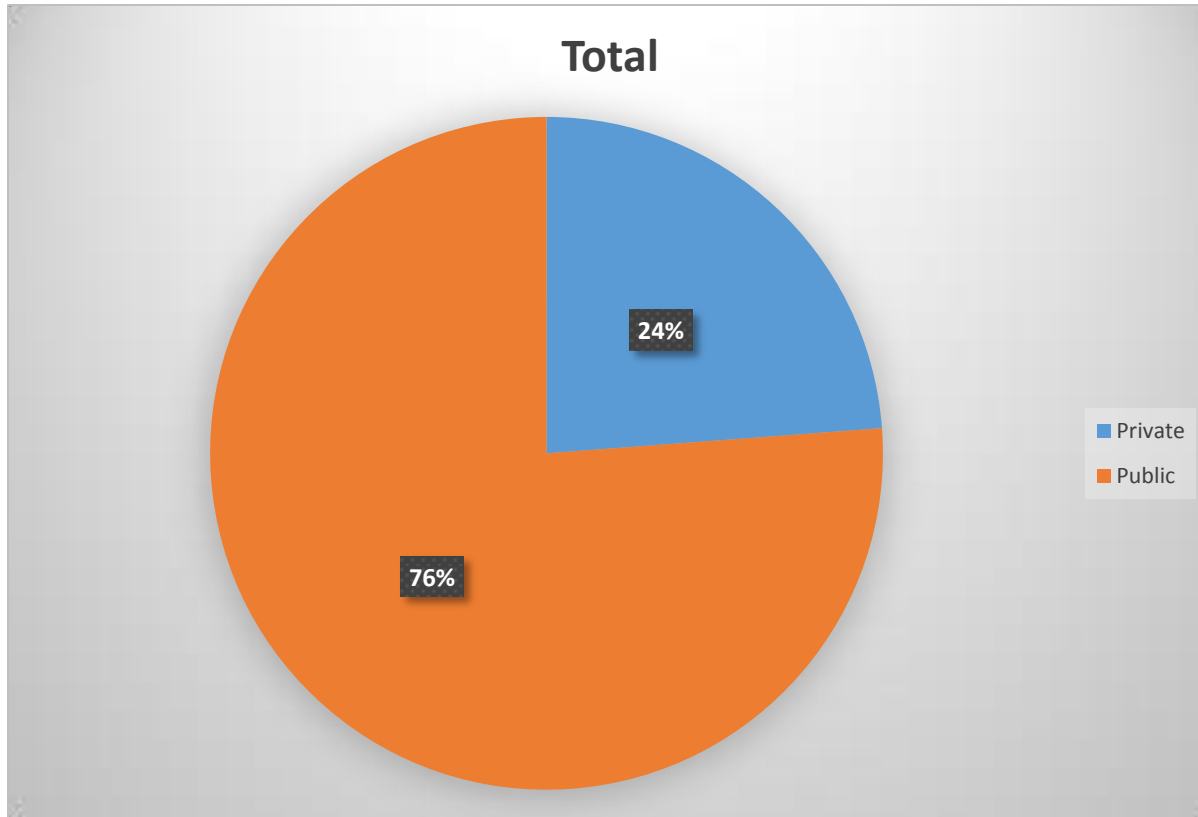
- ▶ Argentina 3
- ▶ Brasil 1
- ▶ Colombia 7
- ▶ Chile 1
- ▶ Ecuador 2
- ▶ México 8
- ▶ Nicaragua 2
- ▶ República de Cuba 1

