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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



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- **FVE's – animal welfare education**
- Animal Welfare teaching in veterinary education
- Challenges
- Opportunities
- Conclusions



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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





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*FVE unites the veterinary
profession for the benefit
of*

*animal health,
animal welfare
and public health.*

One profession, one vision, one voice



Animals

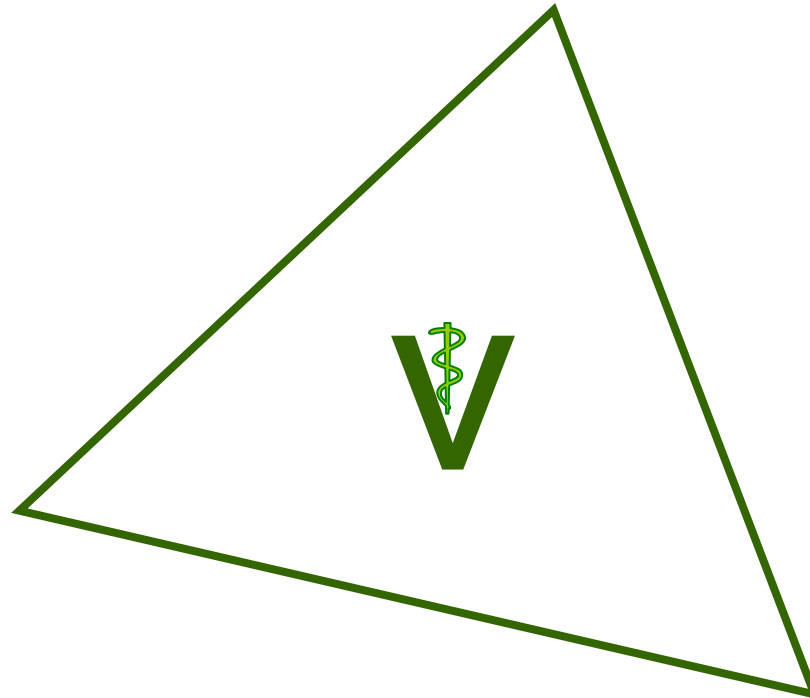


Science
Knowledge / Skills
Ethics / Attitude



Objective
Independent
Impartial

Society



Owners /
Keepers

*“People don’t care how much you know
until they know how much you care”*



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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, ...)



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Animal Welfare in undergraduate education



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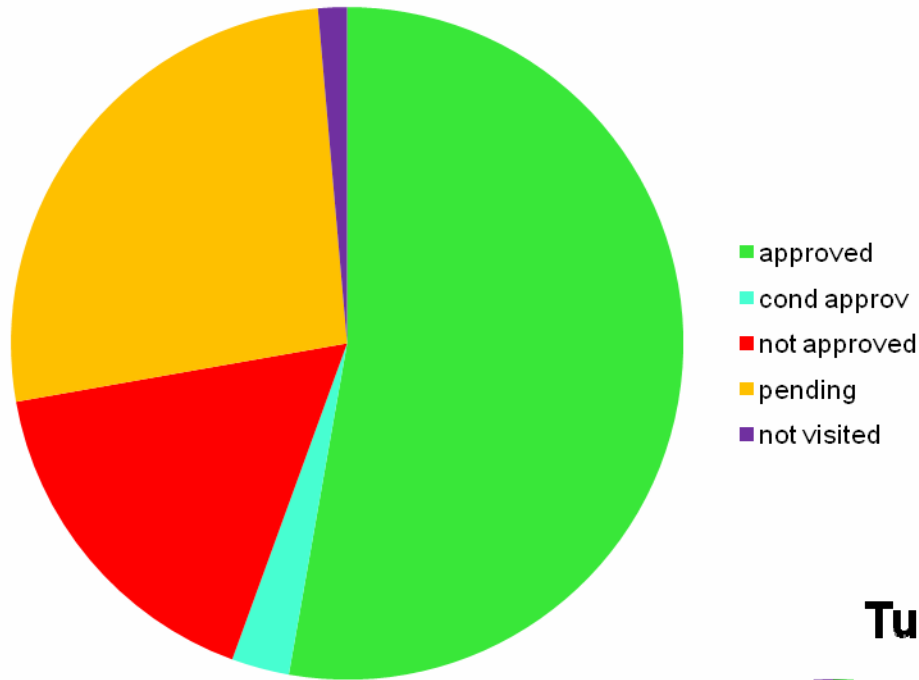


to increase the training of
animal welfare in
undergraduate training
... but how is the training?

