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Annex XXIX

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REPORT OF THE MEETING OF THE OIE AD HOC GROUP ON VETERINARY EDUCATION

Paris, 24-25 July 2012

The meeting of the OIE *ad hoc* Group on Veterinary Education (the *ad hoc* Group) was held at the OIE Headquarters in Paris (France) from 24 to 25 July 2012.

Dr Alejandro Thiermann, President of the OIE Terrestrial Animal Health standard Commission, joined the meeting on day 1 and, on behalf of the Director Bernard Vallat, Director General of the OIE, welcomed all members and observers. Dr Thiermann took the opportunity to introduce Dr Derek Belton as Acting Head of the International Trade Department.

Dr Ron DeHaven, Chairman of the *ad hoc* Group, acknowledged the presence of several observers and proposed a round table in order for the participants to introduce themselves. The Agenda was revised and adopted.

The list of participants can be found at [Annex I](#) and the adopted agenda at [Annex II](#).

Dr DeHaven opened the meeting mentioning the publication of the Recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality that were provided at the 80th OIE General Session in May 2012. These recommendations are relevant to all Member Countries, regardless of the prevailing societal, economic and political circumstances, and can be found at: <http://www.oie.int/en/support-to-oie-members/veterinary-education/>.

Dr DeHaven also commented the adoption of Resolution 32 – Good governance and veterinary education – which identifies the future priorities that the World Assembly of Delegates would like to see addressed in this area. Included in this resolution are the following recommendations:

- The OIE should continue to work closely with Member Countries and the National leaders of Veterinary Education Establishments (VEE), Regional and Global Organisations and donors to support efforts to improve the quality of (initial and continuing) training of veterinarians and to promote harmonised approaches to recognition of qualifications, notably with the support of VSB;
- The OIE should develop recommendations on a core/basic veterinary curriculum relevant to the delivery of quality national Veterinary Services for consideration of the Assembly at the 81st General Session (May 2013);
- The OIE should finalise the procedures for twinning of VEE and of VSB, and should convince governments, regional and international organisations and donors to support these initiatives.

Dr Thiermann congratulated the Group Members on behalf of the OIE for the excellent work done on 'Day 1 competencies' and reminded the attendees that these recommendations are a tool to be used as a guidance for Developing Countries in their effort to ensure the quality of Veterinary Services through veterinary education.

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Dr Thiermann reminded that the 'Day 1 competencies' document provides the basis for development of the core curriculum. He emphasised that the OIE definition of veterinary services covers both the government and the private sector veterinarians. The concept of the basic core curriculum applies equally to those working in the private and the public sector. Of course, senior level veterinarians in the public sector will need additional training and recommendations on this point will be made in the document 'Post Professional and Continuing Education for Graduate Veterinarians'. Dr Thiermann highlighted the importance of regional specificities in determining needs for veterinary education.

Dr El-Sukhon mentioned the importance of the link between the OIE and the VEE and discussion on how to improve the communication between these entities was undertaken. Dr Thiermann clarified that the OIE had made major improvements in regards to communication with different organisations and several agreements have been established in the past years (e.g. NGOs, Industry, World Veterinary Association etc.). However, Dr Thiermann added that, so far, no international organisation exists to represent VEE worldwide and that the OIE liaises with Delegates within the Member countries to ensure communication at all levels, VEE included. It was agreed though that the reinforcement of the communication between the OIE Delegate and Deans of VEE would be of a mayor importance.

Dr DeHaven thanked Dr Thiermann for sharing this insight with the group and took the opportunity to mention that this concern have been taken into account within Twinning Programme, and that communication is ensure by the official endorsement of the programme from both Delegates of the participant countries and the Deans VEE.

1. Review of draft document: Post-Graduate and Continuing Education for Graduate Veterinarians

The *ad hoc* Group considered this document to be finalised and it was decided to submit it to the Code Commission.

This document can be found at Annex III.

2. Twinning project

Dr Alain Dehove, Coordinator of the OIE's World Animal Health and Welfare Fund, joined the *ad hoc* Group to discussed matters related to the finalisation of the document entitled "A Guide to Veterinary Education Twinning Projects".

Dr Caroline Planté mentioned that the World Bank is very much interested and look for opportunities to develop Twinning projects between VEE but that a framework is needed to ensure the correct development and follow-up of the project. She stated the document on 'Day 1 competencies' is a good starting point but that the World Bank was looking forward for the OIE to provide a guideline on a core curriculum.

As mentioned in the previous meeting of the *ad hoc* Group in January, Dr Dehove recalled the importance and the role of public and private veterinarians working for the Veterinary Services (VS) for improving animal and public health and enhancing compliance with SPS and OIE standards, at the national, regional and international level. Twinning projects between Veterinary Educational Establishments (VEE) would indeed support these goals within the framework of the OIE PVS Pathway which looks for a sustainable improvement of national VS' compliance with OIE standards on the quality of Veterinary Services.

The *ad hoc* Group mentioned and discussed some of the existing regional and national accreditation systems. In response, Dr Dehove clarified that OIE does not have the intention to use VEE Twinning projects as a tool for evaluation, assessment or accreditation of VEE. An assessment tool is not required for the preparation of twinning projects. Indeed, this would create confusion between two distinct concepts, i.e. twinning as a means to build capacity; and the evaluation/assessment/accreditation of VEEs.

The document was review and finalised and can be found at Annex IV.

Annex XXIX (contd)**3. Model Core Curriculum Guidelines**

Dr DeHaven acknowledged the assistance provided by Dr Elizabeth Sabin, from AVMA, in drafting the document. He reminded the guidance of Dr Vallat during the previous meeting of the *ad hoc* Group, when he stated that the Model would need to leave space for VEE to customise the Core Curriculum in accordance to their local needs and specificities (e.g. relevant importance of aquatic animals).

Dr Varas reminded the Members of the need to find all the “Day 1 Competencies” in the Model and to link each one of them with a course or content.

Dr DeHaven indicated the need to add a comprehensive introduction that clearly states the objective of the document which actively avoids dictating or implementing a particular system (e.g. European, American).

After discussion, it was agreed neither to include basic sciences courses (or content) in the Model nor to specify an exact year of the curriculum when specific courses should be taken. Part of the introduction would refer to this discussion, its outcome and rationale.

It was agreed to finalise the document in time to submit a first draft to the Code Commission for its meeting in September.

Dr DeHaven congratulated the Group for its accomplishments over the course of five meetings. The Day 1 Competencies document represents an important step in establishing a global minimum standard for veterinary education. The Model Core Curriculum provides a sample framework for including all of the competencies in a basic curriculum, and the twinning document provides a mechanism to assist in actually implementing the basic curriculum at VEE in developing countries. And finally, the Post-Graduate and Continuing Education for Graduate Veterinarians documents promote lifelong learning and continuous improvement in the delivery of national veterinary services. The members of the Group have worked very collaboratively and have been able to reach consensus in almost all situations. Dr DeHaven said it has been an honour and pleasure to chair this Group.

4. Future work

The *ad hoc* Group, along with this report, will submit the Model Core Curriculum Guidelines to the Terrestrial Animal Health Standards Commission, with a view to obtaining the views of the Commission and the input of OIE Members on this important area of work.

5. Dates for next meeting

It was agreed that the next meeting would take place at OIE Headquarters in Paris on January 2013 in order to address Members comments on the Model Core Curriculum Guidelines and to finalise the document. Members agreed to inform the OIE International Trade Department of their availability.

.../ Annexes

Annex XXIX (contd)Annex I**MEETING OF THE OIE AD HOC GROUP ON VETERINARY EDUCATION****Paris, 24-25 July 2012****List of participants****MEMBERS OF THE AD HOC GROUP****Dr Ron DeHaven (Chair)**

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Annex XXIX (contd)Annex II**REPORT OF THE MEETING OF THE OIE AD HOC GROUP ON VETERINARY EDUCATION****Paris, 24-25 July 2012**

Adopted agendaDay 1 (24 July, 2012) Morning

- Welcome, adoption of the agenda, and introductory remarks
- Discussion with the Dr Alex Thiermann
 - Summary of actions at the 80th General Session with regards to the final *Minimum Competencies* document
- Review the March 26, 2012 draft document titled *A Guide to Veterinary Education Twinning Projects*
 - Review any comments received in response to the March 26, 2012 Twinning draft
- Finalize *A Guide to Veterinary Education Twinning Projects*
 - Discuss next steps toward OIE approval/acceptance of this document

Day 1 (24 July, 2012) Afternoon

- Review and revise July 2012 draft document with working title: Model Core Curriculum Guideline
- Background to include initial comments submitted to Dr DeHaven regarding development of the model core curriculum

Day 2 (25 July 2012) Morning

- Continue review and revision of July 2012 draft *Model Core Curriculum Guideline*

Day 2 (25 July 2012) Afternoon

- Finalise *Model Core Curriculum Guideline*
 - Develop any recommendations to move forward through the Code Commission for OIE approval/acceptance of the Model Core Curriculum document
 - Summary of actions of AHG over its five meetings
 - Concluding remarks
-

Annex XXIX (contd)Annex III**POST-GRADUATE AND CONTINUING EDUCATION FOR GRADUATE VETERINARIANS TO
ASSURE ONGOING DELIVERY OF HIGH-QUALITY NATIONAL VETERINARY SERVICES*****Background***

Only some veterinarians will focus their careers on the delivery of National Veterinary Services that is, services provided under the legislative framework and the auspices of the governmental authority of a given country to implement animal health programmes to assure the health and wellbeing of animals, people and ecosystems. For those veterinarians that do choose National Veterinary Services as a career direction, considerably greater expertise will be needed than that described in the *Minimum Competencies Expected of Day 1 Veterinary Graduates to Assure Delivery of High-Quality National Veterinary Services* document developed by the OIE *ad hoc* Group on Veterinary Education. In addition, private practice veterinarians who may act as sub-contractors for National Veterinary Services will need ongoing continuing education to ensure their relevant knowledge and skills are up-to-date.

This guidance document provides a broad overview of methods of delivering higher-level educational modules or continuing education and training programmes focused on delivery of national veterinary services for both veterinarians in the veterinary authority as well as private practice veterinarians working under the auspices of the veterinary authority. In addition, essential knowledge and skills for veterinarians in the veterinary authority are outlined, as are topics for continuing education relevant to ensuring currency of knowledge and skills of private practice veterinarians delivering national veterinary services.

After Day 1 competencies have been assured through a rigorous educational program leading to the awarding of the first veterinary professional degree, those veterinarians who wish to focus their careers on the delivery of National Veterinary Services through a path leading to a senior veterinarian position in the Veterinary Authority will need to gain additional expertise in topics specific to the National Veterinary Services. This may be best done either through additional degree programmes or/and continuing education including on-the-job training. Assuring currency of knowledge of both private veterinarians and those working for the veterinary authority is best done through continuing education, which may be required for ongoing employment, promotion, or, in the case of private veterinarians, certification to allow ongoing subcontracting with the veterinary authority.

Definitions

- The term “Veterinary Services” refers to the OIE *Terrestrial Animal Health Code (Terrestrial Code)* definition, which includes both public and private components of the veterinary profession involved in the promotion of animal and public health as well as animal welfare.
- Also from the *Terrestrial Code*, Veterinary Authority means the Governmental Authority of an OIE Member, comprising veterinarians, other professionals and para-professionals, having the responsibility and competence for ensuring or supervising the implementation of animal health and welfare measures, international veterinary certification and other standards and recommendations in the *Terrestrial Code* in the whole territory.
- For the purpose of this document “Senior-Level Veterinarian in the Veterinary Authority” means a veterinarian who has responsibility for staff and resources and has regulatory authority to implement regulatory programmes.

Annex XXIX (contd)Annex III (contd)***Post-graduate education programmes***

- Research oriented
 - Masters of Sciences (MSc) or equivalent programmes
 - Combination of the first professional veterinary degree with either a MSc or a PhD
- Specialisation oriented
 - Masters in Preventive Veterinary Medicine
 - Masters in Veterinary Public Health
 - Other specialised degree programmes or certification programmes, in addition to the first professional veterinary degree and supporting the National Veterinary Services in:
 - technical areas such as aquatic animals, wildlife, human and animal epidemiology and ecological systems
 - non-technical areas such as legislation, foreign language, communication and economics.

Continuing education

Education that is relevant to the National Veterinary Services activities comes from an approved source and includes certification for attendance or completion.

- Employer directed training

Employer directed training is of particular relevance to those veterinarians who focus their careers on National Veterinary Service; in other words, those veterinarians on track to become a “senior-level veterinarian” in the veterinary authority. The veterinary authority should have in place plans for training employees so that they are fully competent in the regulations and programmes overseen by that authority.
- Conferences

Examples include the conventions offered by international, national, or regional veterinary professional organisation, which often provide various continuing education tracks; specialty organisations, such as the American College of Veterinary Preventive Medicine or the International Aquatic Veterinary Medical Association which provide continuing education sessions focused on the organisations specific area of expertise; meetings sponsored by one or more organisations focusing on a specific topic; such as the June 2011 OIE Global Conference on Aquatic Animal Health Programmes.
- Distance learning

Distance learning encompasses any type of learning done via electronic means, to include webinars; online, self-directed courses; virtual meetings (either via teleconference or video conference); collaborative spaces
- Other sources

Notwithstanding the above, there are other valuable sources of continuing education including peer reviewed scientific journals, peer to peer professional interactions, both in person and virtual, and On-the-Job experience.

Continuing education topics for private veterinarians delivering national veterinary services for terrestrial and aquatic animals:

- Emerging and re-emerging animal diseases
- Regulatory programmes for animal diseases, such as brucellosis, tuberculosis, bluetongue, infectious salmon anaemia and other diseases important to the region, to include detection, control, and eradication programmes.
- Food safety programmes at the primary production (farm) level

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- Slaughter inspection procedures
- Certification requirements and procedures
- Surveillance methods and programmes for transboundary diseases, including contingency plans
- Notifiable diseases: reporting procedures
- Animal welfare
- One Health issues including the collaboration between veterinarians and physicians, wildlife disease surveillance and control programmes and zoonotic disease prevention.
- Legislative regulatory and ethical framework of the functions delegated to private veterinarians
- Familiarisation with new diagnostic tools and laboratory methodologies, including sample collection, handling and submission
- Prudent use of veterinary products, both medicines (eg, antibiotics) and biologics (eg, vaccines).
- On-premise (e.g. farms) biosecurity programmes
- Preparedness and response to emergencies (both natural [eg, earthquakes] and man-made [eg, nuclear plant accidents] events)
- Where to find up-to-date and reliable information
- Other topics relevant to the country or region

Continuing education topics for veterinarians working within the Veterinary Authority

Additional details for these topics can be found in the “Day 1 competencies” document, Section 2, Introduction to advanced competencies (insert link to Day 1 Document).

- Organisation of veterinary services
- Inspection and certification procedures
- Management of contagious diseases including quarantine and movement restriction, compensation, vaccination and surveillance plans, etc.
- International trade framework
- Public law and regulation including administrative law, regulatory enforcement of health policy and justice
- Effective written and verbal communication in the primary language of Member Country to a variety of audiences (i.e. public, legislative, professional audiences)
- Promoting the welfare and protection of animals requires a working knowledge of the relevant national legislation and means to implement these. This implies knowledge of the activities of relevant national organisations including NGOs.
- Animal food production systems and economics
- Knowledge of when risk assessment is indicated
- Audit, checks and certification
- Food safety and hygiene including HACCP, antimicrobial resistance, residues and food processing techniques

Annex XXIX (contd)Annex III (contd)***Additional continuing education topics for Senior Level Veterinarians working within the Veterinary Authority***

- Language training appropriate to the needs of the National Veterinary Services and taking into account the three official languages of the OIE (English, French, Spanish)
- Best practices in administration and management.
- Human resources management including being able to effectively and efficiently utilise employees and others to accomplish the mission and goals of the organisation.
- Obtaining and management of financial resources, including effectively securing financial resources and efficiently utilising these resources.
- Effective written and verbal communication in the primary language of Member Country to the media.
- Project management including project design, evaluation of feasibility, obtaining of funding, implementation including measuring progress against established milestones, evaluation and reporting of results.
- Welfare and protection of animals including working knowledge of the relevant international standards, the means to implement these, and the activities of relevant regional and international organisations including NGOs.
- Advocating for science-based policies in a given political and sociological context.
- Application of risk analysis: drafting of appropriate questions for risk assessment and proposing risk management measures.
- Risk communication to the public and other relevant audiences.
- International trade regulations and procedures.
- Role and activities of International organisations, and their relevant standards and applications i.e. WTO, OIE, FAO, Codex Alimentarius Commission (CAC) and WHO.
- Audit the efficiency and effectiveness of veterinary services, their organisation, programmes and activities.
- Knowledge and management of databases and other sources of information relevant to the veterinary services.
- Broad knowledge of ongoing research in the areas relevant to delivery of National Veterinary Services.

Annex XXIX (contd)Annex IV**A Guide to Veterinary Education Twinning Projects**

Rev OIE - July 25, 2012

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Annex XXIX (contd)Annex IV (contd)**Introduction to Veterinary Education Twinning**

The rapid cross continental spread and wide occurrence of major animal diseases, such as highly pathogenic avian influenza (HPAI), H1N1, bluetongue and foot and mouth disease has highlighted the need for a global approach to the diagnosis, surveillance and control of Transboundary Animal Diseases (TAD), including zoonoses, diseases impacting food security, and food safety issues. It is clear that, with the current levels of global movement and trade, an outbreak of a TAD in any one country can be a threat to the international community. Successful containment and control of TADs and widely disseminated diseases will only be achieved through an early detection and a rapid global response. It therefore becomes essential that, through accurate diagnosis, disease is detected early, promptly reported to the international community, and that standardised, internationally approved control measures are applied appropriately with minimum delay. Accurate and early disease detection allows measures to be implemented at a time when the disease situation is more amenable to control, ensuring that resources are used more efficiently and that direct losses are kept to a minimum. Early warning of a possible threat allows neighbouring regions to be vigilant and ultimately reduces the risk of further disease spread. On a national and regional level, early detection and effective control depends on access to expertise and support by well-educated and technically capable Veterinary Services, including both public and private veterinarians.

The global spread of avian influenza, the H1N1 pandemic and even SARS have served to emphasise the relationship amongst animals-humans-ecosystems in the “One Health” paradigm 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 poorly trained public and private veterinarians who lack the modern skills, knowledge and resources to prevent and control infectious diseases at their animal origin. The sustainability of donor-driven investments in the livestock sector and the livelihoods of producers are compromised by poorly skilled animal health workers. There is a pressing need to develop a clear strategy for modernising and harmonising veterinary training in accordance with international standards that articulates the country-specific needs and addresses them with significant investments in facilities, curriculum and human resources to produce better qualified veterinarians in the public and private sector that can ensure international standards for the control of animal diseases, including zoonoses. In this regard, both initial and continuing professional education need to be considered.

Livestock are integral to the livelihood strategies of hundreds of millions of resource-poor farmers and pastoralists; they support many millions of the rural and urban landless throughout the developing world and typically have multiple roles or value for poor households (Perry et al. 2003, Thornton et al. 2003, Holden et al. 1997, Winrock 1992, Livestock in Development 1999). With a growing population and accelerating urbanisation, demand for livestock products is increasing quickly. Different livestock production and marketing systems present unique sets of disease prevention and control challenges in which limited human and financial resources, information and skills must tackle increasingly complex problems. Veterinarians have an important role to play to address the food security challenge.

The proximity and concentration of livestock and people, particularly in peri-urban areas in developing countries, pose great public health challenges from contaminated food, pollution and zoonotic diseases. The lack of appropriate animal health surveillance networks in both peri-urban and rural areas, including remote places, is also a concern. In many developing countries inadequate infrastructure and weak institutional arrangements for delivery of animal health and production services increase transaction costs and, in this context, impedes the delivery of multi-disciplinary animal health services as both a public and private good.