▶ USA 16

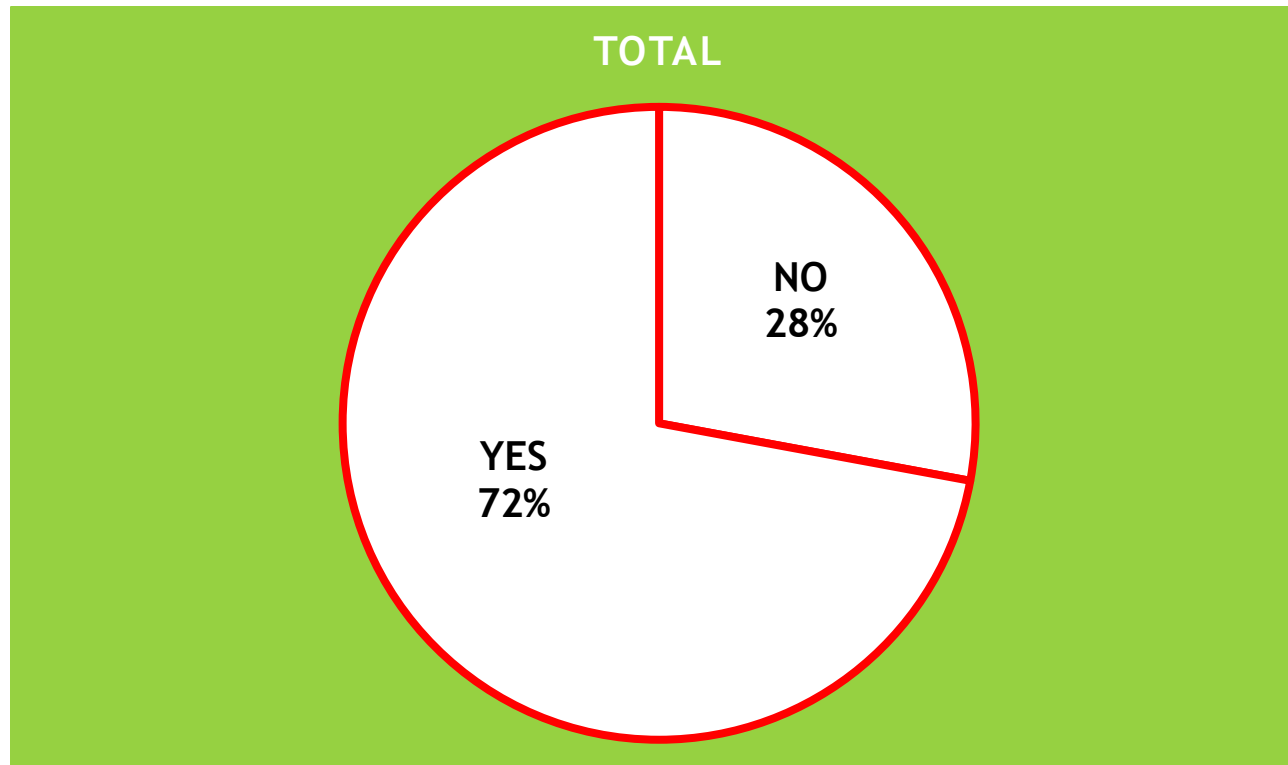
▶ Canada 2



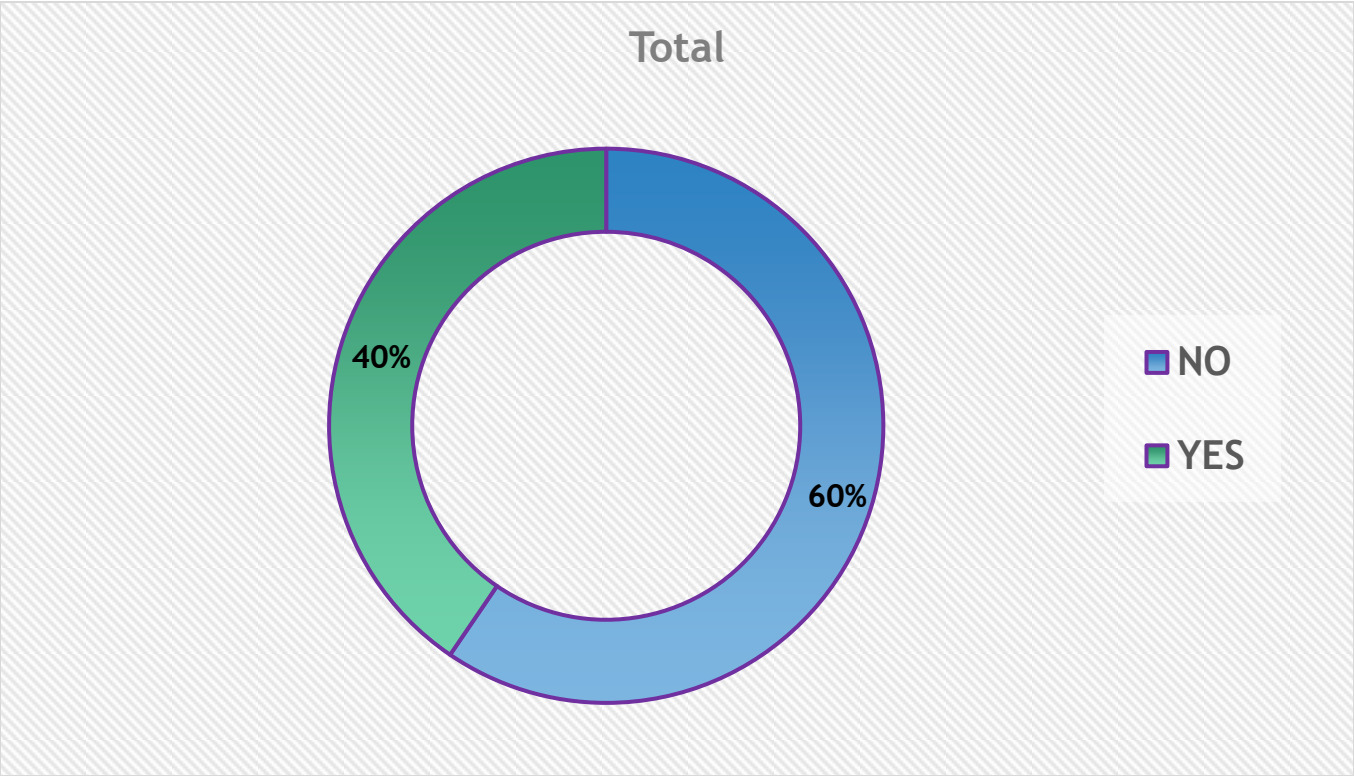
Institution type



Does your School know about OIE Day 1 competencies?



Has your School modified its curriculum to reflect OIE Day 1 competencies?