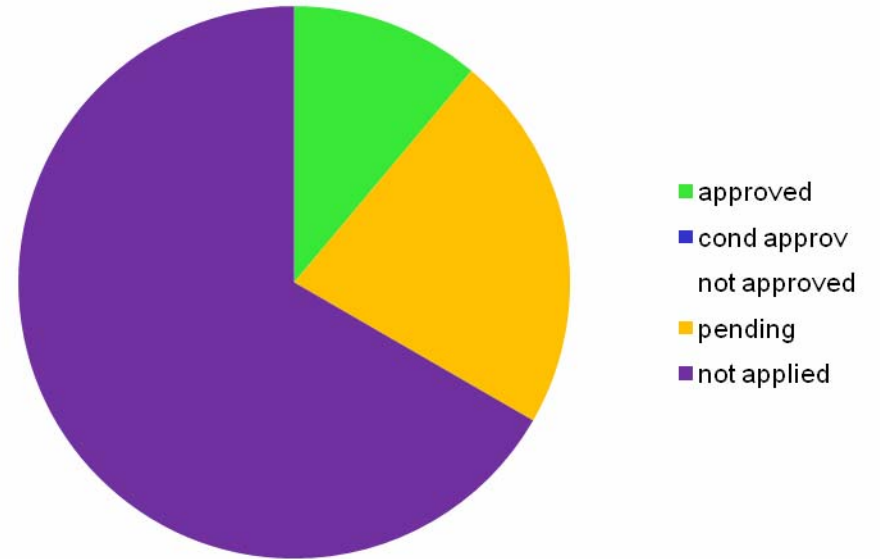
-) Have your faculty
evaluated/accredited



