Animal welfare in veterinary education: Challenges in relation to animal welfare in veterinary education?

Animal Welfare: from cure to prevention
Belgrade, 24-25 March 2010

Nancy De Briyne
Federation of Veterinarians of Europe
• **FVE’s - animal welfare education**

• Animal Welfare teaching in veterinary education

• Challenges

• Opportunities

• Conclusions
FVE is a Federation of 44 veterinary organisations in 38 European countries.

Through its members, FVE represents approximately 200,000 veterinarians.

FVE closely works together with WVA & AVMA.
FVE unites the veterinary profession for the benefit of animal health, animal welfare and public health.

One profession, one vision, one voice
Animals

Society

Owners / Keepers

“People don’t care how much you know until they know how much you care”
• FVE – animal welfare education

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Higher welfare through better education

to increase the training of animal welfare in undergraduate training

To increase the training and position of animal welfare in postgraduate education and CPD
For all Vets (OV, practitioners, ...)
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
<table>
<thead>
<tr>
<th>Status of schools</th>
<th>EU-27</th>
<th>Non-EU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visited and approved</td>
<td>38</td>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>Visited and conditionally approved</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Visited and not approved</td>
<td>12</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Visitation pending</td>
<td>19</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Not applied for visitation</td>
<td>1</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>26</strong></td>
<td><strong>98</strong></td>
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</tbody>
</table>
Animal Welfare Teaching in European veterinary Faculties

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

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 educated 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 43 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 (i.e., 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 competencies of a well-educated veterinarian. The veterinary profession in particular, is in an excellent position to ensure animal welfare, to identify issues 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. EBL, the World Organization for Animal Health, urged all Veterinary and Agricultural Science Faculties to include the teaching of animal welfare in their curricula (OIE ref. SC/01/03/2004). 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 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 the Member States without the need for further examination. Directive 2006/13/EC on the recognition of professional qualifications provides a list of the subjects amongst which are animal strategy and protection - that must be taught within the veterinary curriculum to make the veterinary qualification eligible for ‘automatic’ 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 1999; for some years now, it has been administrated jointly by the European Association of Establishments for Veterinary Education (EAEEV) and the Federation of Veterinarians of Europe (FVE) (http://www.eaeev.org/index.php?option=com_content&view=article&id=279:eaeev-evaluation-system&catid=41:evaluation-system).

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 43 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 comments given by the evaluation team 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.
Outcome analysis:

- Large differences between the faculties
- Animal welfare training increased in last years
- Now in Europe average 23 specific teaching hours
- Sometimes only legislation or no specific professor
- Some faculties got remarks about the welfare in their clinics
Large differences between the faculties

Animal welfare training increased in last years

Usually integrated in e.g.:
- Veterinary legislation and ethics
- in Zoo-hygiene prophylaxis and animal diseases
- in "Environment, animal behaviour and welfare"
- In some faculties in first 2 yrs, in others in 4 or 5th year

*Kosovo UNR 1244/99
Outcome Forms
AL, BA, HR, ME, MK, KS*: 

- Most countries have no postgraduate courses in animal welfare

- Zagreb (lab animals) and Ankara (Master animal breeding and husbandry)

- Training for non-vets – almost nothing

*Kosovo UNR 1244/99
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• **Challenges**

• Opportunities

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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)
- ...

KNMvD, DiB, Houten, 24 mei 2007
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Could Animal welfare Education be an opportunity?

- Are your citizens concerned about animal welfare?
  - YES

- Are students interested by animal welfare?
  - YES

- Are vets expected to look after the welfare of animals?
  - YES

- Could it raise the profile of your faculty? Give your faculty a better image?
  - YES

- Would it be interesting for your faculty to do research in the field of animal welfare?
  - YES
How to increase the teaching in Animal Welfare

- Include Animal welfare in the mission statement of your faculty
- Set up an “Animal welfare & ethics committee”
- Have a dedicated animal welfare department & professor
- Teach it in an integrated, applied and interactive way throughout your curriculum
- Mix legislation with practice
- Let your clinics be a show case
- Do not forget research!
- Let your faculty be evaluated
Animal Welfare in postgraduate education
AW 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 postgraduate education?

• Add animal welfare to the 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
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Federation of Veterinarians of Europe
First International Conference on Animal Welfare Education –

“Everybody is responsible”

- 1-2 October 2010, Brussels
- Organised by EC & Belgian Presidency
- **Day 1**: sessions on:
  - Animal Welfare Education: Science and Values
  - Methodologies
  - Sharing experiences
- **Day 2**: exhibition of animal welfare education projects/tools
THANK YOU

For further information:

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www.fve.org
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info@fve.org
“The greatness of a nation and its moral progress can be judged by the way its animals are treated”

“Be the change you want to see!”

Mahatma Gandhi
Animal Welfare

• No single concept or definition: differences over time, place, cultures, .. etc.

• Our attitudes towards the well being of animals evolve constantly

• Often, it largely is a reflection of the perceived gap between animals and mankind e.g.
  
  – During the so-called enlightenment, René Descartes described the « animal-machine »
  
  – Charles Darwin 1809 - 1882: On the origin of species by means of natural selection; or the preservation of favoured races in the struggle for life (1859)
Current developments

• Fast increase of knowledge and data about animals, their behaviour and senses
• Multidisciplinary approach
• Better understanding relation between health and welfare
• Shift from Resource Based Measures (RBM) to Outcome Based Measures (OBM)
• Citizens are more engaged and outspoken
• Concerns about strongly price driven, intensive animal production
• Many international initiatives: OIE, FAO, WHO, ...