Level of adoption and implementation of the “OIE Day 1 Competencies” in Latin America

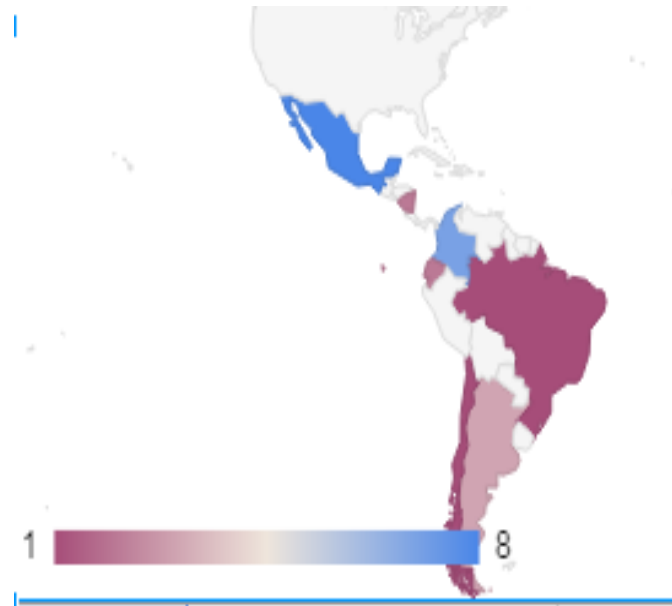


Countries responses

▶ 25 responses

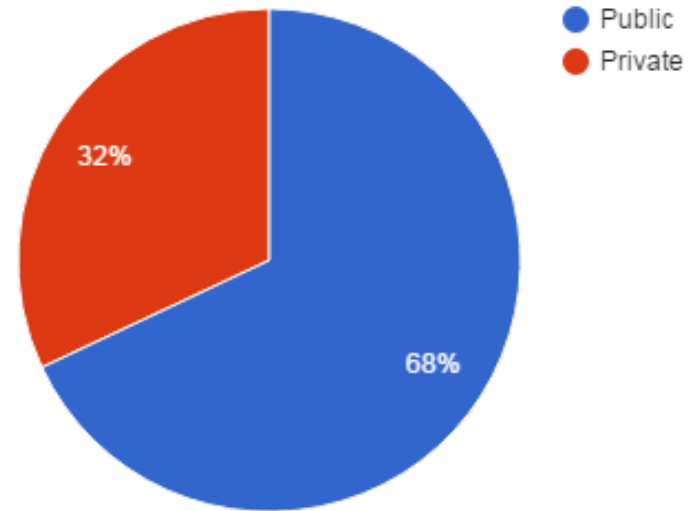
Countries:

