



Oie

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# Veterinary Services concept & training of officials

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1. **Purpose of the presentation**
2. Role and societal importance of National Veterinary Services
3. **The common Veterinary Curriculum**
4. Training of officials
5. **Conclusion**

# 1 – Purpose of the presentation

# Purpose of the presentation

**...to contribute to determine:**

- ∅ the primary concepts with which all veterinary students should be familiar in the area of public policies / VS**
- ∅ the specific supplementary training that may be offered to government veterinarians**
- ➔ how veterinary education should contribute to the performance of the VS policies worldwide**



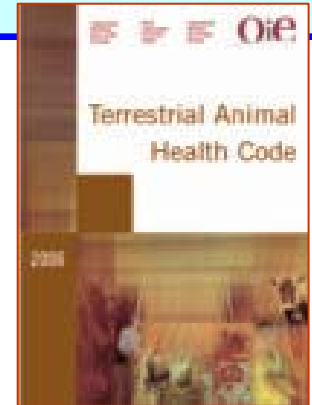
## 2 - Role and societal importance of national Veterinary Services



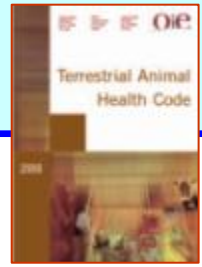
# National Veterinary Services

***definition from  
the OIE Code***

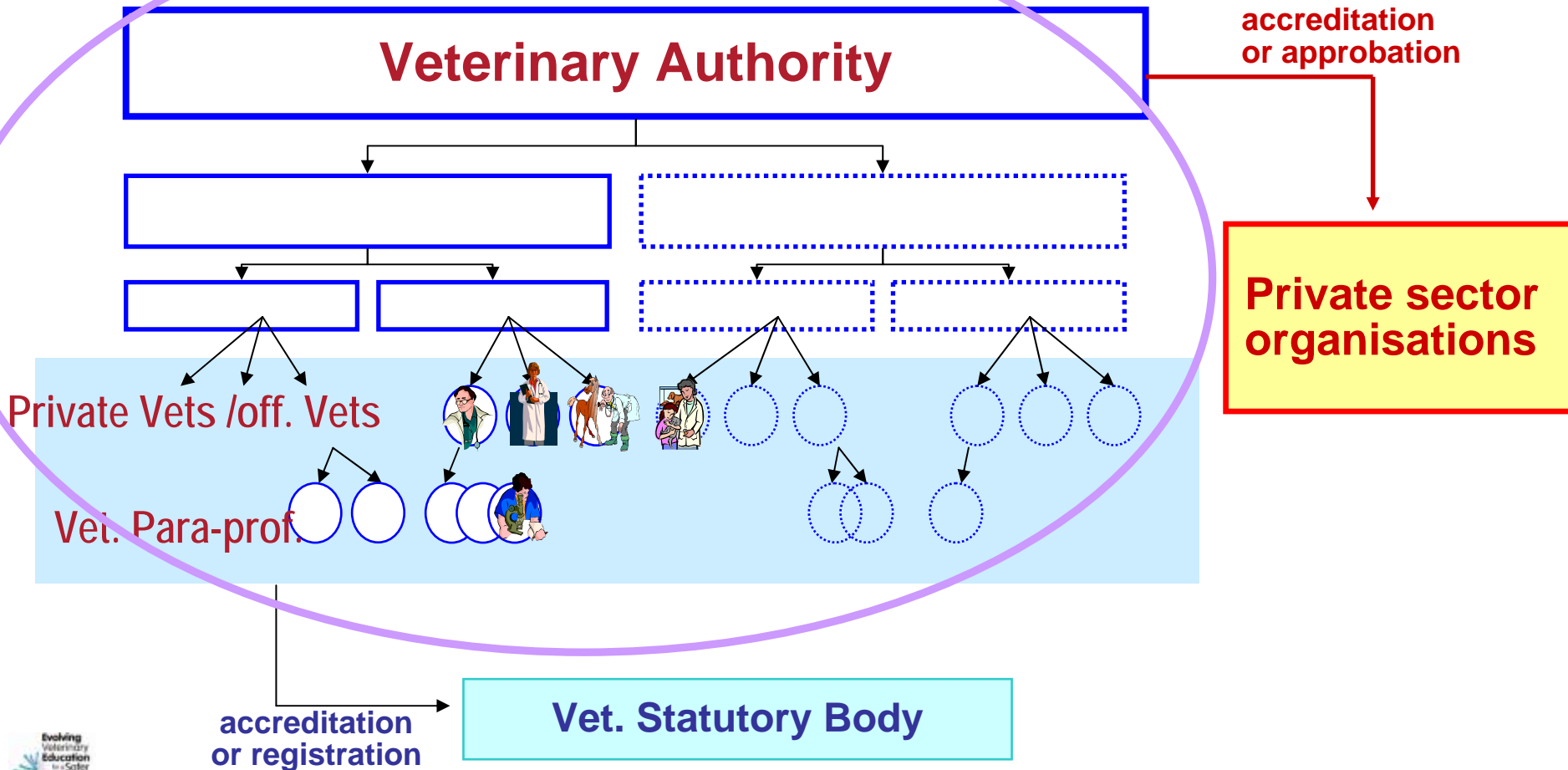
**“The governmental and non-governmental organisations that implement animal health and welfare measures and other standards and guidelines in the “Terrestrial Code” in the country. (...)”**