Animal agriculture accounts for up to 50 percent of agricultural GDP in some countries and significant rural employment opportunities. An estimated 1.3 billion people depend partially or entirely on livestock for their livelihoods, and livestock keeping is often a last resort for people without alternatives. On a global scale, producers in developing countries are now producing more meat than their counterparts in the developed countries and the gap is similarly narrowing for dairy products. This marks a substantial shift in the “centre of gravity” for livestock production from the more temperate zones to tropical and sub-tropical environments and similarly contrasting critical needs in terms of animal health, disease risks and veterinary education.

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This growth of demand for animal-source foods in developing countries has accentuated the multitude of related threats from increasing dependence on livestock including poverty and livelihood risks, food security, food safety, and trade-related transboundary diseases. The future of smallholder producers and their access to the evolving supply chains in the developing world should be considered in the unprecedented context of global trade and fundamental structural changes in production and processing of livestock commodities. The Veterinary Services, comprising the complementary roles of veterinarians in the public and private sector, play a fundamental role in these developments and their education and training must keep pace. The credibility of animal health services begins with the quality of veterinarians, and this implies both initial and continuing education, as well as systems for ensuring ethical and other standards in veterinary practice.

The effective delivery of services is confronted by a myriad of challenges related to poor (or the absence of required) infrastructure, geographic obstacles, limited financial and physical resources, unskilled veterinarians and possible resistance to change, which may originate in the veterinary faculties.

The establishment of effective animal health services, comprising complementary public and private sectors, is further restricted by illiteracy, non-professional semi-intensive or backyard production systems, severe resource limitations, competing regional and national vested interests and corruption. The delivery of multi-disciplinary animal health services in this environment is particularly difficult.

Disease epidemics often result in catastrophic losses. Epidemics marginalise farmers, destabilise rural economies, increase the potential for famine and conflicts, and often present a direct threat to public health. Many of these animal diseases are endemic in poor countries because of the weaknesses of national Veterinary Services; the lack of institutional capability for early detection and rapid response to animal disease outbreaks, to prevent isolated cases from spreading beyond national borders; and, most importantly, the lack of delivery of veterinary services (private veterinarians) at the farm level. A further significant concern relates to the arrangements for production, control and use of veterinary products such as medicines and vaccines. In the absence of effective veterinary controls, the use of poor quality, ineffective or dangerous medicines and vaccines can actually exacerbate risks associated with animal diseases, rather than helping to prevent or manage them.

Awareness that climate change places traditional livestock production systems in jeopardy has evolved into a tetrahedral discussion of animal-human-ecosystem health within the overriding complexity and influence of the climate change umbrella. Considering the geographic risks associated with endemic, re-emerging and emerging diseases, developing country veterinarians are at the front lines and a renewed investment in their education and training is paramount to ensure the effectiveness of any prevention and control program and to prepare this key profession to support the farming sector in the management of future risks and challenges.

The evolution of animal health services in developing countries is often restricted by a resistance to change in the government public service, slow acceptance of the relevant role and responsibilities of the private sector and a lack of fundamental reform in the educational institutions. Established curricula and commitment to traditional and historical approaches and methodologies make it difficult to introduce more modern, science-based approaches to training and education that can be adapted to the local need. There is a gradual erosion of veterinary resources driven by deteriorating reputation of the profession, attrition with insufficient replacement plans, technical over-emphasis, inadequate salaries and incomes and very poor advocacy nationally, regionally and internationally, especially with donors. Poorly paid veterinary professionals may derive the major part of their remuneration from the sale of veterinary products. If there are not appropriate controls on quality, this can result in a very poor reputation of the veterinary profession. There is very little public or political appreciation of the role of Veterinary Services in mitigating the disease risks associated with public health and food safety and their ultimate impacts on poverty alleviation, food security, trade, tourism and GDP.

In many countries, qualified field veterinarians are aging and the lack of opportunities for young people in the private veterinary sector, given minimal government salaries, has encouraged them to opt for other career choices. Recent surveys in Eastern European and Central Asian countries, for example, indicate that the majority of field veterinarians are over 50 years of age with less than 12% under 40 years of age. Encouraging anecdotal evidence, however, indicates that donor supported programs which provide contracted vaccination fee-for-service to increase private veterinarians' incomes may be acting as a catalyst to increase the number of young people interested in the profession and applying to the veterinary schools.

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An educated veterinary workforce would support countries' efforts to meet the requirements of the World Trade Organization (WTO) Agreement on the Application of Sanitary and Phytosanitary Measures (SPS Agreement) which requests that sanitary measures are based on scientific principles. All Members of the OIE are expected to comply or move towards compliance with these international guidelines and standards that are prescribed in the OIE *Codes* and *Manuals* for terrestrial and aquatic animals. The standards for veterinary and aquatic animal health services are respectively laid down in the OIE *Terrestrial Animal Health Code* and in the *Aquatic Animal Health Code*. The OIE PVS Pathway provides clear guidance for alignment of national Veterinary Services with international standards and veterinary education is a fundamental resource to achieve this goal. Through effective Veterinary Services, Members of the OIE should have scientific competence and capacity to contribute, using scientific justification, to the development of trade standards on an equal footing with other Members and, where appropriate, conduct risk analyses as a basis for establishing and justifying national policies. A well-educated veterinary workforce is necessary to provide for scientifically based risk assessment, understanding of OIE standards and guidelines, credible reporting of disease and effective delivery of services to producers and consumers.

It is essential that veterinary scientific communities in developing countries are strengthened so that they are able to contribute fully to discussions leading to the adoption of OIE standards. At present the modern academic expertise, innovative research resources and progressive training capacity are provided through institutions in developed countries. This tendency leads to a geographical distribution favouring the northern hemisphere. There is a need for a more even spread both in terms of geography and countries. Capacity and expertise needs to be extended to developing and in-transition countries so that they can become self-sufficient in effective surveillance, prophylaxis, and control of animal diseases, and that, when justified, reliable evidence and scientific justification can be provided to certify animals and animal products as safe for trade.

One of the main objectives of the OIE Veterinary Education Twinning Programme is to ensure a more fair distribution of veterinary education resources in developed and developing countries while also contributing to the "One Health" agenda.

The OIE established the *ad hoc* Group on veterinary education (AHGVE) to support the development of essential standards for veterinary education with the fundamental skills to meet the needs of the public and private components of the national Veterinary Services. The ad hoc group has identified 'Day 1 Competencies', which veterinary graduates should have in order for the national Veterinary Services to meet the OIE international standards for effective performance: the "OIE recommendations on the Competencies of graduating veterinarians ("Day 1 graduates") to assure high-quality of National Veterinary Services". In effect, the Day 1 competencies provide a template for the development of the Model Core Curriculum Guidelines. The application of this template by the Veterinary Education Establishments (VEE) of developing countries would provide the catalyst for upgrading veterinary training and address a key capacity building need of many developing countries.

The insertion of courses concentrating on "Day 1 Competencies" in the curriculum should not prevent the need to include aspects linked to local circumstances and local demand.

The OIE Veterinary Education Twinning Programme

The veterinary education twinning program has evolved from the ongoing work of the OIE to develop the OIE PVS Pathway, drawing on the AHGVE recommendations on Day 1 Competencies and on the Model Core Curriculum Guidelines, on the OIE recommendations on the Competencies of graduating veterinarians ("Day 1 graduates") to assure high-quality of National Veterinary Services, and on the lessons learned with the OIE Veterinary Laboratory Twinning Initiative. It essentially involves creating and supporting a link that facilitates the exchange of knowledge, ideas and experience between two veterinary education establishments (VEE). "Twinning" has been followed by the OIE as a method for improving institution capacity and expertise in developing and in-transition countries. A recent example of the successful application of twinning on a large scale was the European Union (EU) enlargement (pre-accession) programmes. Over 1000 twinning projects were implemented to assist accession countries in meeting and maintaining the standards required for entry into the EU. The OIE has also gained experience on this concept with its ongoing Laboratory Twinning Programme. The OIE Veterinary Education Twinning Programme is therefore expected to create opportunities for developing and in-transition countries to develop modern educational facilities and methods based on accepted international standards. This will be achieved through individual twinning projects. The eventual aim is to create more centres of excellence for veterinary education in geographic areas that are currently underrepresented and to achieve a better balance in the global distribution of well-educated veterinarians.

Annex XXIX (contd)Annexe IV (contd)

Each twinning project is a partnership between one or more recognised and preferably accredited veterinary education establishment(s) and a Candidate veterinary education establishment. The Candidate establishment may wish at a later stage to eventually achieve accreditation under an existing well established accreditation body, and/or any other possible current or future well established international accreditation or recognition mechanism. The accredited veterinary establishment(s) could provide technical assistance, guidance and training.

Objectives for each Twinning project are jointly agreed by the OIE and the Directors/Deans of the participants (i.e. Parent and Candidate Establishments) and endorsed by the National Delegates to the OIE of the countries concerned. The guiding or Parent Establishment(s) and their designated expert(s) will be teamed with counterparts in the Candidate Establishment and would be the driving force, ensuring the success of the project. A strong relationship will ensure a flow of expertise that will benefit the Candidate Establishment. Links should be formed between staff (teachers) and students at all levels. The concept should be flexible and adaptable to a range of situations. For example, possible steps might include helping to implement a self-assessment to develop a comprehensive strategic plan for the development of the faculty; this plan could then provide the basis for a long-term collaborative Memorandum of Understanding (MOU) and commitment amongst the Parent and Candidate Establishments and provide for more specific interventions and activities related to curriculum development; facilities design, including capital fundraising; faculty upgrading programs (MSc/PhD); faculty; teacher and student exchanges; graduate programs; and collaborative research. The signing of the MOU could trigger possible additional funding through donor and other organizations to support the eventual long-term objective(s) and could allow the Candidate Establishment to achieve its goal of improving the quality of veterinary education it delivers. Twinning aims to upgrade veterinary education, especially in relation to the needs of the national Veterinary Services, to meet satisfactory international standards as established by the OIE, which at the request of countries can be evaluated in the framework of the PVS Pathway. The benefits from the Twinning project should be sustainable, remain long after the project has closed and lead to the maintenance and further development of veterinary and educational expertise in the region. Ideally the relationship amongst the collaborating institutions should be a long and lasting one, building on the collaborative and mutually beneficial programs.

Adherence to “Day 1 Competencies” provisions and the Model Core Curriculum Guidelines published by the OIE should be clearly mentioned in the Memorandum of Understanding and the twinning programme.

To increase the chances of success, the project should focus on well-defined, achievable and measurable outputs from the Candidate Establishment’s strategic plan. Clear-set benefits are realised throughout the project, allowing it to be divided into stages with set outputs from each stage. Progress can be monitored through achievement of these goals. The World Animal Health and Welfare Fund, managed by the OIE and supported by donors, will provide financial support for the Veterinary Education Twinning projects and will ensure implementation of relevant audits regarding the use of the funds. This is to support and sustain the link between the participating institutes for the duration of an approved project and to ensure the effective transfer of expertise and capacity to the Candidate veterinary establishment. It is not an objective of Twinning to support civil works or the procurement of equipment or of hardware for e-learning platforms.

The Twinning project may, however, include an assessment of the needs and of the costs (civil engineering, buildings) for such hardware as part of the strategic plan, so that other necessary resources beyond those provided for Twinning can be allocated appropriately. The Twinning partners would be expected to advocate the strategic plan with Government and donors to identify potential sources of financing for capital projects, facilities upgrades and equipment or research grants which would contribute to this effort.

Twinning is part of the wider OIE initiative to improve the capacity of Veterinary Services in developing countries; it therefore has synergy with the OIE Evaluation of Performance of Veterinary Services (PVS) Pathway and the sister OIE Laboratory Twinning Programme.

Annex XXIX (contd)Annex IV (contd)**OIE Standards**

OIE Standards are recognised by the World Trade Organization as reference international sanitary rules and are mainly laid down in the following four reference documents: the *Terrestrial Animal Health Code*, the *Manual of Diagnostic Tests and Vaccines for Terrestrial Animals*, the *Aquatic Animal Health Code* and the *Manual of Diagnostic Tests for Aquatic Animals*. The *Codes* relate to rules that member countries can use to protect themselves from the introduction of diseases and pathogens via trade, while fully respecting their obligations as WTO Members. The OIE standards for testing and vaccination of terrestrial and aquatic animals are laid out in the *Manuals*. Early, rapid and accurate detection of disease followed by rapid response to animal disease outbreaks and immediate reporting to the international community are primary and essential steps for effective control of animal diseases. The OIE and the international community recognises the critical role of veterinarians in OIE Reference Laboratories and Collaborating Centres and throughout the national animal health systems/Veterinary Services and also recognises the need to ensure an optimal level of fundamental skills to overcome problems relating to surveillance and control of OIE listed diseases.

The OIE has adopted international standards on quality of Veterinary and Aquatic Animal Health Services, respectively in the Sections 3 (“Quality of Veterinary Services” and “Quality of Aquatic Animal Health Services”) of the *Terrestrial Animal Health Code* and of the *Aquatic Animal Health Code*. The *Terrestrial Code* makes reference to the ‘Day 1 Competencies’ document.

Scope of Veterinary Education Twinning projects

The scope of subjects covered by Twinning is wide; objectives of individual projects may adopt specific elements of the initial strategic plan for the Candidate Establishment and range from the implementation of the Model Core Curriculum Guidelines in one or more disciplines to include faculty upgrading, staff and student exchanges, collaborative research and preparation of capital projects for facilities upgrading. The project should always be relevant to the needs and local circumstances of the area/region in which the Candidate Establishment is situated.

The length of the project will depend on the scope of the project; OIE Twinning projects have a minimum duration of 2 years and a maximum of 3 years (extensions may be envisaged).

Project proposals may be drafted with reference to a self-assessment and strategic plan for the Candidate Establishment. The project should be linked to the use of the country PVS evaluation report (when available). The PVS Gap Analysis report of the beneficiary country and Veterinary Services Strategic Plan can also be used (when relevant) to create opportunities for additional co-financing.

To maximise the benefits of the project, it is important to select realistic, achievable objectives where significant improvements can be made. Choosing objectives that are too ambitious will introduce a risk of project failure. It is important to focus on improving specific areas of education and training that will provide demonstrable and practicable benefits to the country needs.

To this end, the strategic plan for the Candidate Establishment should reflect country needs in terms of the national Veterinary Services and all related institutions as well as the priorities for national animal health and food safety programs (e.g. disease surveillance and reporting; epidemiology; health and pathology in food producing animals; regulation of veterinary medicines and vaccines). This will form a solid platform on which to build and demonstrate benefits to the government, deans and teachers at veterinary faculties, veterinary students and other stakeholders.

Annex XXIX (contd)

Annex IV (contd)

Candidate veterinary education establishments may be already benefiting from other bilateral or multilateral projects aimed at increasing their capacity or expertise. In this case, a Twinning project should be designed to ensure coordination between related projects and to avoid duplication, thereby maximising synergies among the current and future projects. In cases where there are other donor-funded programs related to the project (livestock development, food safety, agricultural competitiveness, One Health, etc.) efforts should be made to link the project in a supporting role and seek co-financing through other donors (World Bank, EU TEMPUS Program, bilateral programs, etc.). The Twinning project should also provide a mechanism for partnering institutions to access related development projects to provide technical assistance, training and consulting services with appropriate remuneration. Dual funding for the same activities should be avoided; co-financing of complementary activities should be encouraged. Although some Twinning projects will result in wide-spread and significant improvement in the quality and capacity of the Candidate Establishment, in other cases, Candidate Establishments may achieve upgrading only in specific areas of work, for example, a limited range curriculum development focused on national service needs.

Principles for selecting Parent and Candidate Institutions

The success of a Twinning project depends on the selection of appropriately matched institutions and well-defined achievable objectives. The project relies on the support and governance of national Veterinary Services.

It is essential that the National Delegates to the OIE (nominated by their Government) in the countries involved and the respective University Management (Executive Directors/Deans) agree and support the Twinning arrangement.

The Twinning should preferably take place in a country where the PVS has been completed (or where the OIE PVS Tool is used for self-evaluations), and subsequent PVS Gap Analysis and national Veterinary Services Strategic Plans are underway, when relevant. Twinning aims to extend the OIE network of expertise to areas where there is a need. The need may be influenced by the disease situation, features of animal production systems in that area, food safety policies, or it may be based on a risk assessment. Candidate Establishments should be in a region where expertise and capacity is currently deemed to be deficient as reflected in the PVS or other reputable assessment/project appraisal tool (e.g. World Bank review). In terms of capacity and access to expertise, Twinning should provide national and regional benefits.

A tried and tested relationship has a good chance of being sustainable and successful. Twinning between establishments that already have a good relationship should be encouraged. A Parent faculty should be accredited or approved by a respected national or regional veterinary educational accrediting or assessment entity and have the required level of expertise and capacity relevant for the Twinning project including significant experience in working with developing countries. Candidate Establishments should have the real potential to make significant improvements in terms of capacity and expertise. They will need adequate facilities and infrastructure, and demonstrate that they have the will and resources to improve. Preference would be given to those Candidate Establishments already receiving or planned to receive concurrent Government or donor investment projects. The resources for administering the project and for training must be considered at both the Parent and Candidate veterinary education establishments. The partnership will require effective and reliable communication links between the participating institutions and experts.

If the project is to succeed, goals that are set at the outset must be realistic and attainable. The selection of Twinning partnerships should be transparent and open. The Twinning project is principally between the institutions, and the formal agreement is between the OIE, the lead Parent Establishment and the lead Candidate Establishment, with the official agreement of the two Governments concerned. However, there is scope to involve more than these two institutes in some or all of the activities. For example, to broaden the scope of the twinning project, the Parent Establishment may wish to partner with (an)other Parent Establishment(s) for some of the specific capacity building activities in the Candidate Establishment or to access additional potential funding sources or co-financing for the project.

Annex XXIX (contd)

Annex IV (contd)

There may also be advantages to involving permanent staff from more than one Parent/ Candidate establishment in activities such as training. These additional staff may belong to other Universities from within the country of respectively the Parent/Candidate establishments. The intention to do this should be clearly stated in the project plan and any additional budgetary needs should be clearly identified. The formal agreement will still remain between the OIE, the lead Parent Establishment and the lead Candidate Establishment. Partners may choose to engage other national institutions as a way of sharing resources for training and for strengthening links between more than two faculties.

Multiple twinning projects in the same institute

To manage resources effectively and to maintain an even geographical balance, it is not recommended that a Parent Establishment be involved in more than two twinning projects at the same time. Any restrictions on the number of projects that an Establishment or Organisation is involved in may be considered on a case by case basis.

Roles

The Parent(s) Institution

The Parent Establishment is the driving force, ensuring the success of the Twinning agreement and project. The project manager at the Parent Establishment is responsible but may decide to nominate a project leader who will be responsible for the activities of the Parent Establishment. The Parent Establishment finalises the project proposal and work plan with the Candidate Establishment and submits this to the OIE Headquarters in Paris. The Parent Establishment is accountable and responsible for the implementation and use of the financial resources supporting the Twinning project. The Parent Establishment will prepare and transmit the interim and final technical/financial reports to the OIE.

Candidate Institution

The Candidate Establishment should be fully committed to improving its capacity and expertise with the eventual aim of achieving the goals established in the Twinning project. Although the Parent Establishment is the driver of the project, the Candidate Establishment, being the beneficiary, owns the end result that has been achieved through the partnership. The project manager (or someone he/she nominates) at the Candidate Establishment is project leader for activities of the Candidate Establishment.

The OIE

The OIE Headquarters receives project proposal for examination and further approval. It provides support and coordination for the overall Twinning programme. The OIE will ensure that technical and financial controls, outlined in the mutual agreement between the participating institutions, are applied and comply with the requirement of the donors involved. The OIE will initiate and facilitate negotiations between the OIE and potential financial donors to further assist Twinning projects. The OIE Headquarters is responsible for reviewing and providing advice on the technical components of the Twinning projects.

The OIE World Animal Health and Welfare Fund provides financial support for the OIE Veterinary Education Twinning Programme, depending on resources available.