▶ Argentina	3
▶ Brasil	1
▶ Colombia	7
▶ Chile	1
▶ Ecuador	2
▶ México	8
▶ Nicaragua	2
▶ República de Cuba	1

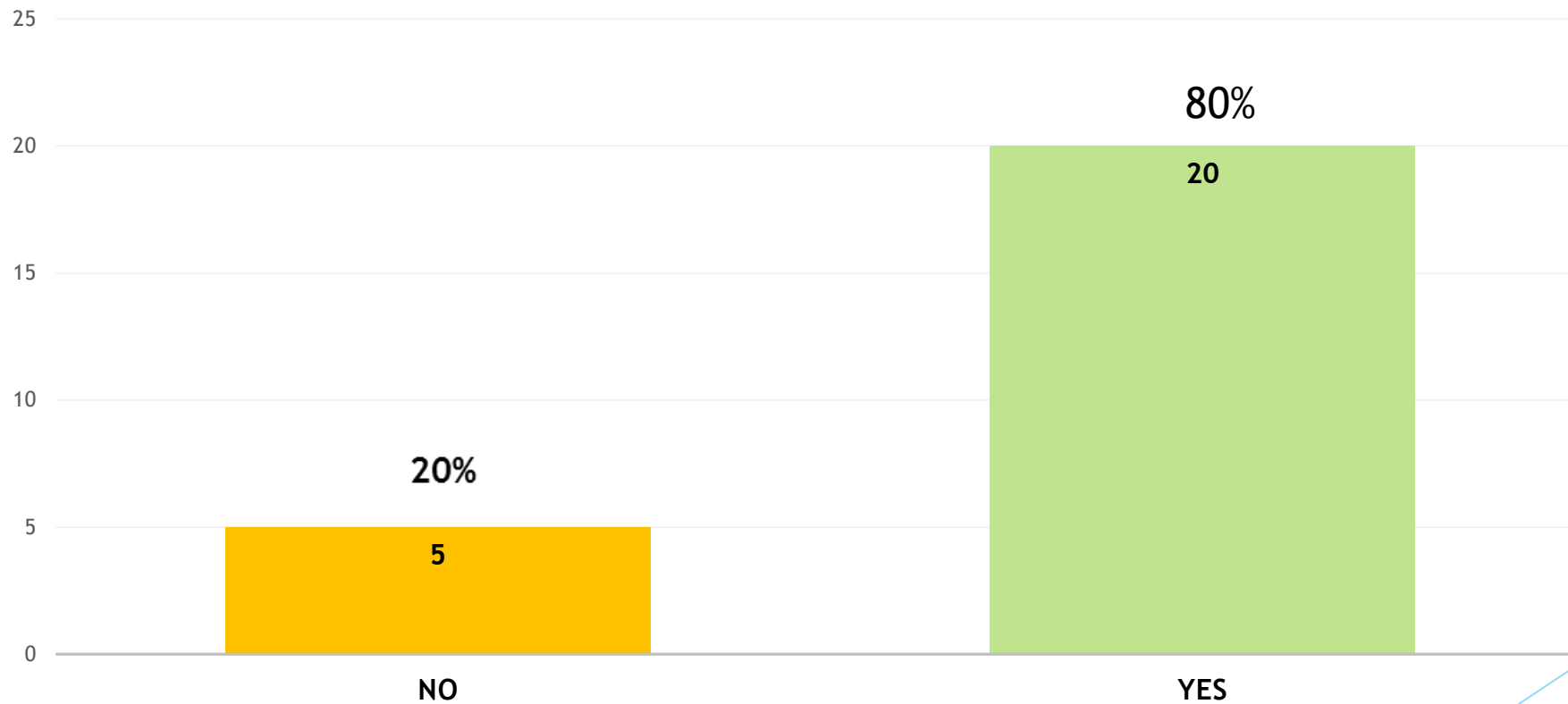


Institution type

