Self-assessment in North African Veterinary Education Establishments

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33rd World Veterinary Congress, Incheon, Korea, August 27-31, 2017
• Veterinary Services activities are recognised as ‘global public goods’;

• Performance of Veterinary Services are strongly depending of ability, skill and qualification of their human resources;

• According to some Veterinary Services Performance (PVE) OIE evaluations outcomes, the level of Veterinary Education is inadequate in some countries;

so,

• Veterinary Education appears as a key component of any plan of Veterinary Services improvement.
Initial veterinary training in the North African countries, like in other developed countries, must be continually strengthened and adapted to international standards of veterinary education to meet societal demands in the following areas:

- Prevention and control of animal diseases;

- Food hygiene and safety;

- Development of strategies for the control of zoonoses, animal welfare and conservation of biodiversity.
Veterinary education in North African Countries

Comparative study of veterinary training in various veterinary education establishments in North African countries

- Data were collected from:

- Workshop on Harmonization of Veterinary Education in the Mediterranean Countries held in Alfort, France in 2010 (supported by the European TAIEX programme)

- Veterinary faculties and schools websites
The Veterinary Establishments in North African Countries

<table>
<thead>
<tr>
<th></th>
<th>Morocco</th>
<th>Tunisia</th>
<th>Algeria</th>
<th>Libya</th>
<th>Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>duration</td>
<td>5 and 6 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Morocco and Tunisia: 6 years
- Algeria and Egypt: 5 years
- Libya:
  - Tripoli: 5 years
  - Elbida: 6 years
# Comparison of Veterinary Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Total training volume (hours)</th>
<th>Theoretical teaching (hours)</th>
<th>Practical activities (hours)</th>
<th>Clinical training (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary School of Algier (Algeria)</td>
<td>4178</td>
<td>2954</td>
<td>288</td>
<td>900</td>
</tr>
<tr>
<td>Veterinary Faculty of Tripoli (Libya)</td>
<td>3165</td>
<td>2400</td>
<td>285</td>
<td>270</td>
</tr>
<tr>
<td>Veterinary School in the IAV (Morocco)</td>
<td>5649</td>
<td>2576</td>
<td>578</td>
<td>1255</td>
</tr>
<tr>
<td>Veterinary School of Sidi Thabet (Tunisia)</td>
<td>5749</td>
<td>2924</td>
<td>541</td>
<td>1831</td>
</tr>
</tbody>
</table>
## Academic, technical and administrative staff

<table>
<thead>
<tr>
<th>Institution</th>
<th>Academic staff</th>
<th>Technical and administrative staff</th>
<th>Students</th>
<th>Academic staff/Students</th>
<th>Non academic staff/Academic staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary School of Algier</td>
<td>70 (4 professors)</td>
<td>136</td>
<td>1059</td>
<td>1 for 15</td>
<td>1.9</td>
</tr>
<tr>
<td>Faculty of Tripoli</td>
<td>80 (56 Libyans)</td>
<td>67</td>
<td>339</td>
<td>1 for 4.5</td>
<td>0.8</td>
</tr>
<tr>
<td>Faculty of Elbida</td>
<td>40 (18 Libyans)</td>
<td>75</td>
<td>450</td>
<td>1 for 11</td>
<td>1.8</td>
</tr>
<tr>
<td>Veterinary School - IAV</td>
<td>47</td>
<td>86</td>
<td>265</td>
<td>1 for 5.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Veterinary School of Sidi Thabet</td>
<td>53</td>
<td>15 (technicians)</td>
<td>450</td>
<td>1 for 9</td>
<td>-</td>
</tr>
</tbody>
</table>

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Curriculum reform and National Self-assessment (1)

In Morocco and Tunisia:

- A reform of the veterinary curriculum has been conducted several times during the last decades;
- The main objective was to adapt the veterinary curriculum to the rapid scientific progress and to meet the new requirements of the labour market:

  - Changes were particularly applied:
    - in the fields of biotechnology, information and communication technologies;
    - by introducing environmental modules including hygiene, animal ecology, wildlife, ethology, and ecotoxicology;
    - by reinforcing courses of legislation, fish pathology and HACCP and to strengthen clinical internships locally and abroad (agreements with European Veterinary Schools).
In Egypt: National Authority for Quality Assurance an Accreditation for Education (NAQAAE)

- On-site evaluation concerning: organization, human and financial resources, strategy and governance, curriculum, research activities, students and laureates assessment;

- Committee of evaluation: President and 3 members;

- Consultation report – Comments – Accreditation

- 6 / 18 faculties have been evaluated through this system. Only three were accredited following the first visit or after complementary visits;

- The validity of offered certificate is 5 years;

- This process is optional up till now.
A Network of the Veterinary Establishments of this region was created: the REEV-Med (Réseau des Etablissements d’Enseignement Vétérinaire de la Méditerranée) in order to establish a process of harmonization and standardization of veterinary curriculum in the Mediterranean region, especially in North African countries, in accordance with international standards, and with the objective to obtain in the future a mutual recognition of degrees throughout the region.
**The First General Assembly of REEV-Med**
*(Rabat, 27-28 Septembre 2012)*

*Under the umbrella of OIE, the meeting was attended by approximately fifty participants representing Establishments for Veterinary Education (EVE) from Algeria, Egypt, France, Greece, Italy, Morocco and Tunisia.*

= 19 members at the moment.
REEV-Med was supported by a permanent Secretary office established currently in the OIE sub-regional representation based in Tunis.
Evaluation

• The statutes of REEV-Med include, in particular (Art 3), that every member of the network has to comply with an evaluation process comparable to the international ones, particularly to the European system (EAEVE).