# National Veterinary Services (cont.)



*definition from  
the OIE Code*



# National Veterinary Services (cont.)

→ ***Refers to public policy and actions in such areas as***

- ∅ **prevention and control of regulated contagious diseases**
- ∅ **animal-origin food safety (as least at the production stage)**
- ∅ **international health certification...**





# National Veterinary Services (cont.)

→ ***Excludes***

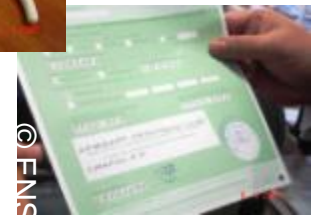
- ∅ **the routine care of animals (health care)**
- ∅ **zotechnical tasks (ex: artificial insemination)...**

# National Veterinary Services (cont.)

***What can be delagated to the private sector?***

***with supervision***

- ∅ **On farm activities (vaccination, taking of samples, inspections...)**  
[private vets or paravets]
- ∅ **Laboratory tests**
- ∅ **Animal tagging, registration of movements**
- ∅ **Support to public service in case of epizootics** [farmers organisations and private vets]



## International Public Goods

within the meaning attributed to that concept by the World Bank

(investments decisions should not be based on their direct impact, but considered in relation to the benefit they bring to the entire society)

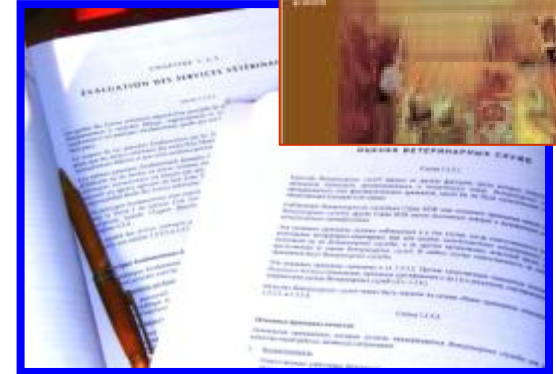


# National Veterinary Services (cont.)

***OIE Code***

## Quality standards

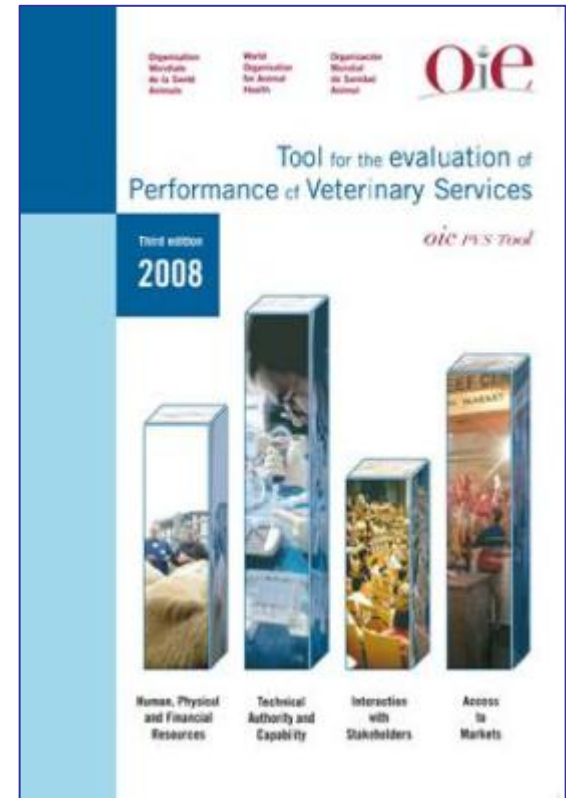
- ∅ Good governance
- ∅ Efficient veterinary health policies
- ∅ Legislation, administrative organisation, the role of livestock keepers and private vets in diseases management, transparency,
- ∅ IVC...
- ∅ Financial resources
- ∅ Human resources, competencies
- ∅ ...