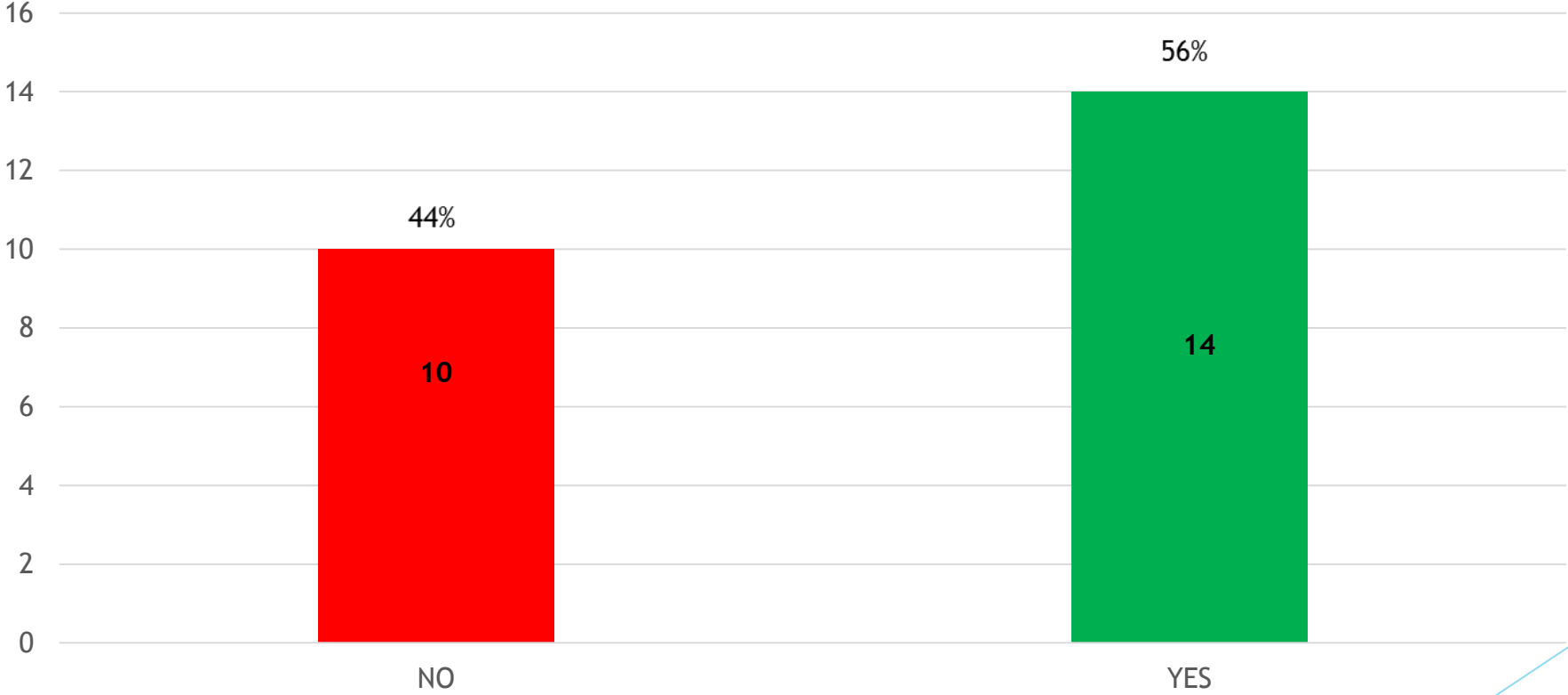
Count of Institution type



Does your School know about OIE Day 1 competencies?



Has your School modified its curriculum to reflect OIE Day 1 competencies?