• EAEVE, in line with the recommendations of its General Assembly, held in Padua (Italy) on March 2013, agreed to provide support by organising the first “Consultative visitation” of REEV-Med establishments.
Consultative visitation

This simplified system of consultative visitation was chosen as speedier and cheaper:

- According to the rule adopted by both Institutions, a Veterinary Establishment undergoing evaluation has to write a self-evaluation report, which is followed by a two-day on-site evaluation mission conducted by two experts and one EAEVE staff member.

- The fees of the evaluation mission (3,000 Euros) more the two experts travel and subsistence expenses are on charge of the evaluated Establishment.

- Teachers, students and administrative staff are involved in the process.
• **REEV-Med role is to provide assistance to its members during the preparation of the EAEVE evaluation, including:**

  *the preparation of their application and the redaction of the self-evaluation report.*

  *in this purpose, prior to the visit of the EAEVE experts, the self-assessment report has to transit via the REEV-Med Secretary.*

• **In a long term, based on its own experience, the REEV-Med would assess new applications for accreditation.**
Evaluation

Currently:

➢ The Veterinary School at the Hassan II Institute of Agronomy and Veterinary Medicine, Rabat, Morocco has been evaluated in October, 2016;

➢ The National School of Veterinary Medicine, Sidi Thabet, Tunisia will be evaluated next October, 2017 (Decision of EAEVE Executive Committee meeting, Vienna, January 2016)
Consultative visitation of the IAV Veterinary School in Morocco

• A Self Evaluation Report (SER):
  - produced by a steering committee;
  - with the contribution of the veterinary department’s members, the teaching hospital and the administrative staff;
  - elaborated according to the Uppsala Standard Operating procedures (SOP) of the European System of Evaluation of Veterinary Training (ESEVT) which includes:

1. Objectives and organization
2. Finances
3. Curriculum
4. Facilities and equipment
5. Animal resources and teaching material of animal origin
6. Learning resources
7. Student admission, progression and welfare
8. Student assessment
9. Academic and support staff
10. Research programmes, continuing and postgraduate education
11. Outcome Assessment and Quality Assurance
12. ESEVT Indicators
EAEVE Consultative visitation report (1)

General comments of the Consultative Visitation Team

• The Consultative Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere;
• The Head of Establishment was easily and efficiently available when requested.;
• The programme was easily adapted when requested by the Visitation team who had full access to the information, facilities and individuals they asked for.

Commendations

• The team was pleased to identify areas worth of praise:
  - Excellent SER fully compliant with the new SOPs;
  - Clear vision of the future, awareness of weak points;
  - Highly motivated and committed staff at all levels;
  - New buildings (e.g. Equine clinic);
  - Accommodation, food and recreation for students.
The consultative visitation report contains:

- a list of suggestions (Minor Deficiencies) aiming to help the Establishment to identify weak points;

- a list of the potential Major Deficiencies which concern issues not complying with the ESEVT standards as defined by the Uppsala SOP.
This report is an useful tool allowing to convince both:

- IAV Veterinary School governing boards (administrative and establishment council) and

- competent authority overseeing its activities (Ministry of Agriculture and Fisheries of Morocco)

...to provide supports allowing the Establishment to overcome these deficiencies.
Conclusion (1)

REEV-Med has played a major role in the improvement of Veterinary Education in North Africa:

- by establishing a road map in order to harmonize and standardize veterinary education in the North African Countries and to propose a realistic model of veterinary training curriculum in order to develop skills required for Day-One veterinary graduates as recommended by the OIE.

- by identifying and developing opportunities toward the development of collaborations and partnership in education and research between North African Veterinary Establishments and other partners all around the world (twining projects, …)
Next step will be:

- To extend the REEV-Med evaluation process (EAEVE Consultative visitation) to Veterinary Faculties and Schools in the other North African Countries: Algeria, Libya and Egypt.

The experience acquired by the evaluated Establishments, especially in the preparation of the SER, should be transferred to other Veterinary Institutions;
Conclusion (3)

- The expected improvement of the veterinary training quality in North Africa will be achieved through a personal implication of the Establishments and their respective administration.

- In this undertaking the support obtained from international Organizations such as OIE, WVA, EAEVE and FVE were and remain mostly valuable.
Thank you for your attention