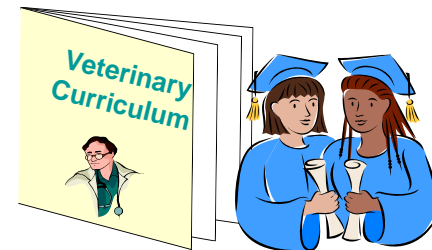
# National Veterinary Services (end)

## OIE-PVS Tool

- ∅ **out of 40 critical competencies to be checked**
  - ∅ **The competencies of veterinarians**
  - ∅ **The competencies of veterinary para-professionals**
  - ∅ **Continuous education**



# 3 - The common Veterinary Curriculum



# The common Veterinary Curriculum

## **1** The vet profession plays a fundamental role in society:

- ✓ production of essential protein
- ✓ food safety
- ✓ rural economy, rural development
- ✓ food self-sufficiency
- ✓ care of companion animals
- ✓ welfare of animals in general
- ✓ protection of wildlife & biodiversity
- ✓ protection of environment,
- ✓ etc.

# The common Veterinary Curriculum (cont.)

## **An overall vision**

- **Shared values**
- **Effective communication**

**...are indispensable to receive the respect and recognition the profession needs to operate successfully within the society**

**= “common professional culture”**



# The common Veterinary Curriculum (cont.)

2

It is estimated that, worldwide, about 10% of the vets will be directly involved in fields linked to public VS activities:

- employed part-time or fulltime in the public VS
- carry out specific tasks on behalf of VS

**Most of them will not be given specific training**



# The common Veterinary Curriculum (cont.)

**About all veterinary practitioners will have to interact, more or less closely, with official VS – or at least they should do so!**

**Alongside the livestock keepers, vets are the first to detect contagious animal diseases, in particular zoonoses (sentinels).**

**They may support the public VS for both routine matters and during epizootics.**

**Rural vets / Vets in urban practices (rabies, bird flue...)**

# The common Veterinary Curriculum (cont.)

3

**A better understanding, by all vets, of...**

- **the evolving global context**
- **the national and global stakes - the international commitments of their country**
- **key concepts and tools of public action**
- **their own role in the health services chain of responsibility within their country**

- ...

# The common Veterinary Curriculum (cont.)

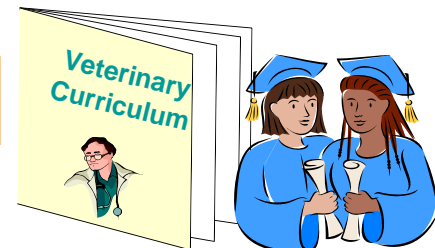
...would lead to

- build more harmonious partnerships between the public and private sectors
- improve the performance of the veterinary health monitoring network

...as to

- widen the vets' capacity to react to new challenges and professional opportunities

**→ Common Veterinary Curriculum**



# The common Veterinary Curriculum (cont.)



**The items to be taught & the pedagogical methods depend on the situation of each country and region,**

**in particular the tasks the VS are in charge of.**



***The national VS could usefully be associated to the drawing of these contents***

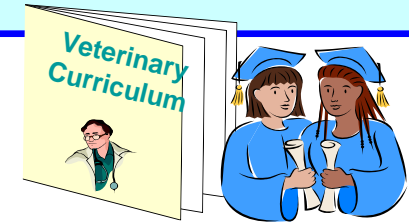
# The common Veterinary Curriculum (cont.)



## Main headlines (1): global issues

- **Societal importance of VS missions, VS involvement in animal health, animal welfare, essential protein supply**
- **International governance in animal health and food safety:**
  - **competent international organisations: OIE, FAO, WTO, IMF, WB, regional donors**
  - **legal and economic aspects**
- **Globalisation and consequences (opportunities and threats)**
- **Economic aspects: VS as International Public Goods, cost of animal health public policies...**
- **Food safety approaches** (concepts of HACCP, integrated approach...)
- **(...)**

# The common Veterinary Curriculum (cont.)



## Main headlines (2): national issues

- **Organisation and mission of the State**
- **Scope of action of the public VS**
- **Organisation and quality standards of the national VS**
- **Links between VS and their partners and stakeholders (vets in private practice, farmers, operators, consumers...)**
- **Structural adjustment policies** (where relevant)
- The country's policy towards **the privatisation of veterinary medicine and surgery** (where relevant)
- **Food safety policy** (compared with global trends)
- **(...)**