Level of adoption and implementation of the “OIE Day 1 Competencies” in North America

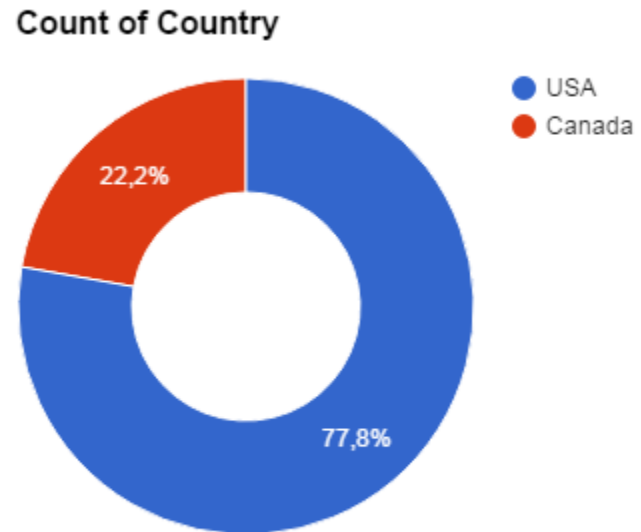


Countries responses

▶ 18 responses

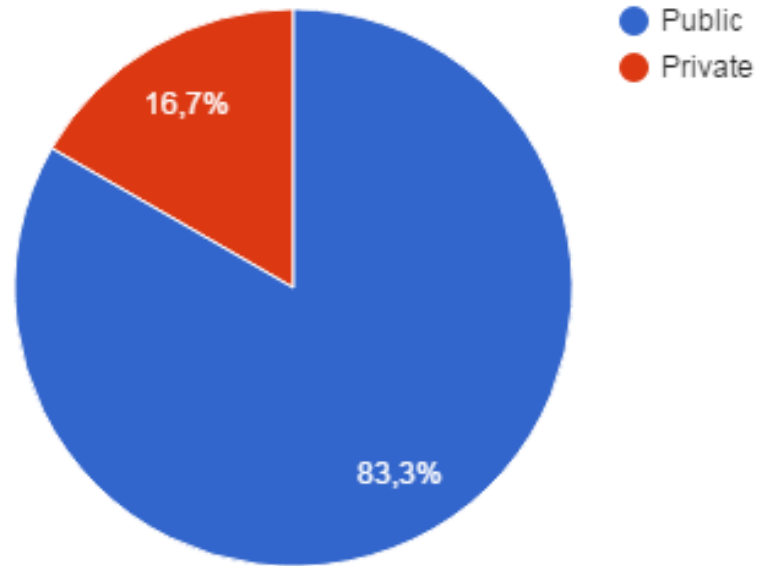
Countries:

- ▶ USA 16
- ▶ Canada 2



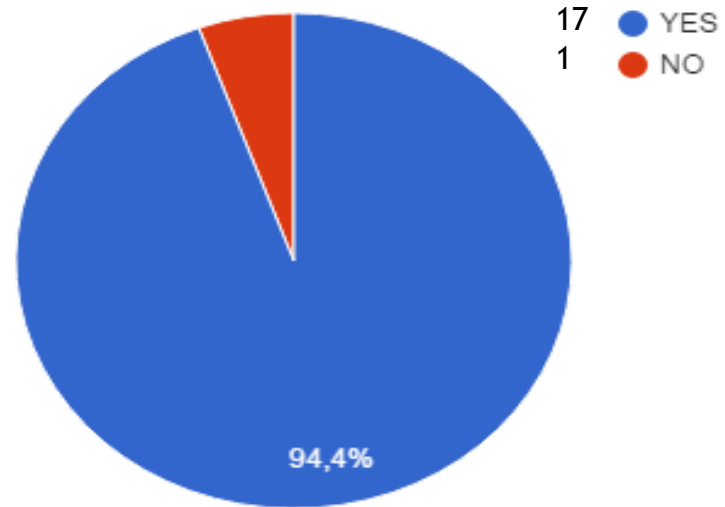
Institution type

Count of Institution type



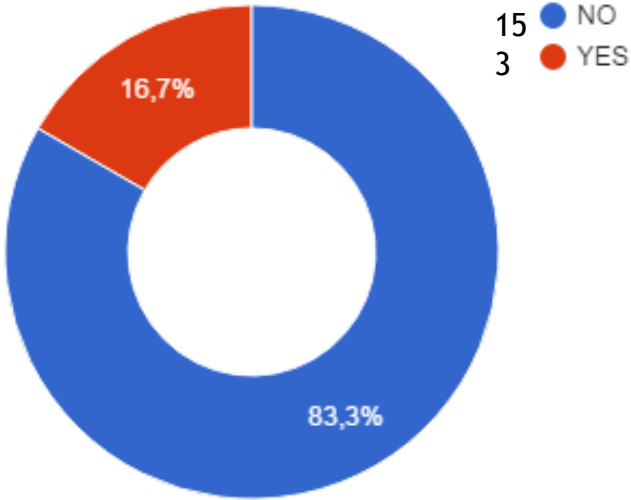
Does your School know about OIE Day 1 competencies?