Annex XXIX (contd)Annex IV (contd)**Submission of proposals for OIE-supported Twinning****Initial approach and project brief**

A Candidate or Parent Establishment may express interest in taking part in a Twinning project. This may be a joint or individual expression of interest. The initial approach should be accompanied by a project brief, which may be in the form of an email or letter to the OIE Headquarters. This is a brief description of the reasons for the project and the benefits that the project will provide. It should summarise the justification or mandate for the project. This should also be sent or copied to the national Delegate(s) to the OIE corresponding to the establishment(s) concerned. It should be clearly stated when the Parent or Candidate Establishment submitting the expression of interest has chosen an Establishment with which it wishes to twin. The Parent Establishment should preferably be an accredited or approved establishment (as described above) with relevant expertise. There must also be a demonstrated commitment to international development and institutional expression of interest in carrying on the long-term collaboration between the institutions long after the project has been completed.

In the context of this Manual accreditation refers to accreditation or approval of veterinary education establishments under a respected national or regional veterinary educational accrediting or assessment entity and/or any other current or future well-established national or regional accreditation or recognition mechanism.

In other cases, where a Parent Establishment has not been indicated by the Candidate Establishment and the initial interest is supported, the OIE may suggest a suitable partner, depending on the specific request, location, and disease situation. The OIE may also receive an expression of interest from a Parent Establishment and propose a Candidate Establishment to the Parent Establishment. Following receipt of the project brief, the OIE will advise on further action.

The written agreement of the National Delegate(s) to the OIE of the countries of the Parent Establishment and of the Candidate Establishment will be sought. This is the responsibility of the two Delegates to carry out appropriate consultations at country level and to seek appropriate support from line authority of the faculties concerned if appropriate.

Project proposal

Any Candidate or Parent Establishment that has the agreement of the Delegate to the OIE can submit a project proposal to the OIE following submission of a project brief. The OIE may advise on factors that make it unlikely for the application to be successful; this might include duplication with an existing or proposed Twinning project in the region. The potential Parent Establishment should submit the project proposal to the Director General of the OIE. The Twinning proposal should include:

- (An) official letter(s) signed by the Directors/Deans of both establishments. This must indicate that the Directors of both institutes support the Twinning Project and are committed to a long-term collaboration beyond the life of the project.
- (An) official letter(s) signed by National Delegates to the OIE of the two lead countries concerned (Parent and Candidate Establishments).¹
- The details of the Establishments and the responsible experts at the Parent and Candidate Establishments. If the responsible expert leaves or is replaced, the OIE needs to be informed of this and to agree to the change.
- The Curriculum Vitae of the teachers/experts at the Parent and Candidate Establishments.
- A project plan with objectives, component activities, including timetable and all the points covered in Annex 1.
- A budget proposal: it should be drafted in accordance with the template in Annex 2. Wherever possible, there should be justification for costs. There will not be scope for funding expenditures outside of the agreed final budget.

¹ The(se) letter(s) can be provided later in the process but in any case a letter confirming the agreement of both National Delegates to the OIE must be received by the OIE before funds can be transferred to the Parent Establishment.

Annex XXIX (contd)

Annex IV (contd)

The application dossier has to be submitted in one of the official languages of the OIE (English, French or Spanish). On the basis of experience, documents in English would facilitate communication and validation of the applications. A hard copy and an electronic copy should be sent to the Director General of the OIE. Consideration of selection criteria and a statement of clear, measurable and achievable objectives will improve the chances of a successful application.

A letter confirming the agreement of both National Delegates to the OIE must be received by the OIE before funds can be transferred to the Parent Establishment.

The OIE provides a template for the project plan, budget and Twinning contract; this is available on request. If the proposed procedure is not in accordance with some of the institutional procedures of the Parent/Candidate Establishments concerned, the OIE will seek a commonly agreeable solution.

Evaluation of proposal

Advice on technical components of the Twinning proposal will be provided by the OIE Headquarters. In certain circumstances where the OIE agrees that there is an urgent need to approve a Twinning project, the procedure may be fast-tracked, by seeking the advice of veterinary education experts nominated by the Director General of the OIE within the Ad Hoc Group on Veterinary Education by means of electronic communication. The final decision will be made by the Director General of OIE. To cater to the variable nature of Twinning projects, the evaluation process will consider each application on a case-by-case basis.

Preferential consideration would be given to those proposals which: (i) reflect a commitment to curriculum development and implementation of the Day 1 Competencies and Model Core Curriculum Guidelines for veterinary education establishments developed by the OIE, (ii) reflect a long-term mutual commitment between institutions well beyond the life of the project and supported by an MoU in this regard, (iii) are linked to the OIE PVS Pathway, and (iv) are supported by current or potential complementary funding or co-financing through Governments or donor organisations. .

Feedback following evaluation

The OIE will consider each proposal and respond by accepting the proposal, seeking further clarification or rejecting the proposal. In the case of the latter, the OIE will give a reason for the failed application.

Signature of contract following project approval

Following technical review by the OIE, a financial contract must be signed by the Directors/Deans of the Parent Institute, and the OIE. The Directors/Deans will indicate in the contract a lead contact person responsible for the financial management of the project. Annexed to this is the project plan, which should be signed by the Directors of the Candidate and Parent Establishments; each page should also be initialled by the signees.

If the proposed procedure is not in accordance with some of the institutional procedures of the Parent/Candidate Establishments concerned, the OIE will seek a commonly agreeable solution.

The project should be initiated without undue delay.

Project plan

The project plan describes thoroughly the project objectives, as well as how they will be met, at what cost, by when and by whom. It houses the details of the project and will be a reference point throughout the project. The plan should emphasise the key areas of work where improvements will have a significant impact on the overall benefits of the project.

Annex XXIX (contd)Annex IV (contd)

The project should be divided into stages with defined measurable outputs from each stage. Examples may include the completion of a workshop, curriculum upgrading, or the attainment of a certain level of competence in an institutional procedure. At the end of each stage, it is important to hold a review to assess project progress and address any outstanding issues. This would include checking that targets have been met, assessing budgetary expenditure, considering project risks and planning for the next stage. Any lessons that have been learned should be used to improve the project. For future reference, it is important to summarise the review in a brief written report.

In some cases, changes will need to be made to the plan as priorities shift or as project issues arise. Examples may include the new study methods or unique curriculum approach or reforms not accounted for in the project plan, developments in the disease situation, or changes to the political, commercial or legislative environment. The project plan is a dynamic document and needs to be updated when necessary. Any changes to the project plan should not increase expenditure beyond the project budget. Significant changes to the project plan, affecting the overall project or budget, should be submitted to the OIE for approval before being adopted.

To ensure optimal benefits and avoid duplication, the project plan should account for the activities of any other ongoing OIE Twinning projects in the Candidate Establishment, and where possible, other institution capacity building initiatives. An outline of what the project plan might include is shown in Annex 1.

Budget request

A budget for the project is agreed between the OIE and the Twinning participants. An initial draft budget is jointly submitted by the Parent Establishment and Candidate Establishment as part of the project proposal. It must reflect the subjects and activities outlined in the project plan.

As a guide, the budget should fit the template in Annex 2 and should be subdivided into **subjects, activities, and nature of expenses** (travel, daily allowances, etc.). A subject is a general item (e.g. training) whereas an activity is more specific (e.g. a workshop); each activity forms a budget line. An activity should be an isolated cost, i.e. separate and not linked to any other costs in the budget plan. Justification for costs should be provided wherever possible.

The budget should be expressed preferably in Euros (EUR), or otherwise in US Dollars (USD). Following review of the draft budget by the OIE, it will be accepted, returned with comments or rejected. If it is accepted, the draft becomes the final version. If it is returned with comments, the Parent Establishment has the opportunity to consider and submit a revised version in consultation with the Candidate Establishment. A budget will only be allocated to activities for which financing is requested and where those activities are eligible for funding.

The following are examples of eligible costs (The maximum duration of each individual mission is three consecutive months (corresponding to no more than 90 sequential calendar days)):

- Travel costs (economy class) and per diem for experts visiting the Parent or Candidate Establishment to participate in activities directly related to the Twinning project. Travel costs, including per diem, must be in line with current OIE rules (contact OIE for guidance and current rates).
- Travel (economy class) and accommodation including reasonable daily living allowance for faculty sabbaticals and long-term student exchanges between institutions;
- Tuition fees, travel and reasonable per diem for MSc programs and, on an exceptional basis, for PhD programs for teachers (mainly junior) from the Candidate Establishment to train at the Parent Establishment during the term of the project. The Parent Establishment would be expected to provide discounted tuition fees or domestic rates where there is a higher foreign student rate in place.
- The costs of educational and training materials and publications that are directly linked to the Twinning project, including translation costs.
- Curriculum development including expertise and new teaching and audio-visual materials.
- Shipment of educational and training materials.

Annex XXIX (contd)Annex IV (contd)

- Training activities and material such as stationery specifically for seminars, excluding certain items such as printers, Information Technology (IT) equipment, photocopiers. Details of the training activity and specific costs must be submitted.
- Communication costs for telephone conferences (with sufficient justification). The use of cost-effective communication means is encouraged (e.g. Internet-based phone calls).
- Civil engineering surveys/studies (cost estimates for buildings and hardware).

Funding is **not available** for:

- General overheads, administrative costs, and contingencies².
- Institution hardware (such as equipment, clothing, IT equipment, including for e-learning platforms).
- Capital projects (constructions, etc.).

The use of external consultants, or inclusion of training fees, shall be limited to certain restricted specific consultant activities, or trainings where external expertise is essential, such as use of private veterinarians for certain training sessions, preparation of a call for tender for infrastructure and equipment, or external training on a relevant specific topic. Justification must be provided and the outcome should be made available to the OIE. Approval of any consultancy fees will be decided on a case by case basis, and must be approved before the project has started; claims cannot be submitted without prior approval for these costs.

It is not an objective of Twinning projects to directly provide funds to equip institutions with hardware or civil works. However, a Twinning project may include an expert assessment of the institutions' needs for additional hardware and facilities upgrading.

Funding for complementary needs that are not within the scope of twinning

Resources for needs that are not within the scope of institution twinning and are available from other sources may complement or enhance the capacity building objectives of twinning. This may include funds for capital construction, institution hardware, faculty and staff upgrading, or other activities, such as research. When such funds are available, the OIE may assist the Parent or Candidate Establishment in accessing them. In this situation, the Parent and Candidate Establishments should submit a joint one-page proposal, separate to the twinning project proposal, to the OIE summarising the approximate needs, with a short explanation of how this will complement the twinning project. The OIE can use this document, on request, to try to assist the institution to obtain resources from specific donors. Preferential consideration would be given to those proposals which can verify complementary funding of co-financing through their Government programs of donors.

OIE Institution Twinning without OIE financial support

Some institutions may wish to apply for OIE Institution Twinning without making a request for financial support from the OIE; for example, they may receive funds from their own country or from other donors (bilateral projects). In such cases, a budget does not need to be submitted. However, the project should comply with all other aspects of OIE Institution Twinning, in particular monitoring of outputs and performance. A Letter of Agreement (LoA) or a Memorandum of Understanding (MoU) may need to be signed with the OIE.

Assessment of institution material needs

During the Twinning project, the Parent Establishment may arrange, in the framework of the Twinning, for an assessment of the material and capacity building needs of the Candidate Establishment. This will take into account the expertise at the Candidate Establishment, the level of expertise required to train and upgrade staff and faculty, to implement new curricula, or to use the equipment and/or improve the capability to maintain and run the equipment. Funding for purchase of institution hardware will not be provided by the OIE Twinning budget. However, an assessment of material needs by external consultants may help the Candidate Establishment to source other external funding or use existing funds to maximum benefit.

² Specific local legal administrative constraints can be addressed on a case by case approach.

Annex XXIX (contd)

Annex IV (contd)

Guidance for training and curriculum development

Training will be an inherent part of the Twinning project and must contribute to the overall objectives of the project. The nature of training activities may include day-to-day communication on specific issues, sharing of scientific communications, comments on draft papers, short secondments between institutions and student exchanges including sabbatical assignments, participation in technical meetings and conferences, joint seminars and structured workshops for staff from both institutions. Training should focus on developing self-reliance in the Candidate Institution leading towards achievement of goals established in the proposal and long-term improvement in the quality and capacity of veterinary education and hence, national veterinary services.

Training and curriculum development activities should be part of the overall strategy for upgrading to provide a full complement in the targeted disciplines and throughout the faculty and in accordance with a Gender strategy.

The faculty upgrading and training should be regularly evaluated to assess that the objectives are being met so that improvements can be made, when necessary. When planning a workshop or seminar, it is important that participants are chosen for their experience and expertise or are chosen from a specific related area of work. Learning material must be relevant. The objectives of the training activity should be clearly defined at the outset so that suitable participants can be selected. In deciding on suitability of participants, it may help to review applicants' CVs or brief biographies. All participants in training must be staff of the Candidate Establishment and preference should be given to upgrading junior staff as part of the faculty development program.

Links between staff

To maximise the benefits and to avoid the risk of knowledge gaps, it is important that strong links are formed between staff of the Parent and Candidate Establishment at every level. Whilst the experts are involved with high level expertise and management, other institution staff, teachers, researchers and technicians have hands-on, day-to-day experience in essential technical and practical activities. Knowledge will be shared more effectively through direct links between people.

Flexibility

The approach to training and the training material should take into account factors such as the language spoken in the institution, cultural issues, technological capability and budget. Some of these will be limiting factors and will need to be considered in the early planning stages of the project.

Training trainers

It is important that people at Candidate Establishments are trained in a way that allows them to disseminate expertise to their Colleagues and students and farmers to contribute to the overall institutional upgrading. This involves selecting participants with good communication and evaluated teaching skills who are in a position to pass on their knowledge. The training activities should take this into consideration, when relevant, by incorporating teaching skills into the work programme and using training material that is suitable for teaching and for wider dissemination.

Assessment

It is essential to assess that training, curriculum and faculty upgrading are meeting the expectations of the participants – for example, for training, this may be achieved through a pre- and post-training questionnaire that allows suggestions about how training could be improved. Accurate and useful feedback is more likely when questions are carefully considered, and when participants have the opportunity for anonymity and are given a convenient time to complete the questionnaire. This should be done as close to the training as possible or during the training period. To assess whether the training is having the desired effect, it may be helpful to evaluate the level of competence of those being trained. This assessment may be informal.

Annex XXIX (contd)

Annex IV (contd)

Secondments

During a secondment or sabbatical assignment, a member of staff at either institution spends time at the other institution on detached duty. Good examples include hands-on training of the staff or for the assessment of material needs and working practices in the Candidate Establishment. Secondments or assignments that are part of the Twinning project must have direct benefits for the Twinning project. Establishment from Candidate Establishments should have teaching and research assignments in the Parent Establishments and vice versa. Secondments should be well-planned. Specific needs should be discussed in advance of the secondment period to allow a plan to be constructed and, if necessary, appropriate materials to be sourced. The maximum length of a secondment supported by OIE is usually 3 months.

Monitoring

Monitoring is essential to ensure that the project remains within its scope, meets its objectives and uses its financial resources effectively.

Monitoring performance

To ensure that the project achieves its objectives within the set period it is important to regularly monitor progress and take corrective action when necessary. Underperformance needs to be identified as early as possible in order to minimise the impact on the project. Performance should be monitored by the achievement of predefined set goals within the project timeframe.

To facilitate monitoring, the project plan can be divided into stages; at the end of each stage, a result is delivered. Examples of a product or output may include completion of a workshop, publication of a training manual, or attainment of certain objectives such as veterinary curriculum update. These should be set to a timetable. At the end of each stage, a review should take place led by the expert (or someone he/she nominates) at the Parent Establishment; this can be brief and informal. The review provides the opportunity to take stock, summarise the achievements of the previous stage, and, if targets have not been met, to understand why, in order for action to be taken. It is important to document this and to reflect any necessary changes in the project plan.

Monitoring expenditure

Actual spending should be documented regularly throughout the project (see 'Verification of expenditure').

Project risks

An awareness of factors that may hamper project progress and increase project costs is needed. These risks may be present from the beginning of the project or arise after it has started.

Every Twinning project is likely to encounter project risks. An awareness of potential project risks is the first step to avoiding them. Before starting and during the project it is advisable to:

- Identify project risks;
- Consider the impact that they may have on the project if they occur;
- Consider how likely they are to occur;
- Consider what action can be taken to minimise their impact.
- Document tentative plans to be used should an identified risk occur.

Risks that need to be considered may include political factors, such as the frequent replacement of the Director/Dean of the institution concerned. Many, but not all, risks can be identified prior to starting the project. It is important to regularly monitor risks and evaluate them as they arise. A convenient time to do this is at the end of each defined stage of the project. If a risk becomes an issue that may affect the whole project or budget then the OIE must be notified immediately (see 'Exception report').

Annex XXIX (contd)

Annex IV (contd)

Reporting requirements

As a minimum, after agreement with the Candidate Establishment, the Parent Establishment should submit the following reports to the OIE Headquarters, Paris. In addition to these reports and when relevant, it is recommended that end-stage reports are documented. The reports should be typed in one of the official languages of the OIE (English, French or Spanish).

- An **interim report**, within the first year, but at least 6 months after the project has started (date of transfer of funds to the Parent Establishment).
- **Annual reports**, within 1 month of the end of each year from the project start date.
- A **final report**, as soon as possible upon completion of the project. The final reports should be jointly prepared by the Parent and Candidate Establishments, co-signed and submitted to the OIE Headquarters.

The reports should include the items listed in Annex 3. Annual and final reports must include details of actual expenditure and a summary of the technical activities carried out within the project (e.g. training courses or seminars – including dates, venue, and number of participants –, preparation for an accreditation procedure, etc.), as well as specific information on the implementation of the Model Core Curriculum Guidelines. Financial reports shall correspond to actual expenditures directly related to the project and supported by corresponding evidences (price estimates, invoices, receipts, ledgers, etc.). Unjustified round figures, lump sums, or copies of the budget will not be accepted as financial reports.

Exception report

If a serious exceptional issue is encountered that affects the overall project or budget, the OIE should be notified immediately by way of a report. The report should provide a full description of the problem and identify recommended actions. The OIE will consider the report and communicate on further action.

Financing arrangements and payments

Funds will be transferred by the OIE to and managed by the Parent Establishment; payments will be made when the project is initiated, following an interim report/request, and after receipt of each report. The size of the payments, as a proportion of the total budget, will be calculated on a case-by-case basis. As a general rule approximately 30% of the total budget will be transferred to the Parent Establishment when the project is initiated. The remaining budget will be transferred to the Parent Establishment over the course of the project, following receipt of interim, annual and final reports as per provision of the contract for each twinning project.

Any budget that remains unspent (or non-eligible expenditures) at the close of the project must be refunded to the OIE (or will be deducted from the final payment, as appropriate).

Verification of expenditure

It is important that financial expenditure complies with the project plan, budget and eligibility rules. In certain circumstances, the OIE, or a Donor, may require that an audit is carried out during or after the project. Therefore, all financial records and detailed accounts, including evidence of expenditure (price estimates, invoices, receipts, ledgers, etc.) must be kept available for at least 5 years after the project has closed.

The OIE may request verification of expenditure at any point during the project. It is very important that financial records are kept up to date and that justification and receipts of expenditure are available for a random exceptional audit. Any audit (exceptional or post-project) will be carried out by authorised OIE staff or an independent expert appointed by the OIE or by a Donor in agreement with the OIE.

Annex XXIX (contd)Annex IV (contd)

In order to review progress across Twinning projects, compliance with technical and financial principles of twinning, and to identify lessons that can be used to further strengthen the effectiveness of the programme, at the request of the Director General of the OIE, and without prejudice to other audits that may be requested at the request of specific donors or carried out by some donors, a technical and financial Audit can be implemented by the OIE on randomly selected Twinning projects. A technical expert would assess compliance with the principles of twinning and the agreed project plan whilst a financial auditor would verify compliance with the approved budget and financial rules for the twinning project. The audits would involve team visits to both the Parent and Candidate Establishments and interviews with CVOs.

Premature termination of the project

In the unlikely event that the project needs to be terminated prematurely, the OIE, Candidate or Parent Establishment may initiate this by providing 3 months' notice to the other parties, in writing.