# The common Veterinary Curriculum (cont.)



## Format

- **A short module (about 5 to 10 hours)**
- **“The governance of animal health and food safety – public Veterinary Services”**
- **Offered towards the end of studies**





## 4 - Training of officials



# Training of officials

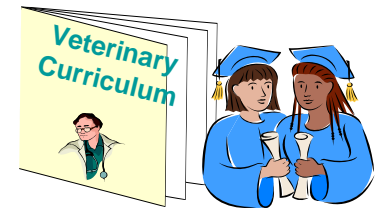
**Ideally, the vets recruited into national VS should be given specific training**

- knowledge, tools and soft-skills (self-management skills)**
  
- A tool for policy implementation in a given administrative and juridical framework**
  
- Capitalisation of know-how, Transmittal of values**
  
- Networking**

# Training of officials (cont.)

## FORMS OF TRAINING

**1/ Prior initial training** = level required for recruitment



- Deficiencies / disparity are often noted, undermining effective performance in the VS
- Some countries: applicants must have attend selected courses (before recruitment or to qualify for higher posts)

# Training of officials (cont.)

## 2/ Post-recruitment initial training (vocational training) - Principles



- Organised and paid by the employer
- Specific technical and administrative training

***NB : Learning on-the-job (empirical training) risks perpetuating bad habits, mistakes, compartmentalisation and divergent approaches among VS.***

# Training of officials (cont.)

## 2<sup>end</sup> / Post-recruitment initial training (vocational training) - Examples

- Short sessions (a few days, a few weeks)
- Long-term training
  - Ex. of France: ENSV (National School of VS) - 1 to 2 years
- UE : “hygiene package” (2004): SVO have to pass an examination on a wide range of technical and administrative subjects + 200h of tutored practical training.



# Training of officials (cont.)

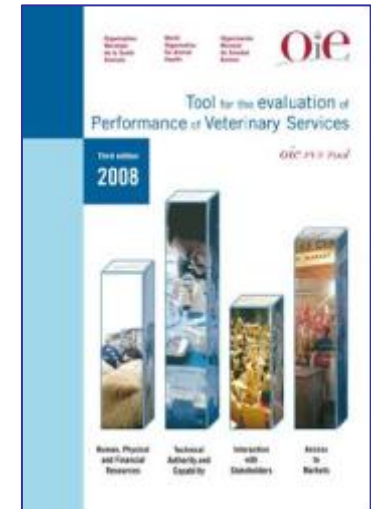
## 3/ Continuous education

- Short sessions (a few days) focused on a specific occupational theme / Diploma

- OIE-PVS Tool:



- ***Access on a regular basis***
- ***Annual review and updating taking into account needs, new information or understanding***
- ***Implementation for part or all relevant personnel***

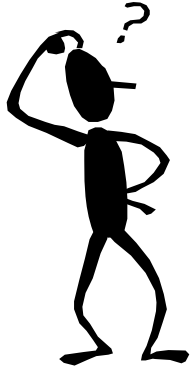


# Training of officials (cont.)



## 3<sup>end</sup> / Continuous education

- Organised directly by the Vet. Authority or commissioned from universities, specialist schools or vocational associations (tailored specifications)
- Optional / Mandatory - Free of charge or not
- Minimum number of days every year / system of points to be accumulated on a given period



## CONTENTS

3 types of knowledge to be transmited:

- The scientific and technical knowledge
- Administrative knowledge, relating to specific areas of public control
- Professional know-how, management, non-specific personal skills

Span: ← usual carrier of SVO

← VS missions

← content of common Vet. Curriculum



(A) Scientific and technical knowledge: scientific basis, practical aspects, inspection, regulation of:

- (\*) **Epidemiology** applied to public action (disease surveillance programmes, survey linked to diseases outbreaks...)
- **Food safety**: food microbiology, food hygiene, physical and chemical contaminants
- **Food technology**: methods of production, conservation, consumption; new products (especially imported) and related risks
- (\*) **Management of food safety**: hygiene, good practices, HACCP, food safety objectives, responsibilities of producers...
- (\*) **Welfare and protection of animal – Etiology**
- (\*) **Wildlife protection – Biodiversity**
- **Environment protection**
- (\*) *Remark*: Contagious animal diseases, means of prevention and fight, national and international regulation... should be have been studied within the common veterinary curriculum as they represent core competencies for all veterinarians; however, it could be necessary that officials' education goes further into these topics

(\*) = items to be included in the common Veterinary Curriculum (and to be studied deeper in the specific curriculum for official veterinarians.

