VETERINARY EDUCATION:

Animal Welfare Education

Everybody is responsible

5th Pan CVA Conference
23 March 2011, Accra

Nancy De Briyne, DVM
Vet Policy Advisor WVA
Presentation

- Importance of Animal welfare education
- Animal Welfare teaching in veterinary education
- Challenges/ Opportunities
- ‘Everybody is responsible’
- Conclusions

Veterinary animal welfare education is a necessity and an opportunity
Presentation

• **Importance of Animal welfare education**
• Animal Welfare teaching in veterinary education
• Challenges/Opportunities
• ‘Everybody is responsible’
• Conclusions
Importance Animal Welfare

leads to need for AW education

- Fast increase of knowledge and data about animals, their behaviour and senses
- Strong changes in animal production - strongly price driven, intensive animal production, urbanization
- Growing importance given to animal sentience
- Increasing legal responsibility towards animals (e.g. Lisbon treaty)

link animal health and welfare
« Public expect vets to look after animal welfare »

- See Brussels conference, surveys
- Public financing education vets
- Vets have privileged position in society

**Different views AW:**

- vets: linked to health & productivity
- Public: AW linked to naturalness and extensive systems
5th Pan Commonwealth Veterinary Conference
21 – 25 March 2011, Accra, Ghana

Theme: The Role Of Veterinarians And Livestock Farmers In Food Security And Poverty Alleviation

PROGRAMME
First international Animal Welfare Education conference
30 Sept/1 Oct, Brussels

http://www.animalwelfare-education.eu/conference.html
Presentation

• Importance of Animal welfare education
• **Animal Welfare teaching in veterinary education**
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The veterinary education needs to ensure to take animal welfare education seriously, namely:

- What is our impact on animals? : SCIENCE
- How should we treat animals? : ETHICS
- How must we treat animals? : LEGISLATION

Both for Undergraduate & Postgraduate

☞ i.o.t. support educating the public, producers, farmers, retailers, ...
Animal Welfare in undergraduate education
to increase the training of animal welfare in undergraduate training
... but how is the training?
-) Have your faculty evaluated/accredited

ALL VET SCHOOLS and ACCREDITATION STATUS CAN BE FOUND ON THE WVA WEBSITE
www.worldvet.org
Animal Welfare Teaching in European veterinary Faculties

Nancy De Bynoe (Federation of Veterinarians of Europe (FVE) with the support of European Association of Establishments for Veterinary Education (EAEVE))

The veterinarian is expected to be the animal welfare professional par excellence, having the full range of knowledge and skills required to assess animal welfare, identify problems and make recommendations for improvements. Consequently, a veterinarian should be well prepared in all aspects of both animal welfare and ethics. This study examined how and to what extent animal welfare is being taught during veterinary education in EU veterinary schools and faculties. Evaluation reports from 42 veterinary schools in 24 countries were analyzed. Overall, the study illustrates that the way animal welfare is taught differs greatly from school to school.

In some of the evaluated schools, animal welfare teaching is firmly embedded throughout the whole curriculum. In other schools, however, animal welfare is almost exclusively presented in terms of legislation rather than from an applied perspective. It is recommended that animal welfare is taught from an applied perspective (e.g., practical aspects of welfare on farms, during transport, or at slaughter) instead of addressing only the legislative aspects. Part of the teaching should be done in an interactive way promoting critical analysis of situations from different perspectives.

01 Introduction

The promotion and protection of animal welfare is one of the core competences of a well educated veterinarian. The veterinary profession in particular, is in an excellent position to assess animal welfare, to identify causes of sub-optimal welfare and to make recommendations for its correction. To do so, veterinarians need to be taught during their undergraduate training the full range of knowledge, critical thinking and skills to assess animal welfare. EAEVE, the World Organization for Animal Health, urged all Veterinary and Agricultural Science Faculties to include the teaching of animal welfare in their curriculum (OE of SVKE 004 2008). This study examined to what extent and how animal welfare is taught during undergraduate veterinary education in European veterinary faculties.

In about 100 establishments in Europe, of which 73 are in the European Union, it takes 5-6 years to study to become a veterinary surgeon. Within the EU, mutual recognition of veterinary diplomas has been established by law. This means that EU citizens, who have obtained their veterinary degree and the right to practice in their country of residence, may also practice in other Member States without the need for further examination. Directive 2005/36/EC on the recognition of professional qualifications provides a list of the subjects - amongst which are animal welfare and protection - that must be taught within the veterinary curriculum to make the veterinary qualification eligible for "automated" recognition. In order to verify that veterinary teaching establishments satisfy the necessary criteria (as defined by the above mentioned Directive), an evaluation system has been in operation since 1998. For seven years now, it has been administered jointly by the European Association of Establishments for Veterinary Education (EAEVE) and the Federation of Veterinarians of Europe (FVE).