In the event of premature termination, payments for duly justified costs actually incurred or indissolubly committed during the project, which have not yet been financed, will be reimbursed by the OIE if appropriate. No payments other than these will be due to the Parent or Candidate Establishment. Any funds that have not yet been spent will be reimbursed to the OIE by the Parent Establishment, as well as non-eligible expenditures.

Project closure

The Parent Establishment should immediately inform the OIE in writing that the project has closed. Within 1 month of this date, the Parent Establishment should submit a final report jointly prepared with the Candidate Establishment. The final project report will be the most comprehensive of all reports submitted over the course of the project and should include all the information listed in Annex 3.

Annex XXIX (contd)

Annex IV (contd)

Annex 1: Project Plan

The project plan should include:

- 1.1 Background of the project
- 1.2 Concise summary of the strategic goals and objectives and how they will be met
- 1.3 Work plan with defined stages of the project and tasks description (showing who is involved in which task including administration and budget management)
- 1.4 Timetables and measurable outputs (targets) for each stage
- 1.5 Foreseeable risks to the project and mitigation measures
- 1.6 Coordination plan (where relevant – to avoid duplication and ensure synergy if other projects involve the Candidate Establishment)
- 1.7 Details of Directors of the Institutions and experts involved (including their CVs)
- 1.8 Reporting schedule
- 1.9 Budget

Annex XXIX (contd)Annex IV (contd)**Annex 2: Budget Proposal for a Veterinary Education Twinning Project****OIE Veterinary Education Twinning Project****Budget Proposal**

Parent Establishment:

Candidate Establishment:

Project start date (day/month/year):

Project end date (day/month/year):

Currency (EUR preferred; USD as 2nd option):

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Budget item	Unit cost (a)	Number of units (b)	Subtotal [(a) * (b) = (c)]
Subject 1: (e.g. Staff exchange program on...) (1)			
Activity 1.1: (e.g. Workshop on ...) (2)			
Travel costs (3), (4), (5)			- €
Visas			- €
Per diem			- €
Venue rental			- €
Training materials (printing, translation, etc.)			- €
Shipment of training materials			- €
Subtotal Activity 1.1			- €
Activity 1.2: (e.g. Faculty sabbatical attachment at ... establishment)			
Travel costs			- €
Per diem			- €
Tuition fees			- €
Educational materials (printing, etc.)			- €
Subtotal Activity 1.2			- €

Annex XXIX (contd)

Annex IV (contd)

Activity 1.3:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 1.3			- €
Subtotal Subject 1			- €

Subject 2:			
Activity 2.1:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 2.1			- €
Activity 2.2:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 2.2			- €
Activity 2.3:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 2.3			- €
Subtotal Subject 2			- €

Annex XXIX (contd)Annex IV (contd)

Subject 3:			
Activity 3.1:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 3.1			- €
Activity 3.2:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 3.2			- €
Activity 3.3:			
[...]			- €
[...]			- €
[...]			- €
[...]			- €
Subtotal Activity 3.3			- €
Subtotal Subject 3			- €
GRAND TOTAL			- €

Annex XXIX (contd)Annex IV (contd)

- 1) A subject is a general item (e.g. training; alignment with the Model Core Curriculum Guidelines; staff exchange program), whereas an activity is more specific (e.g. a workshop)
- 2) Each activity should form a budget line. An activity should be an isolated cost, i.e. separate and not linked to any other costs in the budget plan.
- 3) Each activity should be subdivided into budget lines detailing the nature of the expenses for said activity (i.e. travel, daily allowances, etc.).
- 4) The following are examples of eligible costs, to be confirmed on a case-by-case basis by the OIE after project budget proposals are submitted:
 - Travel costs (economy class) and per diem, for example, for experts visiting the Parent or Candidate Establishment to participate in activities directly related to the Twinning project; for faculty sabbaticals and long-term student exchanges; etc.
 - Tuition fees, travel and reasonable per diem for MSc programs and, on an exceptional basis, for PhD programs for teachers (mainly junior) from the Candidate establishment to train at the Parent establishment during the term of the project.
 - Educational and training materials and publications, including translation costs.
 - Curriculum development including expertise and new teaching and audio-visual materials.
 - Shipment of educational and training materials.
 - Training activities and material such as stationery specifically for seminars, excluding certain items such as printers, Information Technology (IT) equipment, photocopiers.
 - Communication costs for telephone conferences (with sufficient justification).
- 5) The following are examples of non-eligible costs:
 - General overheads, administrative costs, and contingencies;
 - Institution hardware (such as equipment, construction, clothing, IT equipment, including for e-learning platforms).

Annex XXIX (contd)Annex IV (contd)**Annex 3: Project reports**Interim report

The interim report – to be submitted within the first year, but at least 6 months after the project has started – and the annual report(s) – to be submitted within 1 month of the end of each year from the project start date –, should include at least:

- Summary of the project aims and objectives set out at the start, including the justification for the project.
- Description of situation in the Candidate Establishment at the beginning of the project and the priority areas that were selected for improvement.
- Description of activities conducted including assessments, curriculum revision, trainings, secondments, workshops, sharing of educational material, project reviews for the period covered.
- Situation in Candidate Establishment at the end of the period covered
- Description of activities planned for the next period.
- Report of expenditure.

Final report

The final report must be submitted within 1 month of the project closing. It should be jointly prepared, and signed, by the Parent and Candidate Veterinary Education Establishments, then submitted to the OIE Headquarters.

The final project report should cover the following:

- Summary of the project aims and objectives set out at the start, including the justification for the project.
- Description of situation in Candidate Establishment at the beginning of the project and the priority areas that were selected for improvement.
- Any changes that were made to the initial project plan, such as a change in direction or scope.
- Description of activities including assessments, curriculum revision, trainings, secondments, workshops, sharing of educational material, project reviews.
- Situation in Candidate Establishment at the end of the project including the ability to maintain and sustain the achieved objectives.
- A final report of expenditure.
- Lessons learned and recommendations to improve future projects.
- Mid-term to long-term strategy for the Candidate Establishment and sustaining the link between the two Establishments.

Summary of reporting requirements

As a minimum, after agreement with the Candidate Establishment, the Parent Establishment should submit the following reports to the OIE Headquarters, Paris. In addition to these reports and when relevant, it is recommended that end-stage reports are documented. The reports should be typed in one of the official languages of the OIE (English, French or Spanish).

- An **interim report**, within the first year, but at least 6 months after the project has started (date of transfer of funds to the Parent Establishment).
- **Annual reports**, within 1 month of the end of each year from the project start date.
- A **final report**, as soon as possible upon completion of the project. The final reports should be jointly prepared by the Parent and Candidate Establishment, co-signed and submitted to the OIE Headquarters.

Annex XXIX (contd)

Annex IV (contd)

Interim, annual and final reports must include a financial part with details of actual expenditure and a summary of the technical activities carried out within the project (e.g. training courses or seminars – including dates, venue, and number of participants –, preparation for an accreditation procedure, etc.). Financial reports shall correspond to actual expenditures directly related to the project and supported by corresponding evidences (price estimates, invoices, receipts, ledgers, etc.). Unjustified round figures, lump sums, or copies of the budget will not be accepted as financial reports.

Payments

Funds will be transferred by the OIE to and managed by the Parent Establishment; payments will be made when the project is initiated, following an interim report/request, and after receipt of each report. The size of the payments, as a proportion of the total budget, will be calculated on a case-by-case basis. As a general rule approximately 30% of the total budget will be transferred to the Parent Establishment when the project is initiated. The remaining budget will be transferred to the Parent Establishment over the course of the project, following receipt of interim, annual and final reports as per provision of the contract for each twinning project.

Any budget that remains unspent (or non-eligible expenditures) at the close of the project must be refunded to the OIE (or will be deducted from the final payment, as appropriate).

OIE MODEL CORE VETERINARY CURRICULUM GUIDELINES

Introduction

The OIE developed these guidelines for a Model Core Veterinary Curriculum to serve as a companion to its recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure high-quality of National Veterinary Services. The Competencies were adopted in May 2012 (www.oie.int/en/support-to-oie-members/veterinary-education/). It is proposed that the following Guidelines can serve as a tool for Veterinary Education Establishments (VEE) in OIE Member Countries to use when developing curricula to educate veterinary students to the expected level of competency.

As stated in the Competencies document, veterinarians in every nation are responsible for the delivery of National Veterinary Services—that is, services provided under the legislative framework and the auspices of the governmental authority of a given country to implement animal health to assure the health and wellbeing of animals, people and ecosystems. Because the OIE definition of Veterinary Services covers both government and private sector veterinarians, these Model Core Veterinary Curriculum Guidelines apply equally to those working in the private and public sectors. It must be noted however, that the OIE is not recommending adoption of a single global curriculum. Indeed, the OIE recognizes the autonomy of universities and veterinary faculties in many of its Member Countries, particularly with regard to development and delivery of the curriculum. Further, given the vast societal, economic, and political differences among OIE Member Countries, the Model Core Curriculum Guidelines described here are primarily offered for those developing and in-transition countries seeking tools that can be used to improve the quality of veterinary medical education as an initial step in enhancing the delivery of National Veterinary Services and public and private support for VEEs.

The OIE recognizes that these Guidelines refer to but one model core curriculum and does not presume that this is the only model that can be implemented to successfully educate veterinary students for provision of high-quality of National Veterinary Services. In addition, this model is intended to accommodate a variety of veterinary educational systems that occur over a four-, five- or six-year curriculum. For example in the USA, students typically complete at least two years of undergraduate university education to fulfil minimum educational prerequisites prior to being admitted to a VEE with a four-year curriculum leading to the professional degree of DVM (or VMD). In many other countries, veterinary schools accept students directly following successful completion of secondary (high) school, and the VEE curriculum is five or six years leading to a variety of degrees (BVM, BVSc, MV, MVS, MVSc). Furthermore in some countries, secondary school curricula may include courses more commonly taught in undergraduate university-level curricula in the USA or Canada. As such, the recommended sequencing of the courses in this Model Core Veterinary Curriculum must be adjusted to reflect the length of the veterinary degree programme and the pre-veterinary course requirements.

Model Core Veterinary Curriculum

The Model Core Veterinary Curriculum is presented in [Table 1](#). It includes a brief description of each recommended course (or course content). Each course is then linked (or 'mapped') to one or more of the previously described day 1 Competencies addressed by that course (see www.oie.int/en/support-to-oie-members/veterinary-education/). Some competencies (e.g., Research, an advanced competency) are not specifically mapped, because they are inherently addressed by the vast majority of recommended courses. Likewise, although Communication Skills, a specific competency, is only mapped to the communication course/course content listed in Table 1, this skill is also addressed by all other courses/course content.

The Model Core Veterinary Curriculum also offers sequencing recommendations for each course; that is, whether the course content should be offered early, midway, or late in the curriculum. The recommended sequencing will need to be adjusted when developing a specific curriculum for a given VEE in an OIE Member Country in order to reflect the length of the veterinary degree programme and the pre-veterinary course requirements in that country. For example, courses to address general competencies, to include basic veterinary sciences and animal production, may be included in their entirety early within the veterinary curriculum or as pre-veterinary educational requirements for admission into a VEE.

Annex XXIX (contd)

The recommended course content described in Table 1 may be offered as discrete, individual courses or, alternatively, course content may be combined and integrated over multiple courses, depending, in part, on the teaching modalities used by each VEE (e.g., didactic learning, laboratory or hands-on learning, small-group learning, problem-based learning, self-directed learning). Each VEE will also need to consider the anticipated level of competency desired of the day 1 graduate for basic vs advanced competencies (i.e., mastery vs general awareness and appreciation of) when determining the duration and depth of each course to include in its curriculum.

The following assumptions have been made and definitions used in developing this Model Core Veterinary Curriculum:

- The Model Core Veterinary Curriculum assumes that each student enters veterinary school with a solid understanding of the basic sciences (e.g., chemistry and physics) as well as the Arts and Humanities as required by the parent University for initial admission into the programme. As such, these courses are not addressed at all in this model.
- The Model Core Veterinary Curriculum assumes that the level of competence required of the day 1 graduate in medicine, surgery, diagnostic imaging, theriogenology, and anesthesiology are minimal as related to the functions of a National Veterinary Services. As such, the model groups these disciplines together and describes them under course content as ‘clinical and diagnostic skills.’ It is understood, though, that in some Member Countries, licensure or registration to practice through a veterinary statutory body (VSB) will require a higher level of competency in these disciplines. Veterinary Education Establishments in these countries will, therefore, need to place a greater emphasis on instruction in these clinical skills.
- The terms ‘animals,’ ‘groups of animals’ and ‘species of interest’ include all those animals of veterinary interest in a specific country or region, such as: animals domesticated for food production (herds, flocks and other groupings), non-domesticated animals (captive and free-ranging terrestrial, avian, aquatic and marine wildlife), companion animals, and service and sporting animals.

Finally, it must be emphasized that given the vast societal, economic, and political differences among OIE Member Countries in relation to educational needs, each VEE may need to modify this Model Core Veterinary Curriculum accordingly to meet its specific educational needs. However, it must be emphasized that such country- or VEE-specific modifications need to retain the original intent of the Model—that is, to educate veterinary students to achieve the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure high-quality of National Veterinary Services (www.oie.int/en/support-to-oie-members/veterinary-education/).

TABLE 1: MODEL CORE VETERINARY CURRICULUM

Course or course content	Sequence in VEE Curriculum	DAY 1 COMPETENCIES ADDRESSED			Description
		<i>General</i>	<i>Specific</i>	<i>Advanced</i>	
Biochemistry	Early	X			Biochemistry provides the linkage between the inanimate world of chemistry and the living world of biology. Course content should provide the veterinary student with a broad understanding of the structure and function of essential biological molecules (e.g., proteins, lipids, carbohydrates, DNA, RNA) and metabolic and regulatory pathways. Comparative features among animal species of particular relevance to the Member Country should be highlighted.
Genetics	Early	X			Genetics is the branch of biology that deals with heredity, especially the mechanisms of hereditary transmission and variation of inherited characteristics among similar or related organisms. Course content should provide the veterinary student with a broad understanding and use of basic concepts of general and molecular genetics (e.g., molecular constitution of genes and chromosomes, manner in which genes move through generations in a population, genetic abnormalities, genetic testing). Focus should be on animal species of particular relevance to the Member Country.

Annex XXIX (contd)

Anatomy	Early	X			Anatomy is the study of the structures of domestic animals, and includes relevant histology (study of the microscopic anatomy of cells and tissues) and embryology (study of embryos and their development). Course content should provide the veterinary student with a broad understanding of the development, structure and function, both at the gross and microscopic level, of the major systems (e.g., musculoskeletal, nervous, cardiovascular, immune) in animal species of particular relevance to the Member Country. Course content should be augmented with laboratory instruction in dissection methods and microscope use. Comparative features should be highlighted.
Physiology	Early	X			Physiology is the study of the normal functions of living organisms and their parts, including how organisms, organ systems, organs, cells, and bio-molecules carry out chemical and physical functions that exist in a living system. Course content should provide the veterinary student with a broad understanding of basic physiological principles and techniques (laboratory) focusing on major systems within animal species of particular relevance to the Member Country. Comparative features should be highlighted. Central themes to be addressed should include the relationship of structure (anatomy) to function, processes of adaptation, and homeostasis and feedback control systems.

Annex XXIX (contd)

Immunology	Early	X			Immunology is the study of the structure and function of the immune system; innate and acquired immunity; mechanisms that allow bodily distinction of self from non-self; and the basics of vaccinology (i.e., vaccine development and vaccination theory and practice). Course content should provide the veterinary student with a broad understanding of fundamental immunological concepts and mechanisms and the ability to apply these to appropriate settings (e.g., control and prevention of infectious diseases; use of immunotherapies; use and interpretation of immunologic-based diagnostic tests [e.g., ELISA]). Instruction can be focused on animal species of particular relevance to the Member Country, and comparative features among species should be highlighted.
Biomathematics	Early	X	• Epidemiology		Biomathematics is the application of math to the field of biology (e.g., using mathematical principles to understand biology) and includes instruction in biomedical statistics, information acquisition, and the use of common mathematical and statistical software. Course content should provide the veterinary student with a broad understanding of fundamental principles of biomathematics including biostatistics, study design, planning/implementation of experimental and survey data collection, management and analysis of data, and critical evaluation of published information.

Annex XXIX (contd)

Animal welfare and ethology	Early to Mid	X	♦ Animal welfare		<p>Animal welfare means how an animal is coping with the conditions in which it lives and involves consideration for all aspects of animal well-being, including proper housing, management, nutrition, disease prevention and treatment, responsible care, humane handling, and, when necessary, humane euthanasia. Ethology is the scientific study of animal behaviour, especially as it occurs in a natural environment. Course content should provide the veterinary student with a broad understanding of fundamental welfare and behavioural principles of, and issues facing, animal species of particular relevance to the Member Country. Additionally, content should familiarize students with, and provide a basic understanding of, local, national, regional and international regulations governing the welfare of animal species of particular relevance to the Member Country.</p>
Parasitology	Mid	X			<p>Veterinary parasitology is the study of the morphology and biology of endo- and ectoparasites of veterinary importance. Course content should provide the veterinary student with a broad understanding of the lifecycle and pathogenesis of animal parasites; immunologic and pathophysiologic aspects of host/parasite relationships; importance of zoonotic parasitic infections/infestations; and principles of and protocols for diagnosing, treating, and controlling parasitic infections/infestations. Course content should be augmented with laboratory instruction in diagnostic methodologies and identification of important lifecycle stages. Focus should be on parasites impacting the health and welfare of animal species of particular relevance to the Member Country as well as those impacting public health.</p>

Annex XXIX (contd)

Pharmacology/ toxicology	Mid	X	<ul style="list-style-type: none"> • Veterinary products 		<p>Veterinary pharmacology is the science and study of drugs of veterinary importance, including their composition, uses and effects, and includes content addressing pharmacotherapy (i.e. treatment of disease through the administration of drugs) and best operating procedures for veterinary pharmacies. Toxicology is the study of the nature, effects, and detection of poisons, including poisonous plants, and the treatment of poisoning. Course content should provide the veterinary student with a broad understanding of general principles of drug action, including dose response; contribution of chemical properties to pharmacokinetics; species differences in response to drugs; adverse responses to drugs; mechanisms of drug resistance; comparisons of pharmacodynamics and pharmacokinetics among subtypes of important drug classes; principles of and legal requirements for storing, dispensing and disposing of drugs appropriately (e.g., regulations governing prescription writing, drug withdrawal intervals for animals/animal products entering the human food chain); principles of therapeutic decision making (e.g., selection of appropriate drugs, evaluating the risks and benefits of drug treatment, monitoring course of therapy); identification and mechanisms of action of toxic agents including poisonous plants; diagnosis, treatment, and prevention of toxicoses; and principals of toxicity testing. Focus should be on drugs and toxic agents of importance to animal species of particular relevance to the Member Country.</p>
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Annex XXIX (contd)

Pathology	Mid	X	<ul style="list-style-type: none"> • Zoonoses • Transboundary diseases • Epidemiology • Emerging and re-emerging diseases 		<p>Pathology is the scientific study of the nature of disease and its causes, processes, development and consequences. It includes clinical, diagnostic, and anatomical pathology. Course content should be augmented with appropriate laboratory or other hands-on experience and provide the veterinary student with a broad understanding of general pathological principles, to include mechanisms of cellular reaction to injury, inflammation, circulatory disturbances and neoplasia; pathogenesis of specific lesions and diseases of each organ system at the gross and microscopic level; diagnostic characteristics of diseases and interpretation of common findings; relationship of abnormal clinical laboratory data to specific organ dysfunctions; diagnostic and prognostic value of pertinent laboratory tests; correct sample collection techniques and interpretation of results for common hematology and clinical chemistry assessments, urinalysis and cytology; and necropsy techniques, to include interpretation of findings of gross and histological examination of tissue specimens. Focus should be on pathogenesis of the important diseases impacting the major animal species of particular relevance to the Member Country.</p>
Transmissible diseases	Mid		<ul style="list-style-type: none"> • Zoonoses • Epidemiology • Transboundary animal diseases • Disease prevention & control programmes • Emerging and re-emerging diseases 	<ul style="list-style-type: none"> • Management of contagious diseases 	<p>Course content may be referred to by other names such as: Foreign Animal Diseases, Emerging and Re-emerging Diseases of Animals or Infectious Diseases. Content may also be taught across other courses such as microbiology and immunology. Regardless, course content should provide the veterinary student with comprehensive knowledge (i.e., pathogenesis, diagnosis, susceptible species, economic and public health impact, prevention and control methods and programmes) of specific transmissible diseases. Focus should be on OIE-listed diseases, zoonotic diseases with serious public health implications, and other important diseases either impacting or with the potential to impact the major animal species of particular relevance to the Member Country.</p>

