



VETERINARY EDUCATION IN THE SADC REGION: CHALLENGES AND FUTURE PERSPECTIVES


2009

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Introduction

- ◊ Veterinary science and the profession are undergoing profound scrutiny and change
- ◊ Veterinary education is shaped by current and future internal and external influences (PEW, Vet^{UI7} 2020, Foresight report)
- ◊ Number of veterinary schools per country affect the scope and responsibility of the school
- ◊ Veterinary programme needs constant review^{UI8}



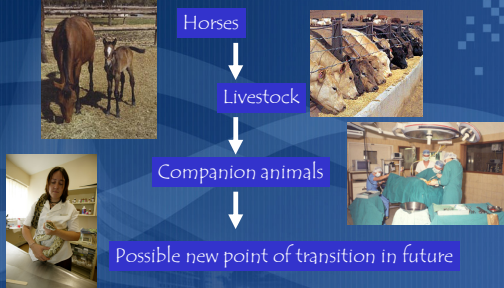
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Objectives


- ◊ Evolution of veterinary practice
- ◊ Veterinary Education in sub-Saharan Africa
- ◊ Influences on Future provision of veterinary services
- ◊ Global trends in veterinary education
- ◊ Future educational perspectives in Africa
- ◊ Concluding remarks
- ◊ Recommendations

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Evolution of the profession



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46 Faculties in Africa (21 in sub-Saharan)
University of Cairo, Egypt (1827),
University of Pretoria, South Africa (1920)
University of Al-Khartoum, Sudan (1938)
Others > 1960

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Veterinary education in sub-Saharan Africa

- ◊ Differs markedly among schools in educational style
- ◊ Veterinary programmes vary from 5 – 6 y leading to either a BVM, BVSc, BVMCh, DMV, DVE, DVM degree
- ◊ The number of veterinarians graduating per year vary from 15 – 135 per faculty
- ◊ Generally resource deficient – poorly funded, low numbers of academic staff & limited infrastructure



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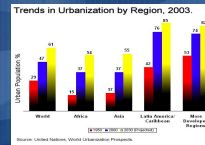
Veterinary education in sub-Saharan Africa



- ◊ Training disciplinary-based with production of an omni-potent veterinarian
- ◊ Focus on veterinarians for livestock and public sectors with more attention recently given to private practice
- ◊ Considerable unevenness in quality of education with no formal accreditation system – quality assurance restricted to external examination
- ◊ Limited PG training programmes

Influences on future provision of veterinary services

- ◊ Political & Global security
 - Population growth
 - Poverty and hunger
 - Urbanisation



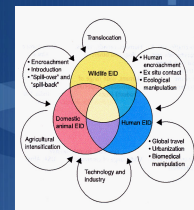
Influences on future provision of veterinary services

- ◊ Emergence of new diseases & Increase in new pathogens
 - Global warming
 - Immunodeficiency
 - Drug resistance
 - Environmental degradation
 - Disease Reservoirs
 - TADS



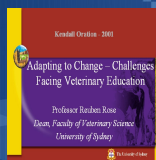
Influences on future provision of veterinary services

- ◊ Technological advances
 - Information technology has flattened the globe
- ◊ Global animal & human health
 - Public good
 - Speed of global travel
- ◊ Convergence of animal, public and environmental health
 - Transfrontier parks



Global trends in veterinary education

- ◊ Philosophy [U25](#)
- ◊ Structure – Core/ elective approach and dual degrees [U26](#)
- ◊ New skills [U28](#)
- ◊ Convergence of animal, human and environmental health
- ◊ Educational and pedagogic approaches [U27](#)



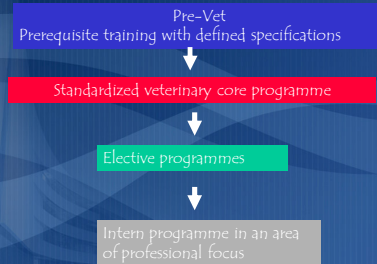
Principles

- ◊ Veterinary practice must remain relevant to the changing needs of society
- ◊ Veterinary education must reflect the existing and anticipated diversity in society
- ◊ Response only possible through creating areas of professional focus (national plan)
- ◊ To seek greater collaboration and cooperation with human health in the public health area
- ◊ Acceptance that veterinary licensure will not cover all areas of professional focus but will rather lead to public assurance of competency in a selected area of veterinary science

Future educational perspectives in Africa

- ◊ Africa can not divorce itself from global trends
- ◊ Locally relevant to the specific problems of animal husbandry in Africa ^{U30}
- ◊ Scope and focus of training ^{U31}
- ◊ Consideration of global animal health and public health i.r.o. global trade, transboundary diseases
- ◊ Structure of curriculum

Possible structure veterinary training programme designs



Future educational perspectives in Africa

- ◊ Additional skills ^{U38}
- ◊ Education Technology and pedagogics
- ◊ Funding
- ◊ Admission and enrolment requirements ^{U36}
- ◊ Harmonisation and accreditation ^{U37}
 - Needs of society differ according to the development and economy of countries and will influence the ease with which curricula in Africa are harmonized
 - Acceptance of the concept of an expanded veterinary science programme through provision of areas of professional focus – centres of emphasis
 - Regional centres

Conclusions

- ◊ To remain relevant education must prepare veterinarians for what may come in future
- ◊ Pivotal point in time for the veterinary profession and for veterinary education
- ◊ Decision to broaden the scope and potential of veterinary science education is fundamental for profession to navigate the future transition
- ◊ Veterinarians to be recognised and remunerated for their knowledge

Recommendations

- ◊ Africa can not isolate itself of global trends and must take into consideration of global animal and public health issues
- ◊ Must be locally relevant to professional requirements, societal needs, political expectation and environmental changes
- ◊ Regional collaboration and partnerships – development of sites of competence
- ◊ Participate in global accreditation initiatives
- ◊ Foresight study to envision future of veterinary education in Africa