OIE Twinning for Veterinary Education Establishments and Veterinary Statutory Bodies

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The OIE PVS Pathway (Performance of Veterinary Services)

- **‘Diagnosis’**
  - PVS Evaluation

- **‘Prescription’**
  - PVS Gap Analysis (PVS Costing Tool) including Veterinary Services’ Strategic Priorities

- **‘Treatment’**
  - Veterinary Legislation
  - Public / Private Partnerships
  - Veterinary Education
  - Laboratories
  - PVS Evaluation Follow-Up Missions

The OIE PVS Pathway is a framework for evaluating and improving the performance of veterinary services. It includes three main stages: diagnosis, prescription, and treatment. Each stage involves specific activities, projects, and programs aimed at ensuring the effectiveness and efficiency of veterinary services.
PVS Pathway and Veterinary Education

• The PVS Pathway > clear guidance to better align Veterinary Services with international standards

• As of 15 June 2015, 74% of OIE Members have requested an initial PVS Evaluation (external assessment)

• Many developing countries have sub-optimal infrastructure for the delivery of animal health and production services
Importance of Veterinary Education

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

• Quality veterinary education is instrumental in the forming of such a workforce, capable of leading good governance practices

• Veterinary Education is a fundamental resource
Public Private Partnerships

- Early **detection** and effective **control** based on access to expertise and support from well-educated and technically capable Veterinary Services

- **Partnerships** between public and private sectors: farmers, public and private sector components of Veterinary Services
OIE approach towards Veterinary Education and VSBs

• 1\textsuperscript{st} OIE Global Conference on Veterinary Education (2009)  
  > need for minimum competencies > OIE ad hoc Group on Veterinary Education in 2010 - selected VEE Deans from the five continents

• 2\textsuperscript{nd} OIE Global Conference on Veterinary Education (2011)  
  endorsed OIE recommended core (minimum) curriculum to address day 1 competencies

• 3\textsuperscript{rd} OIE Global Conference on Veterinary Education and the role of Veterinary Statutory Bodies (Brazil, 2013) need for better quality and harmonisation of veterinary education worldwide, essential role of VSBs in supporting better veterinary education and in regulating veterinarians and veterinary para-professionals to ensure their professional quality and ethical standards
Veterinary Statutory Bodies (VSB)

• Intergovernmental standards in the OIE *Terrestrial Animal Health Code*:
  ▪ Definition of Veterinary Statutory Body
  ▪ Evaluation of Veterinary Services
    • Evaluation of Veterinary Statutory Body
  ▪ Veterinary Legislation
    • system to oversee the veterinary profession
    • option of *delegating these powers to a Veterinary Statutory Body*
    • legislative and regulatory framework – prerogatives, functioning and responsibilities
Veterinary Statutory Bodies (VSB)

• In numerous countries, VSB need to be strengthened to properly assume their functions & regulate the veterinary network under the Veterinary Authority

• Definition of strategies (i.e. rights and obligations, education training plans, professional codes, etc.) existence of a veterinary network and development of a legal framework for professional practice; Organisation of the VSB; Procedures for registration and control of documentary evidence of initial and ongoing training; Disciplinary procedures
Veterinary Statutory Bodies Twinning Programme

• The OIE Twinning Programme between Veterinary Statutory Bodies was launched in 2014
• The ultimate goal is to assist Veterinary Statutory Bodies in becoming self-sufficient and supervise professional practice
Veterinary Statutory Bodies Twinning Programme

<table>
<thead>
<tr>
<th>Projects underway</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions of interest received</td>
<td>4</td>
</tr>
</tbody>
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• Cross cutting issues with veterinary legislation and OIE Veterinary Legislation Support Programme (VLSP)

• OIE will adapt the concept towards a more ad hoc technical assistance type
Day 1 Competencies

- Provide **recommendations on specific and advanced competencies**
- The OIE strongly encourages that they be included in the veterinary curricula of all OIE Member Countries
The Model *Veterinary Core Curriculum* describes various *courses* and cross-details them with the Day 1 competencies that a course should address.