Annex XXIX (contd)

Microbiology	Mid	X	<ul style="list-style-type: none"> • Transboundary animal diseases • Zoonoses • Emerging and re-emerging diseases • Disease prevention and control programmes • Food hygiene • Veterinary products 	<ul style="list-style-type: none"> • Food hygiene 	<p>Microbiology is the study of microorganisms (i.e., bacteria, fungi, viruses, prions) and their effects on other living organisms. Course content should be augmented with appropriate laboratory or other hands-on experience and provide the veterinary student with a broad understanding of basic microbiological principles (e.g., physical and chemical characteristics of bacteria, fungi, viruses, prions; replication and transmission processes; classification schemes; isolation and identification), as well as comprehensive knowledge of the epidemiology and pathogenesis of infection with important agents of each type; development of animal immunity or resistance to infection; prevention and control programmes, including vaccination; clinical signs and diagnosis of infection; treatment options, including the judicious use of antimicrobials and the development of antimicrobial resistance by the pathogen; and the prognostic and diagnostic value of available laboratory and clinical tests. Focus should be on general basic principles, with more advanced focus on pathogens impacting animal and public health, reportable disease agents, and agents of particular significance to the Member Country.</p>
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Annex XXIX (contd)

Epidemiology	Mid		<ul style="list-style-type: none"> • Epidemiology • Disease prevention and control programmes • Veterinary legislation and ethics • Emerging and re-emerging diseases 	<ul style="list-style-type: none"> • Management of contagious diseases • Food hygiene • Risk analysis 	Epidemiology is the study of the causes, distribution/patterns and control of disease or other health-related events in populations. Course content should provide the veterinary student with a broad understanding of the basic principles of epidemiology, including descriptive/analytical epidemiology and principles of risk analysis, and basic information needed, and techniques used, to conduct disease outbreak investigations and develop disease prevention programmes. More advanced content will provide students with an introductory understanding of the design of epidemiological studies, to include outbreak investigation, epidemiologic data collection, management and analysis, use of epidemiological software, evaluation of analyses and critical evaluation of published information.
Rural economics, business management, and animal production	Mid to Late	X		<ul style="list-style-type: none"> • Administration & management 	Course content in these areas should provide the veterinary student with a general understanding of basic rural economics specific to the Member Country (e.g., farm and non-farm industries; economic growth, development, and change; size and spatial distribution of production units and interregional trade; land use; migration and depopulation; finance; and government policies), with an introductory understanding of international economics as it relates to trade in animals and animal products; business management skills (e.g., personal and business finance, marketing, teamwork in veterinary practice, communication and professionalism), and basic livestock production principles (i.e., feeding, breeding, housing and marketing) focusing on the major livestock species of importance to the Member Country.
Clinical and diagnostic skills	Mid to Late		<ul style="list-style-type: none"> • Veterinary products 		Course content in this area should address teaching of both hands-on clinical skills and clinical reasoning in the following disciplines: anaesthesiology, diagnostic imaging, medicine, surgery and theriogenology. Course content should provide the veterinary student with access to clinical cases (clients and patients) and instruction so that the student becomes comfortable with and proficient (to at least an entry-level) at completing an appropriate physical examination; taking a complete history from a client; using clinical reasoning to develop differential and final diagnoses and diagnostic and treatment plans; and communicating effectively, both verbally and in writing, with clients, colleagues and support staff. Although students should be able to apply these skills to multiple animal species, the focus should be on applying these skills to the major animal species of importance to the Member Country.

Annex XXIX (contd)

National and international veterinary legislation	Mid to Late		<ul style="list-style-type: none"> • Disease prevention and control programmes • Food hygiene • Veterinary products • Animal welfare • Veterinary legislation and ethics • General certification procedures 	<ul style="list-style-type: none"> • Organization of vet services • Inspection and certification procedure • Management of contagious diseases • Food hygiene • International trade framework 	<p>Course content may be referred to by other names such as: Public Policy, Veterinary Policy; Governmental Policy. Regardless, course content should provide the veterinary student with an overview of the formulation and implementation of public policy at the local, national, regional and international levels through legislation, regulation and operational strategy. Relevant public policy related to veterinary medicine, animal and human health such as health inspections and certification, food safety, animal disease control, animal welfare and trade in animals and animal products should be addressed. Focus should be on legislation and organizational structure of the specific Member Country and the global community (e.g. OIE, Codex Alimentarius)</p>
Herd health management and nutrition	Late		<ul style="list-style-type: none"> • Veterinary products • Animal welfare • Epidemiology • Zoonoses • Disease prevention and control programmes • Food hygiene 	<ul style="list-style-type: none"> • Management of contagious diseases • Inspection and certification procedures • Food hygiene • Application of risk analysis 	<p>Course content should provide the veterinary student with a broad understanding of general principles of herd health management and nutritional needs of livestock and aquatic animal species. Topics to be addressed include development and maintenance of biosecurity measures, maintenance of animal hygiene, best practices in maintenance of medical records, prudent use of veterinary products, preventive medicine principles, application of principles of animal welfare and ethology, and assessment and mitigation of risk factors that contribute to incidence of disease and production inefficiencies. A variety of livestock and aquatic species should be covered, with a particular focus on major animal species of importance to the Member Country.</p>

Annex XXIX (contd)

Public health	Late		<ul style="list-style-type: none"> • Zoonoses • Disease prevention and control • Food hygiene • Veterinary products 	<ul style="list-style-type: none"> • Organization of veterinary services • Inspection and certification procedures • Management of contagious diseases • Food hygiene • 	<p>Veterinary public health is defined by the World Health Organisation (WHO) as “the sum of all contributions to the physical, mental and social well-being of humans through an understanding and application of veterinary science.” Course content will provide the veterinary student with a broad understanding of the basic principles of and programmes within public health, to include environmental health and safety, food inspection and safety, and biological waste management. Students should also gain an understanding and appreciation of the One Health concept, defined by the One Health Commission as the “collaborative effort of multiple health science professions, together with their related disciplines and institutions – working locally, nationally, and globally – to attain optimal health for people, domestic animals, wildlife, plants, and our environment.” Focus should be on programmes of specific importance to the Member Country and the global community (i.e., OIE, WHO, FAO).</p>
Food safety/hygiene	Late		<ul style="list-style-type: none"> • Zoonoses • Disease prevention and control programmes • Food hygiene • Veterinary products • Veterinary legislation and ethics • General certification procedures 	<ul style="list-style-type: none"> • Inspection and certification procedures • Food hygiene • International trade framework 	<p>Course content should provide the veterinary student with a general understanding of the basic principles of food safety, to include development and enforcement of laws and regulations impacting food animal processing industries and food consumers (e.g., traceability and ante- and post-mortem inspection and certification requirements); approaches to microbiological and physical foodborne hazard identification, testing and sampling; and foodborne hazard prevention and control. Focus should be on practices relevant to the Member Country and those impacting international trade.</p>

Annex XXIX (contd)

Professional jurisprudence and ethics	Late		<ul style="list-style-type: none"> • Veterinary legislation and ethics • General certification procedures 		Course content will provide the veterinary student with a broad understanding of, and appreciation for, codes of professional conduct and veterinary medical ethics and local and national laws and regulations governing the practice of veterinary medicine.
Communication	Throughout	X	<ul style="list-style-type: none"> • Communication skills 	<ul style="list-style-type: none"> • Administration & management 	It is assumed that veterinary students will be well grounded in the arts and humanities and have significant communication skills prior to being admitted to a VEE. Oral and written communication skills are essential to the delivery of National Veterinary Services, and should be practiced, assessed and improved upon throughout the veterinary school curriculum. A separate series of classes focusing only on writing or speech skills need not be included in the curriculum. Instead, the appropriate communication skills should be taught in relevant classes (e.g., medical record writing and client communication in clinical and diagnostic skills courses; critical reading and thinking in epidemiology, immunology and microbiology). Course content in communication will allow the veterinary student to become proficient in composition/writing, public speaking, critical reading and critical thinking in his/her common language. It is also highly recommended that veterinary students gain at least rudimentary skills in these areas in at least one of the official OIE languages (i.e., French, English, Spanish).



Organisation
Mondiale
de la Santé
Animale

World
Organisation
for Animal
Health

Organización
Mundial
de Sanidad
Animal

Annex XXXII

Original: English

July 2012

REPORT OF THE MEETING OF THE OIE AD HOC GROUP ON EVALUATION OF VETERINARY SERVICES

Paris, 17–19 July 2012

The *ad hoc* Group on Evaluation of Veterinary Services ('the Group') met at OIE headquarters on 17–19 July 2012.

The list of participants and the adopted agenda are attached as [Annex I](#) and [II](#).

1. Welcome and meeting with the Director General

On behalf of Dr Bernard Vallat, Director General of the OIE, Dr Derek Belton, acting Head of International Trade Department, welcomed participants to the meeting and thanked them for their support for the OIE.

Dr Herbert Schneider, Chair of the Group, briefly presented the agenda for the meeting. All participants introduced themselves.

On the third day of the meeting, Dr Vallat met with the Group. He emphasised the importance of the PVS Pathway, as the OIE's key contribution to capacity building of veterinary services, and the need for good governance globally. He also commented on the need for continuous improvement of the PVS tools and thanked all members of the Group for their valuable contributions to this work. Dr Vallat mentioned the important pilot work being undertaken with support of PVS experts and by Dr Kate Glynn, regarding the global 'One Health' concept. Dr Vallat advised that, in future, the OIE would propose more formal approaches to the assessment of VS capacities in the 'One Health' context.

2. Developments since the previous meeting of the *ad hoc* Group

Developments since the previous meeting of the Group (11 December 2009) were presented by relevant departments of the OIE.

Terrestrial Animal Health Code

Dr Masatsugu Okita (OIE International Trade Department) explained the amendments made to the *Terrestrial Animal Health Code (Terrestrial Code)* since the last meeting of the Group.

PVS Pathway

Dr François Caya, Head of the Regional Activities Department, updated the Group on progress with the OIE PVS Pathway. Dr Caya's powerpoint presentation is at [Annex III](#).

Annex XXXII (contd)

Dr Gillian Mylrea, Deputy Head of the International Trade Department, informed the Group that a meeting of a new *ad hoc* Group on Evaluation of Aquatic Animal Health Services would be held at the end of August 2012 with the aim of developing a revised *PVS Tool* for the evaluation of Aquatic Animal Health Services.

Veterinary education

Dr Sarah Kahn (International Trade Department) updated the Group regarding the OIE's work on veterinary education, with particular reference to the 'OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality'. Dr Sarah Kahn noted that this document is available on the OIE internet site at:

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

Dr Sarah Kahn also informed the Group that the *ad hoc* Group on Veterinary Education would meet on 24–25 July and that the main objective of this meeting would be the development of a core/basic curriculum, which provides for Day 1 graduates to possess the competencies recommended by the OIE.

Dr Sarah Kahn invited members of the Group to comment on a draft document dealing with Twinning of Veterinary Education Establishments. She indicated that comments of experts would be considered by the *ad hoc* Group on Veterinary Education at its meeting on 24–25 July 2012.

Pilot PVS One Health Evaluation

Dr Kate Glynn of the Scientific and Technical Department provided an update to the Group on the activities to date in the development and piloting of new element in the OIE PVS Pathway, i.e. "One Health". The powerpoint presentation of Dr Kate Glynn is at Annex IV.

Dr Kate Glynn informed the Group that the OIE, at the request of Member Countries, had already conducted two pilot missions and that a third mission was planned. She identified 14 critical competencies in the PVS Tool that are most relevant to the One Health PVS. The pilot missions focused on the collaboration of the Veterinary Services with other agencies that have responsibility for managing disease risks at the animal-human-ecosystem interface, particularly authorities responsible for public health and for wildlife. The PVS Pathway and existing PVS Tool deals with interagency collaboration and management of risks associated with zoonotic disease but the One Health Evaluation could potentially provide a more detailed assessment and recommendations. It also can provide a mechanism for cooperation between the OIE and the WHO concerning their respective governance and capacity building processes (especially the PVS Pathway and the WHO International Health Regulations).

The Group discussed the relationship between the PVS evaluation and the One Health PVS evaluation. It was noted that the conduct of a PVS Evaluation is the necessary first step that would precede any other PVS related activity and that 'One Health PVS' evaluations could be considered as one of the 'treatment' steps in the PVS Pathway.

Brainstorming meeting: facilitating the safe international movement of competition horses

Dr Sarah Kahn drew to the attention of the Group the report of this meeting, which discussed proposed collaborative arrangements between the OIE and the Fédération Équestre Internationale (FEI) with the objective of facilitating the safe international movement of competition horses.

3. Review of the *Terrestrial Code* text on veterinary statutory body

The Group reviewed a proposal for modification of the *Terrestrial Code* text which had been provided by an expert.

The Group recommended several text amendments for consideration by the Terrestrial Animal Health Standards Commission at its meeting on 3–14 September 2012.

Annex XXXII (contd)***Terrestrial Code text on ‘Veterinary Statutory Body’***

Definition in the *Terrestrial Code* Glossary

In the French translation, the definition of the Veterinary Statutory Body (VSB) in the Glossary to the *Terrestrial Code* was considered to be incorrect, as the French translation implies regulation, which is understood as being an activity of the legislative and executive arms of government. While the definition did not present a problem in the English text, the same problem was recognised in the Spanish translation.

The Group proposed the following revised definition in English, French and Spanish:

The autonomous regulatory body for veterinarians and veterinary para-professionals

L'organe autonome de contrôle des vétérinaires et des para-professionnels vétérinaires

El organismo autónomo de control de los veterinarios y para-profesionales de veterinaria

Article 3.2.12.

The translation of ‘accountability’ in the English text as ‘responsabilité’ in the French text (Article 3.2.12. point 1 d) was discussed but the Group decided to maintain this.

The possible need to define ‘veterinary medicine’ was discussed but no definition was proposed.

The text in 3.2.12. point 2 (a) was modified by adding the phrase ‘to perform the activities of veterinary medicine/science’. Note: veterinary medicine/science was used for consistency with the official definition of ‘veterinarian’ in the *Terrestrial Code*.

The text of point 4 was discussed with a view to clarifying several points about the VSB’s governing body. The title of this point was changed to read: ‘Evaluation of the membership of the governing organ of the VSB’ and the sub-points relating to documentation relevant to evaluation were simplified.

In point 7, the phrase relating to ‘good veterinary practice’ was deleted, as this term is not defined or used in the *Terrestrial Code*. The text was revised to read: ‘Documentary evidence should be provided to demonstrate compliance with initial and continuing education requirements.’

The Group discussed the fact that experts had encountered confusion in some countries on who and/or what should be the subject of regulation and control. For example, should the activity or the individual be regulated? In the establishment of VSB, many countries mix the regulation of the veterinary profession with the regulation of so-called veterinary activities. The Group considered that regulation should not target persons holding specific diplomas. Rather, it should address persons practising certain activities (which should be clearly identified in the legislation, including what is legal or illegal practice). It was agreed that this topic required clarification when the subject of VSBs is further discussed by an OIE Group.

4. Review of the PVS Tool

The *ad hoc* Group reviewed the responses of PVS experts to a questionnaire circulated by OIE headquarters. On the basis of the Group’s analysis and discussion of the expert feedback, the following recommendations were made.

Annex XXXII (contd)**4.1. General recommendations**

Indicators and sources of verification should be removed from the *PVS Tool* and placed in the *Manual of the Assessor* ('the *Manual*'). The current indicators and sources of verification should be updated, including the addition of additional indicators and sources concerning One Health, wildlife and the equine sector, as appropriate. The indicators/sources would also be presented for each CC without any ranking or relationship to level of advancement.

Apart from this, the overall structure of the *PVS Tool* should not be changed significantly. There is a need to assure continuity, in view of the fact that more than 200 missions relevant to the PVS Pathway have been carried out during the past several years. The comparison of findings in future will be facilitated by maintaining a consistent framework and approach in the *PVS Tool*.

The Group re-emphasised the fact that the legal base of the *PVS Tool* is the *Terrestrial Code* and that, consequently, the *PVS Tool* does not have a Glossary of defined terms. Rather, the definitions used in the *Terrestrial Code* apply to the *PVS Tool*. Where there are concerns with defined terms, the appropriate procedure is to recommend modifications to the *Terrestrial Code* glossary – as will be done in relation to the definition of veterinary statutory body. In relation to non-defined terms, there is however scope to modify the *PVS Tool*.

It was decided to modify the title of Chapter III to 'Interaction with interested parties' (instead of 'stakeholders'). This better reflects the scope of the topics covered in this chapter.

The Group discussed CCs dealing with veterinary public health (Section 6 of the *Terrestrial Code*) with reference to the role of the veterinary services in the control of animal feed (*Terrestrial Code* Chapter 6.3.). Noting that the regulation of feed safety is an important element in both animal health and food safety, the Group decided to add a new CC to address animal feed safety. The Group also decided to add a reference to the prudent use of antimicrobials to CC II-9 (Veterinary medicines and biologicals).

The problem associated with the use of the terms 'personnel' and 'staff', which are found in several CCs in Chapter I (Human, physical and financial resources) was discussed. These terms are often interpreted by evaluators as being specific to the public sector. However, the OIE definition of 'veterinary services' includes both public and private sectors and in most (but not all) cases it is the competence of persons working in both sectors that is to be evaluated. After discussion, it was decided that the text should not be modified. Rather, a note should be included in the *Manual* to remind evaluators that the staffing and competence of veterinarians and other persons should be evaluated in terms of both the public and private sector.

The involvement of veterinary services and the OIE in the One Health initiative and the best way to address this in the *PVS Tool* was discussed at length. Dr Kate Glynn indicated that, in the absence of an official definition of One Health, the phrase 'the VS contribution to reducing the risks at the animal-human-ecosystem interface' provides a good basis for addressing this issue in the *PVS Tool*. It was agreed that relevant information on the role of the OIE and veterinary services in the 'One Health' concept, notably with respect to coordination and collaboration with other competent authorities (especially Public Health and Environment) and activities that relate to disease surveillance and management in wildlife should be included in the introduction to the *PVS Tool*.

To address the need for coordination and collaboration between the veterinary services and other authorities, where there may be shared responsibility or mutual interest, the following sentence will be added to all CCs in Chapter II and to CC III-1 (Communications); III-2 (Consultation, etc.); III-6 (Participation of producers, etc.) and CC IV-1 (Legislation).

'This competency includes collaboration with relevant authorities, including other ministries and competent authorities, national agencies and decentralised institutions that share authority or have mutual interest in relevant areas.'

Annex XXXII (contd)

With reference to wildlife and the equine sector, the Group recommended including some new text in the Introduction to the *PVS Tool* dealing with the greatly increased diversity of interests that now comprise the veterinary domain.

4.2. Request to the OIE to provide references to ‘One Health’, wildlife and the equine sector

The Group considered these requests, including a proposal from the OIE Wildlife Working Group to develop a specific critical competency for wildlife. It considered that the best way to address these requests was via appropriate modification of the Introduction and, in the case of One Health, by modifying several critical competencies in the *PVS Tool*.

The Group recommended that the OIE organise some additional training activity to refresh the understanding of PVS experts on the importance of integrating new concepts, such as One Health, in the evaluation process, and also to address misunderstandings that were evident in some of the comments received in response to the questionnaire of experts.

4.3. Recommendations on specific critical competencies

Chapter I: Human, physical and financial resources

CC I-1 Professional and technical staffing, etc.