02 Methodology

Most of the veterinary faculties in the European Union and several non-EU countries have been evaluated at least once under the evaluation system. Each evaluation team prepares a detailed report which looks into all the relevant aspects of undergraduate teaching. Evaluation Reports from 42 faculties were examined in order to analyse the relevance given to animal welfare in the objectives/mission statement of the establishment and in which semester, form of teaching, content of teaching. All contents given by the evaluation teams regarding the animal welfare culture in the establishment were also taken into account. This approach allowed the description and quantification of animal welfare teaching aspects in veterinary teaching establishments and enabled certain conclusions to be drawn, regarding both the teaching of animal welfare in European veterinary faculties.
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Outcome all evaluations done
«Which minimum Training Requirements exist? »

- **EU**: Directive 2005/36/EC on the recognition of Professional Qualifications

- **AVMA** Standards (2010) of an accredited college of Veterinary Medicine of the AVMA Council of Education

- Minimum competences **OIE** (2010) expected of veterinary graduates to assume delivery High Quality National Veterinary Services

- ...
EU: Directive 2005/36/EC on the recognition of Professional Qualifications

3. Training as a veterinary surgeon requires that the person in question has acquired the following knowledge and skills:

[c] adequate knowledge of the behaviour and protection of animals

+ 5.4.1. Study programme for veterinary surgeons

Mandatory subject: ‘Animal ethology and protection’
AVMA Standards (2010)

`The curriculum shall provide:

knowledge, skills, values, attitudes, aptitudes and behaviours

necessary to address responsibly the health and well being of animals

in the context of ever-changing societal expectations.'

+ AVMA Task force to develop Model Curriculum regarding Animal Welfare
OIE Minimum competences (2010) (1/2)

Animal welfare means how an animal is coping with the conditions in which it lives. An animal is in a good state of welfare if it is healthy, comfortable, well nourished, safe, able to express innate behavior, and if it is not suffering from unpleasant states such as pain, fear, and distress.

Good animal welfare requires:
• disease prevention and veterinary treatment,
• appropriate shelter (when relevant),
• management,
• nutrition,
• humane handling,
• and humane slaughter/killing.
Specific learning objectives entry-level:

2.4.1. define animal welfare and responsibilities of owners, handlers, veterinarians;

2.4.2. identify major signs of bad welfare;

2.4.3. know where to find up-to-date information regarding AW regulations/standards:

2.4.3.1. slaughtering and killing techniques
2.4.3.2. animal handling techniques
2.4.3.3. housing
2.4.3.4. transport
Animal Welfare in postgraduate education
Animal Welfare in postgraduate education

• The competences of veterinarians are the most important – and the most visible – aspect of their work.

• As veterinary science and veterinary ethics advance and evolve, veterinarians must undertake life long learning to maintain and enhance their knowledge and skills.
How to attract vets to CPD in Animal Welfare?

• Add both the need for CPD and animal welfare to your Code of Conduct

“Veterinarians shall restore and/or ensure the welfare and health of the animals under their care in whichever section of the veterinary profession they work.”

• Teach about dilemma's they face daily
• Do it in an integrated way e.g. herd health program
• Do it in conjunction with the Faculty.
Presentation

• Importance of Animal welfare education
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• **Challenges/Opportunities**
• ‘Everybody is responsible’
• Conclusions
Challenges

- Packed curriculum

- Seen as ‘emotional’ not ‘scientific’

- No specific professor with training in animal welfare him/herself

- Everybody claims doing it already

- Needs culture change all over faculty (incl clinics)

- ...

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Opportunities

- Importance AW

- Importance AW Education

- Privileged position vets in society that we want to keep

AND

- Students attraction – ideal vehicle and curriculum innovation

- Marketing of your faculty

- Animal Welfare Research
How to increase the teaching in Animal Welfare?

• Include Animal welfare in the mission statement
• Set up an “Animal welfare & ethics committee”
• Have a dedicated animal welfare department & prof
• Teach it in an integrated, applied and interactive way throughout your curriculum
• Teach your students affinity and empathy with animals, dedication and patience.
• Mix legislation with practice
• Let your clinics be a show case
• Do not forget research!
• Let your faculty be evaluated
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‘Everybody is responsible’

• Joint responsibility of farmers, retailers, farmers, owners, vets, consumers, etc

• All these need a sort of education

• Concept: “Animal welfare Education for life”

• Vets have an important role in informing and educating clients/animal owners/...
<table>
<thead>
<tr>
<th>Knowledge levels</th>
<th>Target groups</th>
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<tr>
<td>needs of animals</td>
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<tr>
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<tr>
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<td>basic biological functions</td>
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<td>wants of animals</td>
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<tr>
<td>ability for finding corrective actions</td>
<td>X</td>
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</tbody>
</table>

Matrix developed by Akos Vegh – EC steering group AW education
Presentation

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Quality veterinary animal welfare education is a necessity if we want to keep our privileged position in society and an opportunity
Vets are given an unique position to educate and support their clients regarding animal welfare in order to increase the wellbeing of the animals and the owners!