Count of Does your School know about OIE Day 1 competencies?



Has your School modified its curriculum to reflect OIE Day 1 competencies?

Count of Has your School modified its curriculum to reflect OIE Day 1 competencies?



Challenges in the implementation of the “OIE 1 Day Competencies” in Latin America

- ▶ Some of the schools do not have the necessary economic and qualified human resources in all areas to deliver a high quality program;
- ▶ They do not know how to evaluate the accomplishment of many of these competencies;
- ▶ Their curriculum is structured by courses and objectives and not to achieve certain competencies; and,
- ▶ There is resistance by some faculty members to modify their traditional way of teaching through a lecture system.



Challenges in the implementation of the “OIE 1 Day Competencies” in USA and Canada

- ▶ Evaluation of competencies in communication is always difficult;
- ▶ Food hygiene is the most challenging as many of their students are interested in small animal medicine and do not value this competency as much;
- ▶ Transboundary diseases are of global importance and students are given only an introduction to these essential concepts;
- ▶ Schools do not put as much emphasis on the slaughter plant aspects related to food hygiene, inspection and certification procedures, risk analysis and international trade framework ;
- ▶ Some of these competencies are already in the curriculum but need to be modified to address more clearly the specifics of the competencies as outlined; and,
- ▶ Competencies need to match with the geographical context, some schools have developed their own comprehensive day one competencies.



Veterinary para-professionals in the Americas

- ▶ Mexico(2014):
 - ▶ **1,260** Community animal health workers; and,
 - ▶ **2,441** technicians involved in food hygiene, including the abattoirs.
 - ▶ There is no VSB regulating their work.
- ▶ Chile:
 - ▶ In Chile there are 3 technical schools which prepare technicians in area of animal production and veterinary medicine. These schools are accredited by a national agency.

Veterinary para-professionals in the Americas

- ▶ Argentina:
 - ▶ Para-professionals participate in public and private sector veterinary services;
 - ▶ The country has a veterinary statutory body that registers veterinary para-professionals;
 - ▶ 3 categories of veterinary para-professionals recognized:
 - ✓ Technician local office;
 - ✓ Veterinary Assistant of Inspection Service; and,
 - ✓ Technician Accredited for specific Programs.
- ▶ Brazil:
 - ▶ Veterinary technicians are prepared in technical community colleges, they are not regulated by a VSB.

Veterinary para-professionals in the Americas

- ▶ Canada:
 - ▶ Veterinary para-professionals (VPPs) participate in public and private sector veterinary services;
 - ▶ Two of ten provincial licensing bodies currently register veterinary technicians in their respective provinces;
 - ▶ Veterinary technicians spend two years studying in a community college after completing high school to qualify for a Diploma as a Veterinary Technician; and,
 - ▶ A Committee of the CVMA inspects and accredits the majority of veterinary technician programs at these institutions in Canada.

Veterinary para-professionals in the Americas

▶ USA

- ▶ Para-professionals participate in public and private sector veterinary services;
- ▶ The country counts with a veterinary statutory body that registers veterinary para-professionals but this varies state by state;
- ▶ State regulatory boards may register/license VPPs. State boards that register/license do so for veterinary technologists/technicians; and,
- ▶ Veterinary para-professionals (VPPs) participate in public and private sector veterinary services.

Conclusions

- ▶ In analyzing the list of VEEs, it is considered important to improve and update the registration of Veterinary Medicine Schools in the American continent.
- ▶ Additionally, it is recommended that the OIE questionnaire be improved to remove any confusing questions and to take into account of different interpretations of "accreditation/certification/approval".
- ▶ Finally, it is proposed to make a detailed study of the work done by the veterinary para-professionals and their professional regulation in each country of America.

Acknowledgments

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Thank you for your attention