I-1 A Veterinary and other professionals

No change.

CC I-1 B Veterinary para-professionals and other technical personnel

No change.

CC I-2 A Competencies of veterinarians

The phrase ‘including the OIE Day 1 competencies’ was added to the introductory description in I-2 A ‘Professional competencies of veterinarians’.

CC I-2 B Competencies of veterinary para-professionals

Text in the levels of advancement 2-4 was modified as follows:

Level 2 Replace ‘limited animal health’ with ‘basic’ and delete ‘very’.

Level 3 Replace ‘animal health’ with ‘specific’.

Level 4 Replace ‘specialist animal health’ with ‘advanced’.

CC I-3 Continuing education (CE)

Level 5 Replace ‘submitted to periodic’ replaced with ‘subjected to regular’.

CC I-4 Technical independence

After lengthy discussion of the difficulties this CC poses in practical situations, the Group decided to replace the text in level 4 with that in level 5, with the modification ‘implemented in general accordance with’. The text in level 5 was amended to read ‘The technical decisions are based only on scientific evidence and are not changed to meet non-scientific considerations’.

Annex XXXII (contd)**CC I-5 *Stability of structures and sustainability of policies***

Based on concerns about clarity the text in Levels 2-5 was modified as follows:

- Level 2 Sustainability of policies is affected by changes in the political leadership and/or the structure and leadership of VS.
- Level 3 Sustainability of policies is not affected or is slightly affected by changes in the political leadership and/or the structure and leadership of VS.
- Level 4 Policies are sustained over time through national strategic plans and frameworks and are not affected by changes in the political leadership and/or the structure and leadership of VS.
- Level 5 Policies are sustained over time and the structure and leadership of the VS are stable. Modifications are based on an evaluation process, with positive effects on the sustainability of policies.

CC I-6 *Coordination capability of the Veterinary Services***A. Internal coordination (chain of command)**

The phrase 'veterinary and other professional associations' was added to the suggested indicators and sources of verification.

B. External coordination

No change.

CC I-7 *Physical resources*

No change.

CC I-8 *Operational funding*

Comments of experts were considered but the Group did not make any modification as members considered that the current text provides a valuable input to the process of Gap Analysis.

CC I-9 *Emergency funding*

An expert commented on the potential for confusion in the treatment of compensation funds, which may be used in both routine and emergency situations. The phrase 'contingency and compensatory' was deleted from the text in all levels of advancement.

CC I-10 *Capital investment*

No change.

CC I-11 *Management of resources and operations*

Based on expert advice, the text in the levels of performance 1-4 was modified as follows:

- Level 1 The VS do not have adequate records or documented procedures to allow appropriate management of resources and operations.
- Level 2 The VS have adequate records and/or documented procedures but do not use these for management, analysis, control or planning.

Annex XXXII (contd)

Level 3 The VS have adequate records, documentation and management systems and use these to a limited extent for the control of efficiency and effectiveness.

Level 4 The VS regularly analyse records and documented procedures to improve efficiency and effectiveness.

The conduct of socio-economic surveys was included in the indicators and sources of verification.

Chapter II: Technical Authority and Capability

CC II-1 Veterinary laboratory diagnosis

A proposal from an expert to create a second part to this CC was discussed at length. The objective was to address the need for diagnostic laboratories (including networks, if these exist) to meet the needs of the veterinary services.

A new text was developed and approved by the Group, as follows:

CC II-1 B Suitability of national laboratory infrastructures

The sustainability, effectiveness and efficiency of the national (public and private) laboratory infrastructures to service the needs of the VS.

Level 1 The national laboratory infrastructure does not meet the needs of the VS.

Level 2 The national laboratory infrastructure partially meets the needs of the VS, but is not entirely sustainable, as organisational deficiencies with regard to the effective and efficient management of resources and infrastructure (including maintenance) are apparent.

Level 3 The national laboratory infrastructure generally meets the needs of the VS. Resources and organisation appear to be managed effectively and efficiently, but their regular funding is inadequate to support a sustainable and regularly maintained infrastructure.

Level 4 The national laboratory infrastructure generally meets the needs of the VS and is subjected to timely maintenance programmes but needs new investments in certain aspects (e.g. accessibility to laboratories and number or type of analyses).

Level 5 The national laboratory infrastructure meets the needs of the VS and is sustainable and regularly audited.

CC II-2 Laboratory quality assurance

The Group decided to clarify the definition by modifying the text as follows:

‘...the use of formal QA systems, including, but not limited to, participation in relevant proficiency testing programmes.’

Annex XXXII (contd)**CC II-3 Risk analysis**

No change.

CC II-4 Quarantine and border security

In response to the comments of an expert, the Group discussed the possible need to include a new point on pre-export quarantine, either in Chapter II or in Chapter IV. However, as this matter relates to export, which is covered in Chapter IV, it was decided to address this comment in the list of indicators and sources of verification relevant to CC IV-4.

CC II-5 Epidemiological surveillance

The Group decided to remove 'Early detection' from the title of II-6 and to include it in the title of this CC, the title of which becomes 'Epidemiological surveillance and early detection'. A reference to Chapters 1.4. and 1.5. was added.

CC II-5 A Passive epidemiological surveillance

Reflecting the modification of the title, the text in levels 4 and 5 was modified as follows.

Level 4 The VS conduct passive surveillance and report at the national level in compliance with OIE standards for most relevant diseases. Interested parties are aware of and comply with their obligation to report the suspicion and occurrence of notifiable diseases to the VS.

Level 5 The VS regularly report to interested parties and the international community (where applicable) on the findings of passive surveillance programmes.

CC II-5 B Active epidemiological surveillance

No changes.

CC II-6 Early detection and emergency response

The Group removed 'Early detection' from the title, as it was considered more appropriate to cover this topic in CC II-5.

A reference to the existence of a contingency plan was included in Level 3 and the text in Level 4 was amended to highlight the difference between Levels 3 and 4.

The text of Level 5 was modified to include 'relevant competent authorities, producers and other interested parties' and 'stakeholders' was deleted.

CC II-7 Disease prevention, control and eradication

A proposal from an expert to add an indicator – i.e. 'database of herds and animal population subject to control and/or eradication' for each disease and health status was agreed. In addition, the reference to rinderpest was removed from the list of indicators (Level 5) and African horse sickness was added.

The existence of compensatory funding was added to the list of indicators and sources of verification.

Annex XXXII (contd)**CC II-8 Food safety****CC II-8 A Ante and post mortem inspection**

No change.

CC II-8 B Inspection of collection, processing and distribution of products of animal origin

In level 5, the reference to ‘on farm processing and farm gate sales’ was changed to ‘on-farm establishments’ to be consistent with level 5 in the new CC II.8C. The Group noted that level 5 reflects the situation in developed countries, thus representing the highest level achievable.

On the basis of discussion, the Group decided to add a new point to this CC to address the standards of food producing premises, as follows:

II-8 C Regulation, authorisation and inspection of establishments for the production, processing and distribution of food of animal origin.

The authority and capability of the VS to establish and enforce sanitary standards for establishments that produce, process and distribute food of animal origin.

- Level 1 Regulation, authorisation and inspection of relevant establishments are generally not undertaken in conformity with international standards.
- Level 2 Regulation, authorisation and inspection of relevant establishments are undertaken in conformity with international standards in some of the major or selected premises (e.g. only at export premises).
- Level 3 Regulation, authorisation and inspection of relevant establishments are undertaken in conformity with international standards in all premises supplying throughout the national market.
- Level 4 Regulation, authorisation and inspection of relevant establishments (and coordination, as required) are undertaken in conformity with international standards for premises that only supply local markets.
- Level 5 Regulation, authorisation and inspection of relevant establishments (and coordination, as required) are undertaken in conformity with international standards at all premises (including on-farm establishments).

Although the *Terrestrial Code* does not cover this subject specifically, the references include the following Codex standards:

Code of Hygienic practice for meat (CAC/RCP 58-2005)

Code of Hygienic practice for milk and milk products (CAC/RCP 57-2004)

General Principles of Food Hygiene (CAC/RCP 1-1969; Amendment 1999. Revisions 1997 and 2003.)

Annex XXXII (contd)**CC II-9 Veterinary medicines and biologicals**

To address concern that the prudent use of antimicrobial agents (*Terrestrial Code* Chapters 6.6. to 6.10. inclusive) was not addressed in the *PVS Tool*, the definition of CC II-9 was modified by adding the word 'prudent' between 'sale and' and 'use'. Level 3 was modified as follows:

Level 3 The VS exercise effective administrative control and implement quality standards for most aspects of the regulation of veterinary medicines and veterinary biologicals, including prudent use of antimicrobial agents.

An appropriate reference to prudent use was included in the indicators/sources of verification, which will in future be included in the Manual.

CC II-10 Residue testing

No change.

CC II-11 Emerging issues and CC II-12 Technical innovation

The Group discussed the possibility of deleting these CCs, as the information provided in the PVS reports is often rather weak, there is little understanding of the issue, and there is no specific support for the two CCs in the *Terrestrial Code*. While some participants considered that these issues should be covered somewhere on the *PVS Tool*, the Group decided to delete the two CCs.

CC II-13 Identification and traceability**A. Animal identification and movement control**

No change.

B. Identification and traceability of products of animal origin

A note reading ' This critical competency may in some countries be undertaken by an agency or agencies other than the VS' was added to the existing text in order to reflect the practical situation.

CC II-14 Animal welfare

There was considerable discussion on this issue. The Group discussed whether this CC should refer to all animal welfare standards in the entire *Terrestrial Code* Section 7 (Animal Welfare) rather than the specific standards that are identified in the fifth edition of the *PVS Tool* (Chapters 7.1. to 7.6.).

The Group decided to replace the reference to the standards in the *Terrestrial Code* with a reference to Section 7 of the *Terrestrial Code*, on the basis that scientific research using animals and humane control of stray dog populations are of interest to some countries requesting PVS evaluations and are the subject of standards in the *Terrestrial Code*.

The text on levels 1-5 inclusive was modified to include reference to national legislation on animal welfare as this was considered to be an element relevant to advancement and an appropriate means to recognise animal welfare issues for which OIE standards have yet to be established.

Annex XXXII (contd)***New CC on Animal feed safety***

A new CC on animal feed safety was developed. This will be numbered CC II-11 (following the deletion of CCs II-11 and 12). The new CC reads as follows:

The authority and capability of the VS to regulate animal feed safety e.g. processing, handling, storage, distribution and use of both commercial and on-farm produced animal feed and feed ingredients.

Level 1 The VS cannot regulate animal feed safety.

Level 2 The VS have some capability to exercise administrative control over animal feed safety.

Level 3 The VS exercise effective administrative control and implement quality standards for most regulated aspects of animal feed safety.

Level 4 The VS exercise comprehensive and effective regulatory control of animal feed safety.

Level 5 The control systems are subjected to periodic audit of effectiveness.

As regards the *Terrestrial Code* chapter on animal feed (Chapter 6.3.), the Group noted that ‘growing’ of animal feed and feed ingredients was not within the scope of this chapter and thus, proposed to amend Article 6.3.2. of the *Terrestrial Code* as follows:

(2nd paragraph of Article 6.3.2.)

This chapter aims at ensuring the control of animal and public health hazards through adherence to recommended practices during the production (~~growing~~, procurement, handling, storage, processing and distribution) and use of both commercial and on-farm produced animal feed and feed ingredients for terrestrial animals.

Chapter III: Interaction with stakeholders

The title of the chapter was modified to ‘Interaction with interested parties’ (see rationale above).

CC III-1 Communication

A reference to the new *Terrestrial Code* Chapter 3.3. on communication was added.

The word ‘stakeholders’ was replaced by ‘interested parties’ in all parts of this CC.

CC III-2 Consultation with stakeholders

The word ‘stakeholders’ was replaced by ‘interested parties’ in all parts of this CC, including the title.

CC III-3 Official representation

The word ‘stakeholders’ was replaced by ‘interested parties’.

CC III-4 Accreditation/authorisation/delegation

The word ‘stakeholders’ was replaced by ‘interested parties’. No other change was made.

Annex XXXII (contd)***CC III-5 Veterinary statutory body***

No changes were proposed to this CC, pending feedback from the Code Commission on the proposed modifications to the *Terrestrial Code* text on Veterinary statutory body.

CC III-6 Participation of producers and other stakeholders in joint programmes

The word 'stakeholders' was replaced by 'interested parties' in all parts of this CC, including the title.

Chapter IV: Access to Markets***CC IV-1 Legislation***

A new reference to Chapter 3.4. was added.

No changes were proposed to the text.

CC IV-2 Implementation of legislation (etc.)

The word 'stakeholder' in the term 'stakeholder compliance' was deleted from the title and throughout the text.

CC IV-3 International harmonisation

No change.

CC IV-4 International certification

References to wildlife and to the equine sector should be included and the existing reference to export quarantine should be highlighted in the list of indicators/sources of verification.

CC IV-5 Equivalence

No change.

CC IV-6 Transparency

No change.

CC IV-7 Zoning and CC IV-8 Compartmentalisation

An expert requested clarification on the situation where a country has the capacity to establish a zone/compartiment but has chosen not to use this tool, as opposed to a country that has no capacity to establish a zone/compartiment. The Group was in agreement that the first situation should be recorded as 'not assessed at this stage' or 'not relevant at this stage' and the second as 'level 1'.

No changes were made to the text.

5. Next meeting

It was proposed to hold the next meeting of the Group within 12 months.

.../Appendices

Annex XXXII (contd)Annex I

**REPORT OF THE MEETING
OF THE OIE AD HOC GROUP ON EVALUATION OF VETERINARY SERVICES**

Paris, 17–19 July 2012

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Annex XXXII (contd)

Annex I (contd)

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Annex XXXIII

Original: English

June 2012

REPORT OF THE ELEVENTH MEETING OF THE OIE ANIMAL WELFARE WORKING GROUP

Paris (France), 26–28 June 2012

On behalf of Dr Bernard Vallat, OIE Director General, Dr Derek Belton, acting Head of the International Trade Department, welcomed members and participants to the meeting of the Animal Welfare Working Group (AWWG). Dr Belton confirmed the changes in the Membership of the Working Group, particularly the newly appointed Chair, Dr Abdul Rahman, as announced by the Director General during the 80th OIE General Session, following the retirement of Dr David Bayvel from the Ministry of Agriculture and Forestry of New Zealand.

Dr Belton also mentioned that, with effect from 1 July, Dr Bayvel would be the new Chief Veterinary Adviser (CVA) for the World Society for the Protection of Animals (WSPA), in replacement of Dr David Wilkins, who would retire from the Working Group after the AWWG 11th meeting. In this new role, Dr Bayvel will represent the International Coalition for Animal Welfare (ICFAW) on the Working Group. Changes in the Membership also include the appointment of Dr Peter Thornber, as the new member from the Asia, Far East and Oceania (AFEO) Region.

The Working Group agreed to hold a co-chaired meeting, in order to facilitate the handover between the past and the present Chair.

Dr David Bayvel introduced Dr Rastislav Kolesar to the Group, as the new Animal Welfare Officer for AFEO Region, at the OIE International Trade Department.

The meeting was also attended in its first and last day by Dr Alex Thiermann, President of the Terrestrial Animal Health Standards Commission (the Code Commission) as observer.

Dr Bayvel, former Chair of the AWWG, briefly discussed the following priority issues:

- Standards for livestock production systems and adopted chapters
- How to help and encourage Members in the implementation of standards
- Review of linkages between animal welfare, food safety and food security
- OIE Collaborating Centres
- Future work on standards and priorities
- Status of Regional Animal Welfare Strategies
- The 3rd OIE Global Conference on Animal Welfare.

The list of participants and the agenda are attached as Annex I and II.

Annex XXXIII (contd)**1. Working Group 10th meeting report and agreed actions; informal meeting at General Session; teleconferences**

The Working Group noted the report of the previous meeting, as well as the minutes of the teleconferences and the informal meeting, held at the General Session.

Dr Varas gave an update on the recent cooperation agreements signed between the OIE and two organisations, the Global Food Safety Initiative (GFSI) and the Commonwealth Veterinary Association (CVA).

Dr Bayvel commented that the approach taken to progress the agreed annual work programme, i.e. regular teleconferences; a side-meeting during the General Session; and electronic exchange of a list of agreed actions, has been very effective, and the Working Group agreed that Agreed Actions will continue to be produced.

It was agreed that OIE Headquarters, through the AWWG Secretariat, would continue to be responsible for the programming of teleconferences and informal meetings, as well as ensuring the update of the work programme and the agreed actions.

2. OIE 80th General Session 2012 outcomes

The adopted Resolutions on animal welfare, food safety, veterinary education and the contribution of veterinary controls to food security were noted.

Dr Bayvel commented on the opinion of the Code Commission, as stated by Dr Thiermann during the General Session, that work on new standards should consider livestock production systems as a priority.

On the same occasion, Dr Thiermann also commented on the importance of supporting Member Countries to implement the adopted animal welfare standards and expressed the opinion that activities aimed at strengthening the capacity of Veterinary Services to achieve implementation would be an appropriate focus for the AWWG in 2012–2013.

3. Work of the OIE Aquatic Animal Health Standards Commission (AAHSC)

The Working Group noted the reports of the AAHSC's meeting of March 2012 and the relevant report from the General Session.

Dr Wilkins mentioned the existing Animal Welfare Chapters in Section 7 of the Aquatic Code and the adoption of Chapter 7.4 Killing of farmed fish for disease control purposes.

Professor Fraser raised a concern about the lack of linkage between the AWWG and the AAHSC, in relation to work done on aquatic animal welfare and in the contrast with the relation with the Code Commission. It was noted that the Working Group does not have specific expertise in the aquatic area.

After discussion with Dr Thiermann, the Working Group agreed to refer this question to the AAHSC for consideration.

Professor Fraser took the opportunity to mention that the welfare of crustaceans could be a topic to be addressed by the AAHSC if it decided to pursue further work on the welfare of aquatic animals.

4. Report of the *ad hoc* Group on Veterinary Education January 2012

Dr Varas mentioned the work of the *ad hoc* group on veterinary education and the distribution of the OIE document on the 'Recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality'. This document can be found at <http://www.oie.int/en/support-to-oie-members/veterinary-education/>.

Annex XXXIII (contd)

Dr Varas also mentioned Resolution 32 on good governance and veterinary education which identifies future priorities the World Assembly of Delegates would like to see addressed in this area. This Recommendation gives the mandate to the *ad hoc* group to develop recommendations on a core/basic veterinary curriculum relevant to the delivery of quality national Veterinary Services for consideration of the Assembly at the 81st General Session (May 2013).

The AWWG noted that the *ad hoc* group on veterinary education would meet in July 2012.

5. Report of the Working Group on Animal Production Food Safety (APFSWG)

The Working Group noted the report of the APFSWG.

Dr Guyonnet commented on the membership of the APFSWG and added that representation of industry on a rotational basis, as done within the AWWG, could be beneficial for this Working Group, as well as for others Working Group and *ad hoc* groups.

Dr Thiermann took the opportunity to mention that the International Meat Secretariat would soon nominate a new expert for the AWWG, since the retirement of Prof. Gregory.

6. Report of the OIE Working Group on Wildlife Diseases

The Working Group noted the report of the working group on Wildlife Diseases.

Dr Wilkins made a presentation for the AWWG and OIE staff on the welfare of wildlife during trade and on the Role of Animal Welfare NGOs. He pointed out that, in his opinion, the OIE had enlarged its mandate as a consequence of the resolutions following the Global Conference on Wildlife, Animal Health and Biodiversity held in February 2011. Issues such as trade (regulated and unregulated), wildlife management and conservation involve both the health and welfare of wildlife. During his presentation, Dr Wilkins asked the OIE to consider nominating an expert on wildlife animal welfare to this working group.