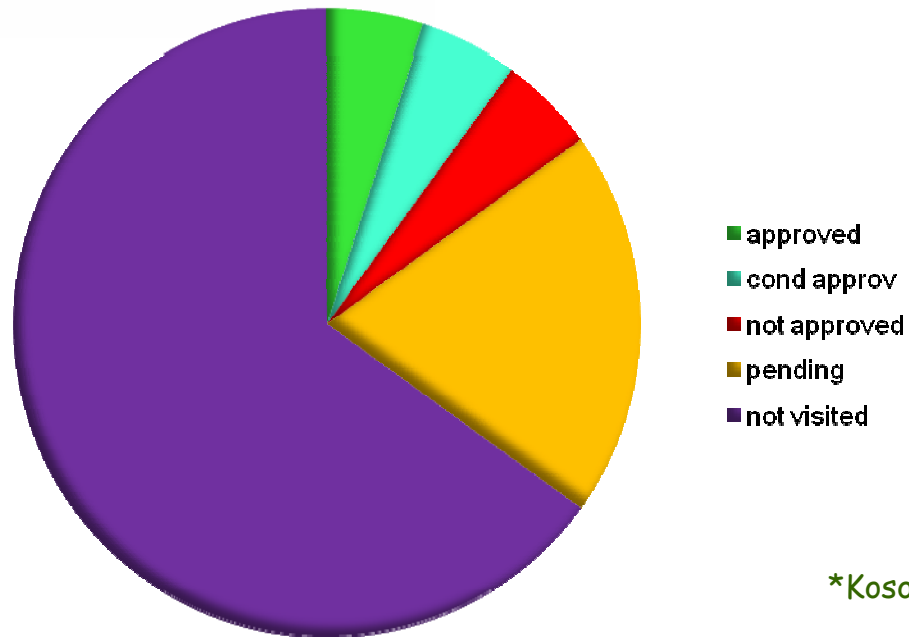
EU



AL, BA, HR, MK, KS*, ME, SR



Turkey



*Kosovo UNR 1244/99

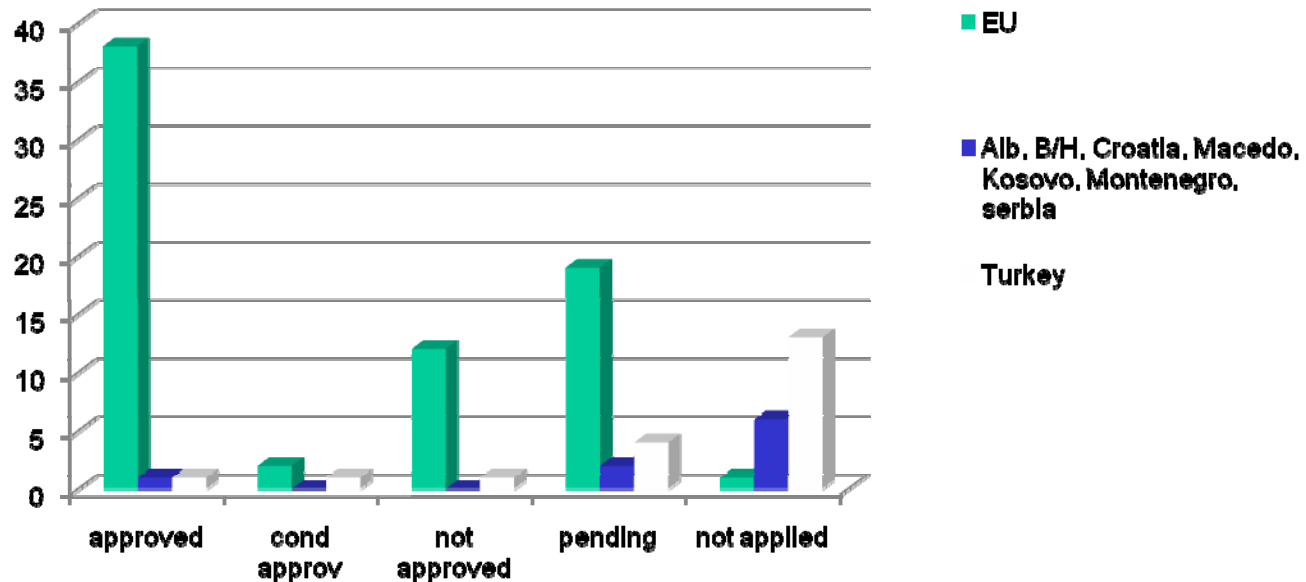


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Status of schools	EU-27	Non-EU	Total
Visited and approved	38	4	42
Visited and conditionally approved	2	1	3
Visited and not approved	12	5	17
Visitation pending	19	6	25
Not applied for visitation	1	10	11
Total	72	26	98





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Animal Welfare Teaching in European veterinary Faculties

Nancy De Briyne (Federation of Veterinarians of Europe (FVE) with the support of European Association of Establishments for Veterinary Education (EA EVE))

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 (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. IAG, the World Organisation for Animal Health, urged all Veterinary and Agricultural Science faculties to include the teaching of animal welfare in their curriculum (OE of SKCC 00 2446). 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 other Member States without the need for further examination. Directive 2005/36/EC¹ on the recognition of professional qualifications provides a list of the subjects - amongst which are animal ethology 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 1998, for some years now, it has been administered jointly by the European Association of Establishments for Veterinary Education (EA EVE) and the Federation of Veterinarians of Europe (FVE).

¹ http://ec.europa.eu/education/education/qualifications/200536_en.pdf

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 analyze the relevance given to animal welfare in the objectives/mission statement of the establishment and

in which semester(s), form of teaching, content of teaching). All comments 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



Map of European veterinary schools with evaluation status (approved, not approved/visited) and date of last evaluation