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

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

• Supports a bridge that facilitates the exchange of knowledge, staff, students, ideas and experience between Veterinary Education Establishments
Veterinary Education Twinning Programme

• Program’s Objectives:
  ▪ improve alignment with OIE guidelines and recommendations
  ▪ progressively clarify the threshold of initial veterinary education worldwide
  ▪ ensure a fairer distribution of veterinary education resources in developed and developing countries

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

• A partnership between a recognized Veterinary Education Establishment known as the ‘Parent’ and a ‘Candidate’ Veterinary Education Establishment

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

• May last a minimum of 2 years and maximum of 3 years (extensions may be envisaged)
Veterinary Education Twinning Projects

• The Parent Establishment:
  ▪ careful planning and some creativity
  ▪ accountable and responsible for the implementation and use of the financial resources provided
  ▪ involved in the *assessment* of the veterinary curriculum of the Candidate establishment
  ▪ prepares and transmits the interim and final technical / financial reports to the OIE
  ▪ may accompany the Candidate establishments towards accreditation (Regional VEE Accreditation Bodies)
Veterinary Education Twinning Projects

• The Candidate Establishment:
  ▪ should be fully committed to improving its capacity and expertise and progressing towards the goals established in the twinning project: OIE guidelines and recommendations on Veterinary Education

• The OIE:
  ▪ reviews the project proposal and contract
  ▪ provides support (voluntary contributions from donors)
  ▪ reviews reports and provides feedback and advice
Veterinary Education Twinning Projects

• A tried and tested bilateral relationship has a good chance of being more sustainable and successful
• Twinning between establishments that already have a good relationship should be encouraged
• Ideally, the relationship among the participating establishments should be built on collaborative and mutually beneficial programmes
• The benefits from a twinning project should continue long after the project and lead to the further development of veterinary and educational expertise in the region
Veterinary Education Twinning Projects

• Outcomes of the first OIE Veterinary Education Twinning project between UMN (USA) and Chiang Mai Univ. (Thailand) have demonstrated that appropriation of the project by the involved institutions is high and that in-kind leverage effects can be generated to increase project funding and benefits

• Non-eligible costs:
  ▪ Overheads, administrative costs, including salaries
  ▪ Hardware (e.g. construction, IT equipment)
Veterinary Education - Donors and Partners

• Quads (Australia, Canada, New Zealand, USA) proposal on OIE Vet. Education Establishments standards and guidelines

• Next meeting of the OIE Ad Hoc group on Veterinary Education: 30-31 July 2015, Paris (France)
VEE Twinning Projects as of June 2015

- Start date of the OIE VEE Twinning Programme: 2013

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects underway (OIE funded)</td>
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<tr>
<td>Projects endorsed (not OIE funded)</td>
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<tr>
<td>Proposals under development</td>
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</tr>
<tr>
<td>Expressions of interest received</td>
<td>5</td>
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</tbody>
</table>

- Total of funds confirmed to date for OIE VEE Twinning projects: USD 4 M
VEE Twinning Projects as of June 2015

Projects underway (with funding through the OIE):

• **USA** (University of Minnesota) - **Thailand** (Chiang Mai University)
• **France** (National Veterinary School of Toulouse) - **Kazakhstan** (National Agrarian University of Almaty)
• **USA** (Tufts University Cummings School of Veterinary Medicine) - **Bangladesh** (Chittagong Veterinary and Animal Science University)
• **UK** (Royal Veterinary College) - **Jordan** (Jordan University of Science and Technology)
• **Australia** (University of Queensland) - **Vietnam** (Nong Lam University)
• **USA** (Ohio State University) - **Ethiopia** (University of Gondar)
• **France** (VetAgro Sup) - **Ukraine** (Bila Tserkva National Agrarian University)
VEE Twinning Projects

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

• New Zealand (Veterinary Faculty of Massey University) – Sri Lanka (Faculty of Veterinary Medicine and Animal Science of the University of Peradeniya)
Online educational tools

• Certain OIE Collaborating Centres now proposing to develop **web-based tools (online education)** that educators and Deans could use to enhance and improve their courses and curricula to better meet the OIE recommendations and guidelines on Day 1 Competencies and Veterinary Core Curriculum

• This could target developing and in-transition countries seeking to improve the quality of veterinary education as a step to enhance the delivery of national Veterinary Services
The 4th OIE Global Conference on Veterinary Education Bangkok (Thailand), 22–24 June 2016

• Worldwide improvement of veterinary education based on OIE guidelines and recommendations

• Closer linkage between Veterinary Statutory Bodies (VSBs) and Veterinary Education Establishments (VEEs)
Thank you

Building cooperation for efficient health and security systems worldwide

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