Dr Gavinelli indicated that in 2011 and 2012, the Commission engaged in a series of regional workshops on animal welfare dedicated to veterinary practitioners working in specific farms and facilities, including the ones working with animals in captivity. The EU legislation in the area, known as the Zoos Directive (Council Directive 1999/22/EC relating to the keeping of wild animals in zoos) does not provide detailed requirements for the welfare of wild animals kept in captivity. Since most of these facilities benefit from the presence of a veterinarian, DG SANCO and DG ENV, together with the support of NGOs, zoos and professional organizations joined efforts and included a session on animals in captivity for each workshop organized in different countries. Through theoretical and practical sessions (zoo visits), highly skilled experts trained the participants on species-specific needs and easy-to-use indicators to evaluate the welfare of animals in their care. The three events organized so far reached over 100 vets working in zoos from 20 EU countries. The demand for knowledge in this area is increasing in particular in relation to the use of animal based measures in assessing welfare in wild animals in captivity. The possibility to develop international standards in this area was discussed in relation to future activities of the OIE AWWG.

7. OIE Collaborating Centres

Joint meeting with the Collaborating Centres

The AWWG meeting was joined by Ms Barbara Alessandrini, representing the Collaborating Centre from Italy and Dr Stella Maris Huertas by teleconference from the CC of Chile/Uruguay. Dr Peter Thornber represented the CC from New-Zealand/Australia. The CCs representatives made a brief summary of their activities during 2011, as also indicated in their annual reports available at the OIE website www.oie.int/en/our-scientific-expertise/collaborating-centres/annual-reports/.

Annex XXXIII (contd)

- **CC New-Zealand/Australia**

Dr Thornber briefed the meeting on current and planned activities. The NZ/Australia OIE Collaborating Centre is working to support implementation of the OIE Regional Animal Welfare Strategy for AFEO, especially in capacity building. Key activities include finalisation of a Twinning application with University Putra in Malaysia, delivery of a broad training course in animal welfare concepts and issues, provision of animal welfare advice to OIE as requested and production of a major animal welfare edition on 'Future animal welfare challenges' in 2014 for the OIE *Scientific and Technical Review Series*.

The Twinning project will assist understanding and delivery of the OIE animal welfare standards and build expertise in animal welfare science. The twinning program will involve training and workshops in Malaysia, Thailand, People's Republic of China and Vietnam. There are six funding partners: The Australian Government, The New Zealand Government, The Malaysian Government, University Putra Malaysia, World Society for the Protection of Animals and the European Commission.

Dr Thornber explained that the Collaborating Centre had planned to run a pilot training course in animal welfare concepts and issues at Massey University in New Zealand In July 2012, but it had to be postponed due to a lack of registrations. The Collaborating Centre partners will review the planned content, duration and marketing approach and it was hoped that this course would now be conducted in 2013. It was likely to be shortened in length to 7-10 days and some components may be run by website.

Professor David Mellor was leading the finalisation of the major animal welfare publication and Dr Bayvel and Dr Thornber had met with Annie Souyri and Professor Paul Pierre Pastoret in May during the General Session to agree on the final content and proposed authors and manuscript topics for the monograph.

- **CC from Italy**

Dr Alessandrini explained how the Istituto G. Caporale of Teramo (ICT) reviewed at the beginning of 2012 its strategic guidelines, confirming that the international activities carried out in the framework of its mandate as OIE collaborating centre are one of the core areas.

The 2012-2017 strategy for animal welfare, is focused on the achievements of the following goals: (a) research, development and training based on available technologies, promoting innovative solutions; (b) multidisciplinary and intersectorial approach to AW, facilitating cultural integration of the different disciplines (c) empowering services provided in AW, through improved scientific skills, networking, collaboration and cooperation.

The ICT mandate, at an international level, is to build a common culture, to assure human-animal-environment health and safe relationships, whereby animal welfare – animal health – food safety are part of a sustainable integrated system.

The most successful initiatives are implemented with a scalable and sustainable approach based on repeatable models, and are in the field of knowledge on animal welfare economics. They are based in Europe and in third countries, and are being carried out in largely established networks. Some of them are appropriately delivered through web based systems and are intended to maximise the efforts of producing, developing, and disseminating science-based knowledge on animal welfare.

During the last year, ICT developed research studies in the field of livestock animals, with particular reference to animal welfare during long distance transportation and to the use of Control Posts, sustaining a profitable cooperation with the most relevant international research institutes.

Annex XXXIII (contd)

ICT is currently involved in several EU funded projects such as the DG SANCO projects named “Renovating and promoting high quality control posts in the European Union” and “Promoting high quality control posts: development of scientific basis of certification schemes for animal transport”. ICT is also partner of the VII Framework Programme research ANIHWERA-NET, aiming at assessing the research gaps on animal health and welfare and to increase cooperation and networking of research programmes on farm animal health and welfare.

Companion animal protection and welfare also represent a key research area. ICT has a consolidated experience in urban veterinary hygiene, dog population management (DPM) and animal traceability. Currently, ICT is involved in a project for the control of free-roaming dog population in Chile, aiming at assessing male dog behaviour before and after chemical and surgical neutering. This project is being carried out in collaboration with the Chilean Ministry of Agriculture.

A project on definition, management, and evaluation of stray dog and cat phenomenon in urban environment is being carried out in collaboration with IRTA and the University of Barcelona (Spain), and VierPforten International (Austria).

At present, ICT is also participating in the EU VII Framework Programme “Companion Animals Multisectorial Interprofessional Interdisciplinary Strategic Think Tank on Zoonoses” (led by the Federation of Veterinarians of Europe and involving nine partners), providing expertise in epidemiology, education, knowledge management, and animal welfare, and managing the project dissemination system (CALLISTO- www.callistoproject.eu).

With the aim of promoting responsible dog ownership in Europe, ICT manages the CAROdog Website (www.carodog.eu), in partnership with the VierPforten/Four Paws International.

Each year, ICT experts participate in Animal Welfare meetings and conferences all over the world, providing their technical expertise (last participation: “Animal Welfare Congress: progress and strategies for the future of livestock”, organised by the OIE CC of Chile/Uruguay, in Montevideo on July 10-11, 2012).

In 2012, ICT is continuing its work for the Directorate General SANCO of the European Commission, delivering training courses on various AW issues (www.sancotraining.izs.it). Until today, about 800 official veterinarians from EU Countries, Candidates and selected Third Countries have been involved in those training events.

In 2011, ICT became the first eLearning provider of the European Commission, for the management of training courses for official veterinarians and other professionals selected by the National Competent Authorities of Member States, Candidate States and Third Countries. ICT was contracted by EAHC, upon public evidence procedure, to develop a web based eLearning platform and to produce 5 eLearning courses addressed to official veterinarians on: Animal Welfare, HACCP, TSE, RASFF, Food contact materials. The module on animal welfare will be available in October 2012.

Moreover, ICT is responsible for the planning, development, validation and delivery of 4 eLearning courses targeted to official veterinarians, staff members of control posts and transport companies to ensure Animal Welfare at the control posts (EC funds).

Two ICT experts are seconded at the Animal Welfare Unit of the Directorate General SANCO of the European Commission and at the Animal Health and Welfare Unit of EFSA.

- **CC from Chile-Uruguay**

Dr Huertas commented that, as indicated by the mandate given by the OIE, during 2011, several activities related to extent links with other institutions and with the other Collaborating Centres on Animal Welfare (AW) were performed, through personal interviews or teleconferences, in order to increase the cooperation between them.

Annex XXXIII (contd)

Dr Gallo, from Chile, participated actively with the National Veterinary Services (Animal Welfare Program SAG) developing the first three regulations on the new Animal Welfare Law (Law 20380 of 2009).

In Uruguay, Dr Huertas actively participated in the implementation and regulation of the Animal Welfare Law (18 471/2009) working closely with the Ministry of Livestock in this issue.

During 2011, the CC participated in lectures and courses at different Latin American countries related to good management practices and animal welfare issues.

In relation to knowledge transfer, several slaughter plants in both countries (Chile and Uruguay) and in the region have been advised and their staff has received training in good handling practices and animal welfare by both coordinators of the CC and their staff.

Laboratories of Veterinary drugs in Uruguay and Brazil, which use animals for their activities, requested advice from the AWWG to carry out the facilities to work with animals and the personnel were trained by Dr Huertas and her group.

The CC also organised in 2011 several training courses for professionals, both in Chile and Uruguay.

Both the Animal Welfare Program of Chile and Uruguay are working actively in publications and dissemination of information related to the OIE standards. They are also developing training materials for stockpersons, meat and milk producers, transporters, slaughterhouses and food industry in all Animal welfare issues.

At the end of the joint meeting, it was clarified that all Collaborating Centres could provide services in all regions, regardless of their region of origin.

Council decision on Collaborating Centres: three new groups: production animals, companion animals, laboratory animals–

Prof. Fraser referred to the Working Group's proposal submitted to the Director General in 2011, which included details of the type of specialisations that could be envisaged within the overall subject of animal welfare. The new OIE policy on Collaborating Centres, notably the decision to approve one Collaborating Centre per region in one of the following areas: companion animals, production animals, and animals used in research and education, was confirmed.

Update on the application of Mexico and Sweden

The Working Group reviewed the application of Mexico and gave its support for the Code Commission to consider. The Working Group also noted the status of the application of Sweden and it was agreed to provide specific recommendations to the code Commission when the application is complete.

8. Other business

- **Future work of OIE *ad hoc* Groups on Animal Welfare and Livestock Production Systems**

The Working Group acknowledged the adoption of Chapter 7.9 Animal Welfare and Beef Cattle Production Systems and of Article 7.1.4 General principles for the welfare of animals in livestock production systems.

Annex XXXIII (contd)

Professor Fraser expressed concern about some amendments made during the General Session prior to the adoption of Article 7.1.4 regarding the suitability of animals introduced into new environments. Dr Thiermann suggested that text amendments could be provided for the Code Commission to address in its meeting in September.

As mentioned by Dr Thiermann, the priority will focus on production systems, continuing with Broiler Chickens Production Systems and commencing with Dairy Cattle Production systems. Membership of this *ad hoc* group was discussed by the Working Group and it was decided to provide a list of additional experts for the OIE to consider.

- **Third Global Conference on Animal Welfare**

The Working Group noted that the programme with the speakers had been published on the OIE website.

It was agreed hold an informal meeting in the evening of 5 November prior to the Global Conference commencing.

- **OIE Regional Animal Welfare Strategy: update on the situation of each Region**

Dr Bayvel mentioned that implementation of the Regional Animal Welfare Strategy (RAWS) in the Asia, Far East and Oceania (AFEO) is well advanced and that the RAWS-Coordination Group held its third meeting in April in Bangkok. He indicated that it was agreed to hold the fourth meeting of the Coordination Group back to back with the OIE Global Conference on animal Welfare that is planned for 6-8 November 2012 in Kuala Lumpur. He also indicated that the strategy and implementation plan will be reviewed and updated over the next few months.

Dr Molomo and Dr Wilkins reported that the suggestion of a sub-regional initiative from SADC Countries had not been progressed. The Working Group noted that discussions will continue and will involve the whole Region. It was agreed that a strategy would need to be driven from Africa. From the OIE's point of view, it is expected that the peer pressure of successful development and implementation of RAWS in other regions will help to drive that.

Prof. Aidaros mentioned that RAWS for the Middle East was included in the agenda of the Regional Conference for the Middle East held in Lebanon in October 2011. Dr Varas stated that the Focal Point Seminar, programmed for the first week of December 2012 in Lebanon will be a good opportunity to follow-up the advancement of the project.

Regarding the situation in the Americas, Dr Wilkins reported that an outline proposal for a RAWS had been circulated for comments amongst Members of the Region. These comments should be received by August 2012 and the proposal placed on the agenda for the 21th Regional Commission Conference to be held 26-29 November in Barbados.

Dr Gavinelli mentioned the OIE Seminar for National Focal Points that was held in Kiev, Ukraine, which was co-funded by the EU and was specifically dedicated to non-EU countries as the 27 EU Member States are far more advanced in terms of animal welfare than the rest of Europe. The level of implementation of OIE standards on animal welfare in Eastern Europe countries is rather low. National animal welfare priorities, as indicated by the participants, concerned transport, slaughter of animals and dog population management. The need for education, legislation, awareness was clearly expressed, as well as the need for a mapping of the existing information, materials, tools, centres of expertise available in the region. Attendees also discussed about a regional platform/hub for animal welfare aiming at sharing experience, knowledge and existing tools with a view to assisting the countries in the implementation of OIE standards on animal welfare.

Annex XXXIII (contd)

The Working Group encouraged all OIE Regions to continue to give priority to strategy development.

- **OIE Technical Mission to Indonesia**

Dr Bayvel updated the meeting on the background to, and outcomes of a fact-finding mission he undertook to Indonesia, over the period 25 to 31 April, on behalf of OIE Headquarters.

The mission related to the implementation of the Improved Animal Welfare Programme (IAWP) and the training role to be played by the OIE in relation to OIE standards. Meetings were held with all key stakeholders and the mission was the subject of a detailed Mission Report.

- **Twinning between the Collaborating Centre of New Zealand-Australia and the University of Putra, Malaysia**

Dr Thornber provided an update on the status of this project and mentioned that it should be finalised by the end of July. He added that all costs would be covered by the CC.

Dr Varas mentioned the ongoing work of the *ad hoc* group on Veterinary Education as per the development of a Guide to Veterinary Educational Establishments Twinning Projects, based on the existing Guide for twinning between Laboratories.

- **FAO electronic consultation –working animals; future OIE standard on working animals**

Drs Varas, Rahman and Gavinelli attended the 2011 meeting held by FAO and The Brooke following the electronic consultation on the Role, Impact and Welfare of Working Animals. The Working Group noted that a draft report had been sent to the attendees during the AWWG meeting and acknowledged the recommendations to the OIE, as per the ‘OIE should develop Standards for working animal welfare and include them in its Terrestrial Code’ and, along with FAO, should ‘raise awareness and provide guidance to their Members on the importance of working animals and their health and welfare to livelihoods and national economies’. Dr Rahman mentioned the recommendations of the Accra Conference and the need to constitute a working group on Welfare of Working animals.

It was agreed that the welfare of working animals would be the third area of priority for the OIE to address, after production systems.

- **Global Fund**

Contributions from OIE Member Countries to the World Fund were mentioned, in particular donations from Australia and New Zealand for the RAWs in their Region and the IAWP, as well as the contribution from the EC for Global conferences and Seminars.

- **World Halal Forum**

Professor Aidaros and Dr Rahman briefed the Working Group regarding their participation at the World Halal Forum held in April 2012 in Kuala Lumpur. It was confirmed that the Halal Integrated Forum which organised the forum is an independent organisation engaged in Halal awareness among the Islamic community. The various stakeholders who participated in the meeting showed keen interest in the welfare issues of animals involved in food production especially the OIE standards on land transport and slaughter for human consumption. The issue of stunning was discussed in detail with the majority of participants opposing stunning as a prerequisite for slaughter. However, the stakeholders agreed that there was cruelty to animals during transport and at slaughter in many countries of the world. Dr Rahman stressed the role of OIE in addressing issues of welfare in Islamic countries such as sensitizing religious leaders about the cruelty to animals especially during slaughter.

Annex XXXIII (contd)

The Working Group noted that the discussion paper on 'Animal welfare related provisions of Islamic Law - OIE Discussion Paper' written by Professor Aidaros and Dr Rahman, had been published at the OIE website <http://www.oie.int/en/animal-welfare/future-developments/>.

- **Religious Slaughter**

The AWWG noted that this topic was included in the programme of the 3rd Global Conference on Animal Welfare and further discussion will be undertaken at that time.

It was agreed to continue to focus on the approach outlined in the above Discussion Paper, to consolidate what has been achieved so far, and to concentrate on constructive dialogue with Religious Authorities and opinion leaders.

- **Stamping out systems**

It was agreed that Dr Guyonnet would review the extensive documentation received by the OIE on this subject and provide feedback to the AWWG. The Group will then submit comments to the Code Commission for consideration at its next meeting.

- **Animal welfare and trade**

Dr Gavinelli confirmed that the EC will hold a second Animal Welfare and Trade Colloquium in October 2013 in Uruguay, as a follow-up to the meeting held in Brussels in 2009.

This meeting is planned to be held back to back with the programmed Seminar for OIE National Focal Points on Animal Welfare for the Americas region.

- **ILAR**

Dr Bayvel confirmed that an application to recognise ILAR as an OIE Collaborating Centre for Laboratory Animal Medicine, Science and Welfare is currently being prepared and is supported in principle by the US Delegate. This opportunity was first identified by Dr Vallat during discussions with the Laboratory Animal Welfare ad hoc group in 2010.

- **Alan Sheridan Internship**

Dr Thornber briefed members on a development award to Dr Allan Sheridan from the Australian Government Department of Agriculture and Fisheries. Dr Sheridan will be sponsored to spend up to three weeks at the OIE Central Bureau in October 2012, assisting in the development of guidelines and material to support implementation of the OIE animal welfare guidelines on slaughter.

- **Standards Implementation**

Dr Bayvel raised the mandate from the 80th General Session that the Animal Welfare Working Group consider pathways to assist member countries to implement OIE welfare standards. Members asked Dr Thornber to chair a small writing group to develop an Animal Welfare Working Group guideline document on pathways for implementing OIE animal welfare standards.

Dr Thornber will be supported in the drafting group by Prof Fraser, Dr Molomo, Professor Aidaros and Dr Guyonnet. The outcomes of the OIE 3rd Global Conference on Animal Welfare in November will be considered in the finalisation of this document. Once endorsed by the AWWG, it will be submitted to the OIE Headquarters in January 2013 for consideration by the Code Commission at its meeting in February 2013.

Annex XXXIII (contd)

- **Animal Welfare Chapters Organisation**

Dr Thiermann informed the Working Group that some Members countries had complained about the formatting of the Animal Welfare Chapters and that it is impractical to make reference to a whole paragraph instead of a precise article.

It was agreed to ask the OIE Headquarters to liaise with an editorial expert and explore the possibilities of simplifying the existing text, without losing the content on the tables.

The OIE welcomes any suggestions from the AWWG for improvements that facilitate the use and implementation of the OIE Animal Welfare Code Chapters.

- **Technical Item**

The Working Group agreed to have further discussion on this subject during the Global Conference, in order to present a draft Item during the teleconference programmed for January 2013, .

- **Private Standards**

Dr Guyonnet, representing the International Egg Commission and as a full Member of the Working Group at this meeting, expressed his view on the role of the industry in setting private standards on animal welfare. He stated that here is a risk of AW being used as a “marketing tool” by big retailers and standards imposed and applied for the wrong reasons. He recommended that the OIE approaches the Consumer Goods Forum, an organisation made up of the CEOs of all the big retailers.

Dr Thiermann observed that, in absence of agrees governmental animal welfare standards, industries are entitled to set private standards. Nonetheless, when OIE standards exist, those private standards should take note of OIE standards.

Dr Fraser indicated that some companies have established their standards with no scientific background and that there is a possible opportunity for the OIE, through the AWWG, to provide guidance of how to produced science-based standards.

Dr Rahman stated that the OIE Delegates, in each of the 178 Members Countries, played a key influencing role and that such Guidance could be beneficial for them in their relationship with the private sector.

The AWWG mentioned the official agreement signed between the OIE and ISO in 2011. It was noted that at its meeting in Kenya in April 2012, the ISO Technical Committee 34 (Food Products) agreed to the formation of a Working Group to consider next steps in the development of Technical Specifications on animal welfare in primary production, transport and slaughter, based on the OIE animal welfare standards.

- **Concepts in Animal Welfare**

Dr Wilkins commented on the DVD developed by WSPA 7 years ago for teaching animal welfare to veterinary students. He explained that WSPA is seeking for the OIE to endorse the material, now that it's being updated.

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Dr Belton confirmed OIE's interest and indicated that, although endorsement per se is unlikely, a specific module introducing the OIE will be added.

- **Rabies**

Dr Rahman mentioned that he had been invited by WHO to write the Chapter on Dog population Control for their WHO Consultation Document which is undergoing a review. He informed the members that the final draft was ready and he wanted the OIE to comment on his draft before the meeting in Geneva in September.

- **Presentation of Permanent Working Group Reports at the World Assembly**

The OIE Council will re-consider at the next Council meeting whether there is sufficient time on the agenda for the AWWG Chair to present a report at future World Assembly meetings.