1. Albania <ul style="list-style-type: none"> University of Tirana 	11. Italy <ul style="list-style-type: none"> Faculty of Medicine Università Bari (2011) Università di Bologna/Facoltà di Medicina Veterinaria (2007) Università di Catania (2002) Università di Modena/Facoltà di Medicina Veterinaria (2011) Università di Milano/Facoltà di Medicina Veterinaria (1998) Università di Napoli/Università di Napoli di Medicina Veterinaria (2002) Facoltà di Medicina Veterinaria Università degli studi di Palermo (2002) Università di Pisa/Facoltà di Medicina Veterinaria (2011) Università di Perugia/Facoltà di Medicina Veterinaria (2002) Università di Pisa/Facoltà di Medicina Veterinaria (2002) Università di Cagliari/Facoltà di Medicina Veterinaria (1999) Università di Sassari/Facoltà di Medicina Veterinaria (2002) Università di Torino/Scienze Veterinarie (2002) 	20. Slovak Republic <ul style="list-style-type: none"> University of Veterinary Medicine & Biotechnology (2002)
2. Austria <ul style="list-style-type: none"> Universität Wien (2008) 	12. Lithuania <ul style="list-style-type: none"> University of Lithuania (1998) 	21. Slovenia <ul style="list-style-type: none"> University of Ljubljana (1998)
3. Belgium <ul style="list-style-type: none"> Université de Liège/Faculté de Médecine Vétérinaire (2002) University of Ghent/Faculty of Veterinary Medicine (2014) 	13. Malta <ul style="list-style-type: none"> University of Malta/Facoltà di Medicina Veterinaria (2002) 	22. Spain <ul style="list-style-type: none"> Universidad Autónoma de Barcelona/Facultad de Veterinaria (2011) Universidad de Córdoba/Facultad de Veterinaria (1998) Facultad de Veterinaria de Cáceres (1998) Universidad de León - Facultad de Veterinaria (2002) Universidad de Murcia/Facultad de Veterinaria (2002) Facultad de Veterinaria de Las Palmas de Gran Canaria (2002) Universidad Complutense de Madrid/Facultad de Veterinaria (2002) Universidad de Santiago de Compostela
4. Croatia - Zagreb <ul style="list-style-type: none"> University of Zagreb 	14. Netherlands <ul style="list-style-type: none"> Utrecht University Utrecht University 	
5. Denmark <ul style="list-style-type: none"> University of Copenhagen 	15. Norway <ul style="list-style-type: none"> University of Oslo 	
6. Estonia <ul style="list-style-type: none"> University of Tartu 	16. Poland <ul style="list-style-type: none"> University of Agriculture in Krakow University of Warmia and Mazury in Olsztyn 	
7. Finland <ul style="list-style-type: none"> University of Helsinki 	17. Portugal <ul style="list-style-type: none"> Faculdade de Medicina Veterinária Universidade Nova de Lisboa (2002) 	
8. France <ul style="list-style-type: none"> University of Clermont-Ferrand University of Montpellier University of Nantes University of Paris University of Poitiers University of Toulouse 	18. Romania <ul style="list-style-type: none"> University of Medicine and Pharmacy of Bucharest (2002) 	
9. Germany <ul style="list-style-type: none"> University of Bonn University of Cologne University of Gießen University of Hohenheim University of Jena University of Leipzig University of Maastricht University of Münster University of Oldenburg University of Regensburg University of Tübingen University of Veterinary Medicine Hannover University of Würzburg 	19. Turkey <ul style="list-style-type: none"> Uludağ University Yildirim Beyazıt University 	



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



Outcome Forms AL, BA, HR, ME, MK, KS* :

- 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



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



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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)
- ...



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Could Animal welfare Education be an opportunity?

- Are your citizens concerned about animal welfare?
- Are students interested by animal welfare?
- Are vets expected to look after the welfare of animals?
- Could it raise the profile of your faculty?
Give your faculty a better image?
- Would it be interesting for your faculty to do research in the field of animal welfare?

YES

YES

YES

YES

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



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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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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



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THANK YOU

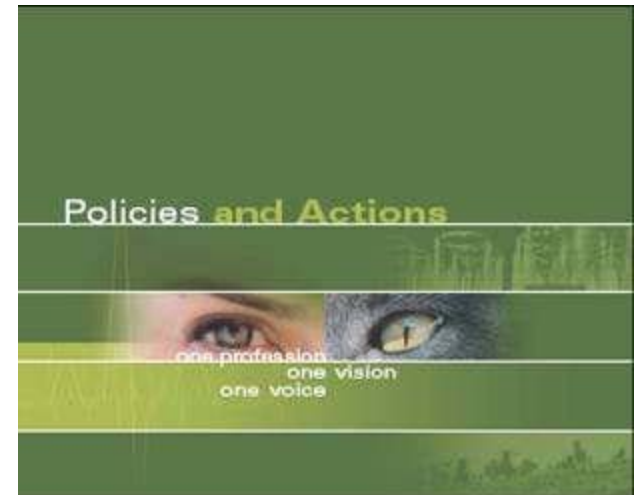
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“The greatness of a nation and its moral progress can be judged by the way its animals are treated”

“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, ...