## B) Administrative knowledge

- (\*) **National Law** applied to the VS public sector (constitutional, criminal, administrative and common law) – **Regional and international regulations of concern**
- **Public management, public policies**
- **Public finances – Cost of public policies**
- (\*) **Economics of agrifood production, agricultural policy...**
- (\*) **VS: concept, evolution of missions - within the meaning of the International Standards (OIE) and within the national organisation**
- (\*) **Global governance in animal health and food safety:**
  - OIE (including the rights and obligations of Member countries)
  - FAO (Food and Agricultural Organisation of the United Nations)
  - Codex Alimentarius, WHO (World Health Organisation)
  - WTO (World Trade Organisation) - SPS Agreement
  - International (World Bank) and regional donors
  - The new global context and its consequences...
- **Risk analysis (according to WTO/SPS and OIE rules) – ALOP...**
- (\*) **The privatization policy pertaining to veterinary medicine and surgery (in the countries concerned)**

*(\*) = items to be included in the common Veterinary Curriculum (and to be studied deeper in the specific curriculum for official veterinarians.*

- (C) Professional know-how – Soft skills
  - Human resource management, including sociology of organisations
  - Preparation and assessment of public policies
  - (possibly) Comparative administration
  - (\*) Official inspection strategy, organisation and methods (first or second level) – programming of controls
  - (\*) Communication, relations with the media, with consumers
  - (\*) Crisis prevention and management
  - IT systems
  - (possibly) Concepts of Sociology (8)
  - Foreign languages

*(\*) = items to be included in the common Veterinary Curriculum (and to be studied deeper in the specific curriculum for official veterinarians.*

## ORGANISATIONAL CONCERNS

### Variety of course facilitators:

- Lecturers in life sciences (vets, technologists, toxicologists,...), in law, economics, management, social sciences
- Representative of administrations (umbrella ministry, ministry of justice, trade, finance, the interior...)
- Researchers, Human doctors
- Private operators, Stakeholders

## ORGANISATIONAL CONCERNS (end)

### Structure:

- **Specialised body:**
  - the employers defines the benchmark competence (the skills needed)
  - the training body translates it into an appropriate instruction programme (the learning / the pedagogical methods needed to acquire the skills)
- **Training trainers within the VS** (including training in face-to-face training and pedagogy) – standard material
- **E-learning**

## 5 - Conclusion



# Conclusion

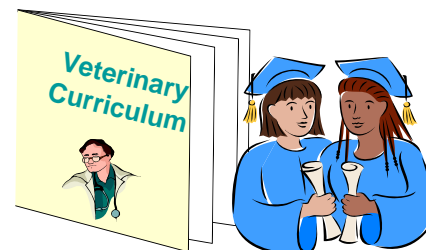
In the 21th century, with the globalisation of trade, animal diseases and zoonoses,

In the face of challenges as well as opportunities,

**All the vets should be**

- **aware of the national and international governance of VS**
- **able to present the main concept relative to the social role of the profession...**

**→ Common Veterinary Curriculum**



# Conclusion (cont.)

- ✓ **VS are one of few public services defined in international standards**
- ✓ **They are considered as IPG according to the impact of their activities on animal health as on public health and nutrition**
- ✓ **The OIE Code identifies the public tasks that national VS should be in charge of, and sets up quality standards.**

**Amongst other, the competencies and continuous education of VS staff is a key point to be considered (cf. OIE-PVS Tool).**

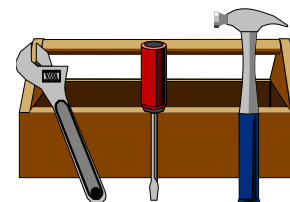
- ✓ **Investing in VS human resources and especially in post-recruitment training as in continuous training, is the foundation of management of VS.**





## ***The OIE could usefully:***

- ***set up guidelines*** *relative to the concepts and tools to be taught*
  - ***in the common Veterinary Curriculum worldwide***
  - ***to the official Veterinarians***
- ***offer basic academic support*** *in fields such as:*
  - ***VS governance,***
  - ***the international role of the veterinary profession,***
  - ***the international standards to which VS should aspire...***



## ***Using amongst other sources:***

- ***The experience gained by the OIE-PVS assessors***
- ***The competencies of its network of Collaborative Centres specialised in the training of VS personnel (Lyon, Buenos Aires, Minneapolis, Dakar)***

Thank you for your attention !