9. Work programme 2013

Members reviewed the current work programme with the view to updating it for 2013. It was agreed that Dr Varas and Dr Rahman would circulate the draft proposed 2013 Work Programme by 1 November 2012.

All Members were encouraged to give careful attention to the draft work programme to ensure that it includes all key initiatives and regional priorities.

10. Dates of next meeting

It was agreed that the next full meeting would be held on 18-20 June 2013.

A Working Group teleconference will be scheduled in early January to provide input to the winter meetings of the Code and Aquatic Animals Commissions.

.../Annexes

Annex XXXIII (contd)Annex I**MEETING OF THE OIE WORKING GROUP ON ANIMAL WELFARE****Paris, 26–28 June 2012****List of participants****MEMBERS OF THE OIE WORKING GROUP**

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Annex XXXIII (contd)

Annex I (contd)

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MEETING OF THE OIE ANIMAL WELFARE WORKING GROUP

Paris, 26–28 June 2012

Adopted agenda

Introduction and priorities / Dr Bayvel

Introduction of participants and welcome to Dr Rasto Kolesar/ Dr Peter Thornber

Administrative arrangements / Dr Belton

27 June 2011 - 2:00 pm to 3:30 pm: Joint Session with Representatives of OIE Animal Welfare Collaborating Centres

1. AWWG 10TH Meeting Report, agreed Actions, Informal Meeting at GS & Teleconferences
2. OIE General Session 2012 Outcomes
 - General Session Report/ Resolutions
 - Resolution on Animal Welfare
 - Other Issues Raised: adoption of Chapter 7.9 on Animal Welfare and Beef Cattle Production Systems- Future of Chapter on AW and Broiler Chicken Production Systems
3. Work of the Aquatic Animal Health Standards Commission
4. Report of the *ad hoc* Group on Veterinary Education January 2012- Feedback from MV
5. Report of the Working Group on Food Safety
6. Report of the Working Group on Wildlife Diseases
7. Report of the *ad hoc* Group on Climate Change
8. Joint session with Collaborating Centres (including full annual reports)
9. Council decision on Collaborating Centres: three new groups: production animals, companion animals, laboratory animals–Update on the application of Mexico, Italy and Sweden
10. Other Business
 - Future work of *ad hoc* Groups on Animal Welfare and Livestock Production Systems
 - 3rd Global Conference on Animal Welfare
 - OIE Regional Animal Welfare Strategy: update on the situation of each Region
 - RAWS/AFEO Coordination Group report
 - OIE Technical Mission to Indonesia
 - Future OIE work on AW
 - FAO report on working animals

Annex XXXIII (contd)Annex II (contd)

- Annual Reports of Collaborating Centres (Italy, Chile/Uruguay, NZ/Australia)
 - Twinning Malaysia update
 - Presentation on Wildlife
 - Animal Welfare Focal Point Seminars
 - ILAR–update and Conference in Brazil
 - Technical Item for 2013
 - Meeting World Halal Forum
 - Rabies
 - Technical Item for 2014
 - AW Chapters organization
 - Alan Sheridan internship
 - Feedback from Code Commission on Work Programme 2012
 - Scientific and Technical Review 2014: Publication coordinated by D. Mellor and D. Bayvel
11. Work programme 2012-2013
 12. Meeting report
 13. Next Meeting
-



Organisation
Mondiale
de la Santé
Animale

World
Organisation
for Animal
Health

Organización
Mundial
de Sanidad
Animal

Annex XXXIV

Original: English
July 2012

**REPORT OF THE MEETING
OF THE OIE AD HOC GROUP ON ZOOBOTIC PARASITES
Paris, 23–25 July 2012**

The OIE *ad hoc* Group on Zoonotic Parasites (the *ad hoc* Group) met at OIE Headquarters in Paris on 23–25 July 2012.

The members of the *ad hoc* Group and other participants are listed at [Annex I](#). The Agenda adopted is at [Annex II](#).

Dr Alejandro Thiermann, President of the Terrestrial Animal Health Standards Commission, on behalf of Dr Bernard Vallat, OIE Director General, welcomed members to this meeting of the *ad hoc* Group who are undertaking important work in the development of the first *Terrestrial Animal Health Code (Terrestrial Code)* chapter with the objective to recommend scientific measures to mitigate human health risks arising from animals. He also welcomed the two Co-chairs of the Codex Working Group on Guidelines for Control of Specific Zoonotic Parasites, who had been invited in response to some Member Countries request that the OIE work in close collaboration with the Codex Alimentarius Commission on the development of this standard. Dr Thiermann said that the participation of the Co-chairs will provide a good opportunity for the OIE and Codex to work closely together on the development of respective standards on *Trichinella* and ensure alignment of risk-based recommendations while avoiding duplication of effort, overlap and gaps.

Later in the day Dr Vallat joined the meeting and welcomed members and thanked them for their support of this important work. Dr Vallat explained the background of the very efficient collaboration between the OIE and Codex since 2002. Dr Vallat emphasised that the OIE procedures for developing and updating the OIE *Codes* are responsive, transparent and rapid. He noted that new and revised texts are usually adopted (i.e. approved by the World Assembly of Delegates) after a two-year cycle of development and revision. Importantly, the procedures provide a basis for continuous improvement to standards as new scientific information comes to light, and for 'fast track' adoption of new standards when Member Countries need to address important new risks to human and animal health on an urgent basis. He added that in order to receive the endorsement from Members, the first version of the chapter should focus on main objectives and desired outcomes.

1. Update on relevant Codex work

Dr Steve Hathaway, co-chair of the Codex Working Group on Guidelines for Control of Specific Zoonotic Parasites, provided an update on the relevant Codex work. The Codex Committee on Food Hygiene (CCFH) commenced work on control of *Trichinella* species and *Taenia saginata*, at its 42nd Session in 2010. The 43rd Session of the Codex Committee on Food Hygiene (2011) considered draft Guidelines for Control of Specific Zoonotic Parasites and established an Electronic Working Group to continue work in 2012, bearing in mind the parallel work in OIE and the need for an integrated risk-based approach to development of controls.

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The report of the CCFH Electronic Working Group (August 2012) and the redrafted guidelines strongly recognised the importance of a risk-based approach to control *Trichinella* in meat that takes into account the complete farm-to-plate continuum. Maximising the use of slaughterhouse information in the development of on-farm and food chain controls is an important aspect.

Dr Hathaway, on behalf of the CCFH, thanked the OIE for the opportunity to continue the close collaboration between the two organisations in progressing this work.

2. Consider Member comments on draft Chapter 8.13. Trichinellosis and amend text as appropriate

The *ad hoc* Group considered comments received from Argentina, Australia, Canada, the European Union (EU), Japan, New Zealand, Norway, Switzerland and the United States of America (USA), as well as Organismo Internacional Regional de Sanidad Agropecuaria (OIRSA) and amended the text as appropriate.

The broad range of comments from Members resulted in the *ad hoc* Group making a significant revision of the draft chapter including restructuring and simplification. The *ad hoc* Group noted that as a consequence of this action many Member comments became redundant. In response to several Member comments that the text was highly prescriptive in places, the *ad hoc* Group amended the text where relevant to be more outcome based.

The *ad hoc* Group wished to note that this chapter provides recommendation for on-farm prevention of *Trichinella* infection in domestic pigs (*Sus scrofa domesticus*), and safe trade of meat and meat products derived from suids and equids. The *ad hoc* Group amended the section on ‘General provisions’ to reflect that the importance of trichinellosis lies in the risk posed to humans and costs of control in slaughter populations rather than a risk to animal health. Hence, the provisions developed in this chapter reflect the need to minimise exposure of the domestic pig population to sources of *Trichinella*. The provisions also emphasise the role of the Veterinary Authority in assuring that domestic pigs are reared under controlled management conditions.

In response to several Member comments, the term ‘*Trichinella*-free’ was amended to ‘negligible risk of *Trichinella* infection’ because the determination of a ‘free’ status is not feasible given the sensitivity of currently available tests and the limited statistical power of most surveillance data.

Moreover, following overall evaluation of Member comments, the *ad hoc* Group decided to focus this chapter on requirements for establishing a ‘negligible risk compartment’ because there is a clear and objective means of establishing this status in pigs kept under controlled management conditions. In comparison the *ad hoc* Group recognised the difficulties of establishing a country or zone status because of the lack of clear and objective means of achieving such a status, notably in terms of biosecurity and surveillance for pigs not kept under controlled management conditions. For these reasons the chapter only addresses a compartment with a negligible risk of *Trichinella* infection in domestic pigs kept under controlled management conditions.

This chapter provides recommendations for ensuring the biosecurity of this domestic pig subpopulation under varying epidemiological situations in different countries. By focusing on the objective of minimising the potential for transmission of *Trichinella* to pigs, flexibility can be provided in creating what constitutes controlled management conditions. The *ad hoc* Group noted that the controlled management conditions can be applied to a variety of rearing systems as long as an appropriate level of biosecurity is reached.

Measures recommended to prevent infection in domestic pig herds kept under controlled management conditions can lead to a status of negligible risk being granted to a compartment comprising a number of herds. Once this has been established, further testing does not provide any additional assurance. In establishing a negligible risk compartment, the *ad hoc* Group concluded that surveillance of wildlife and feral pigs in the country is not necessary, except for information gathering or to fulfil other obligations.

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The *ad hoc* Group did not consider inclusion of the use of serology as a detection method since a validated test is not available. The *ad hoc* Group wished to emphasise that official recognition of pig herds as being under controlled management conditions and official recognition of a compartment as having negligible risk does not require serology as a surveillance method.

In response to several Member comments on the introduction of pigs into a negligible risk compartment or herd, the revised Article 8.13.3. requires that introduced pigs should originate from herds officially recognised as being under controlled management conditions or from a compartment officially recognised as having a negligible risk. As stated above, individual serological testing is not a valid option.

As part of the restructuring of this chapter, the *ad hoc* Group incorporated relevant text from the Article on Surveillance into other articles rather than retaining it as a separate article.

The *ad hoc* Group did not include an article on negligible risk of *Trichinella* infection in equids in a country, zone or compartment because of insufficient scientific knowledge to establish criteria for controlled management conditions, a necessary prerequisite.

In response to a comment proposing to delete all articles on international trade and replace them by a global cross reference to Codex Guidelines, the *ad hoc* Group considered it essential to retain articles dealing with international trade of meat and meat products of suids and equids in this chapter as it was in the remit of its terms of reference. The chapter provides recommendations to OIE Member Countries in that respect. The *ad hoc* Group noted that the articles include a cross reference to the relevant Codex Guidelines.

2.1. Alignment of OIE and Codex texts on trichinellosis

This draft chapter proposes that one of the criteria for establishing a negligible risk compartment is the availability of appropriate surveillance data. Codex now has the opportunity to develop quantitative linkages between the maximum prevalence of infection that may be present in compartments recognised as having negligible risk (according to surveillance data with different statistical power) and the subsequent risks to human health.

2.2. Revised Chapter 8.13.

Due to the extensive modification and restructuring of the previous draft text, the International Trade Department decided to present this text as a clean document (i.e. without track changes), which should be read with the above text which explains the changes made by the *ad hoc* Group.

The revised Chapter 8.13. is presented in Annex III.

[Note: this Annex has been replaced by Annex XXI to the report of the meeting of the OIE Terrestrial Animal Health Standards Commission which was held on 4–13 September 2012.]

.../ Annexes

MEETING OF THE OIE AD HOC GROUP ON ZONOTIC PARASITES**Paris, 23–25 July 2012****List of participants****MEMBERS OF THE AD HOC GROUP**

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Annex II

MEETING OF THE OIE AD HOC GROUP ON ZONOTIC PARASITES

Paris (France), 23–25 July 2012

Adopted agenda

Welcome

1. Update on relevant Codex work.
 2. Consider Member comments on draft Chapter 8.13. Trichinellosis and amend text as appropriate.
 3. Draft a report of the *ad hoc* Group meeting.
-

CHAPTER 8.13.

INFECTION WITH *TRICHINELLA* SPP.

Article 8.13.1.

General provisions

Trichinellosis is a widely distributed zoonosis caused by eating raw or undercooked *meat* from *Trichinella*-infected food *animals* or *wildlife*. Given that clinical signs of trichinellosis are not generally recognised in *animals*, the importance of trichinellosis lies exclusively in the risk posed to humans and costs of control in slaughter populations.

The adult parasite and the larval forms live in the small intestine and muscles (respectively) of many mammalian, avian and reptile host species. Within the genus *Trichinella*, twelve genotypes have been identified, nine of which have been designated as species. There is geographical variation amongst the genotypes.

Prevention of *infection* in susceptible species of domestic *animals* intended for human consumption relies on the prevention of exposure of those *animals* to the *meat* and *meat products* of *Trichinella*-infected animals. This includes consumption of food waste of domestic animal origin, rodents and *wildlife*.

Meat and *meat products* derived from *wildlife* should always be considered a potential source of *infection* for humans. Therefore untested *meat* and *meat products* of *wildlife* may pose a public health risk.

For the purposes of the *Terrestrial Code*, *Trichinella infection* is defined as an *infection* of suids or equids by parasites of the genus *Trichinella*.

This chapter provides recommendations for on-farm prevention of *Trichinella infection* in domestic pigs (*Sus scrofa domesticus*), and safe trade of *meat* and *meat products* derived from suids and equids. This chapter should be read in conjunction with the Codex Alimentarius Code of Hygienic Practice for Meat (CAC/RCP 58-2005).

Methods for the detection of *Trichinella infection* in pigs and other animal species include direct demonstration of *Trichinella* larvae in muscle samples. Demonstration of the presence of *Trichinella*-specific circulating antibodies using a validated serological test may be useful for epidemiological purposes.

When authorising the import or transit of the commodities covered in this chapter, with the exception of those listed in Article 8.13.2., Veterinary Authorities should apply the recommendations in this chapter.

Standards for diagnostic tests are described in the *Terrestrial Manual*.

Article 8.13.2.

Safe commodities

When authorising the import or transit of the following *commodities*, *Veterinary Authorities* should not require any *Trichinella* related conditions, regardless of the status of the animal population of the *exporting country or zone*:

- 1) hides, skins, hair and bristles;
- 2) semen, embryos and oocytes.

Annex XXXIV (contd)Annex III (contd)

Article 8.13.3.

Measures to prevent infection in domestic pig herds kept under controlled management conditions

- 1) Prevention of *infection* is dependent on minimising exposure to potential sources of *Trichinella*:
 - a) facilities and the surrounding environment should be managed to prevent exposure of pigs to rodents and *wildlife*;
 - b) raw food waste of animal origin should not be present at the farm level;
 - c) feed should comply with the requirements in Chapter 6.3. and should be stored in a manner to prevent access by rodents and *wildlife*;
 - d) a rodent control programme should be in place;
 - e) dead *animals* should be immediately disposed of in accordance with provisions of Chapter 4.12.;
 - f) introduced pigs should originate from *herds* officially recognised as being under controlled management conditions as described in point 2, or from *herds* of a *compartment* with a negligible risk of *Trichinella infection*, as described in Article 8.13.5.
- 2) The *Veterinary Authority* may officially recognise pig *herds* as being under controlled management conditions if:
 - a) all management practices described in point 1 are complied with and recorded;
 - b) at least two visits, a minimum of 6 months apart, have been made in the 12 months preceding recognition to verify compliance with good management practices described in point 1;
 - c) a subsequent programme of audits is conducted.

Article 8.13.4.

Prerequisite criteria for the establishment of a compartment with a negligible risk of *Trichinella* infection in domestic pigs kept under controlled management conditions

A *compartment* with a negligible risk of *Trichinella infection* in domestic pigs kept under controlled management conditions can only be established if the following criteria are met in the country, as applicable:

- 1) *Trichinella infection* in all species of susceptible *animals* is notifiable in the whole territory and communication procedures on the occurrence of *Trichinella infection* is established between the *Veterinary Authority* and the Public Health Authority;
- 2) the *Veterinary Authority* has current knowledge of, and authority over, all domestic pigs;
- 3) the *Veterinary Authority* has current knowledge of the distribution of susceptible species of *wildlife*;
- 4) an *animal identification* and *traceability* system for domestic pigs is implemented in accordance with the provisions of Chapters 4.1. and 4.2.;

Annex XXXIV (contd)Annex III (contd)

- 5) appropriate provisions are in place for tracing of *meat* from *wild animals* harvested for human consumption;
- 6) *surveillance* appropriate to the assessed epidemiological situation and capable of detecting the presence of *Trichinella infection* (including genotype, if relevant) in domestic pigs and exposure pathways, is in place.

Article 8.13.5.

Compartment with a negligible risk of *Trichinella* infection in domestic pigs kept under controlled management conditions

A *compartment* may be officially recognised as having negligible risk of *Trichinella infection* in domestic pigs kept under controlled management conditions if the following conditions are met:

- 1) all *herds* of the *compartment* comply with requirements in Article 8.13.3.;
- 2) the criteria described in Article 8.13.4. have been complied with for at least 24 months;
- 3) the absence of *Trichinella infection* in the *compartment* has been demonstrated by a *surveillance* programme. The choice of design, including duration, prevalence and confidence levels should be based on the prevailing, or historical, epidemiological situation, as appropriate, in accordance with Chapter 1.4. and using tests described in the *Terrestrial Manual*;
- 4) once a *compartment* is established, a subsequent programme of audits of all *herds* within the *compartment* is in place to ensure compliance with Article 8.13.3.;
- 5) if the audit identified a lack of compliance with one or more of the criteria described in Article 8.13.3. and the *Veterinary Authority* determined this to be a significant breach of biosecurity, the *herd(s)* concerned should be removed from the *compartment* until compliance is re-established.

Article 8.13.6.

Recommendations for the importation of meat or meat products of domestic pigs

Veterinary Authorities of *importing countries* should require the presentation of an *international veterinary certificate* attesting that the entire consignment of *meat* or *meat products*:

- 1) has been produced in accordance with the Codex Code of Hygienic Practice for Meat (CAC/RCP 58-2005);

AND

- 2) either:
 - a) comes from domestic pigs originating from a *compartment* with a negligible risk for *Trichinella infection* in accordance with Article 8.13.5.;

OR

 - b) comes from domestic pigs that tested negative by the digestion method for the detection of *Trichinella* larvae, as described in the *Terrestrial Manual*;

OR

 - c) was processed to ensure the inactivation of *Trichinella* larvae in accordance with Codex recommendations [under study].

Annex XXXIV (contd)Annex III (contd)

Article 8.13.7.

Recommendations for the importation of meat or meat products of wild or feral pigs

Veterinary Authorities of importing countries should require the presentation of an *international veterinary certificate* attesting that the entire consignment of *meat* or *meat products*:

- 1) has been produced in accordance with the Codex Code of Hygienic Practice for Meat (CAC/RCP 58-2005);

AND

- 2) either:
 - a) comes from *wild* or *feral* pigs that tested negative by the digestion method for the detection of *Trichinella* larvae, as described in the *Terrestrial Manual*;

OR

- b) was processed to ensure the inactivation of *Trichinella* larvae in accordance with Codex recommendations [under study].

Article 8.13.8.

Recommendations for the importation of meat or meat products of domestic equids

Veterinary Authorities of importing countries should require the presentation of an *international veterinary certificate* attesting that the entire consignment of *meat* or *meat products*:

- 1) has been produced in accordance with the Codex Code of Hygienic Practice for Meat (CAC/RCP 58-2005);

AND

- 2) comes from domestic equids that tested negative by the digestion method for the detection of *Trichinella* larvae as described in the *Terrestrial Manual*.

Article 8.13.9.

Recommendations for the importation of meat or meat products of wild and feral equids

Veterinary Authorities of importing countries should require the presentation of an *international veterinary certificate* attesting that the entire consignment of *meat* or *meat products*:

- 1) has been inspected in accordance with the provisions in Chapter 6.2;

AND

- 2) comes from *wild* or *feral* equids that tested negative by the digestion method for the detection of *Trichinella* larvae as described in the *Terrestrial Manual*.

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