

The quality of Veterinary Services “Veterinary education”

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for newly appointed OIE Delegates
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Veterinary education in Africa

- The original veterinary faculties in Africa were established as a result of **prevailing devastating livestock diseases** such as rinderpest, East Coast fever, African horse sickness, and the urgent need for their control.
- 46 Faculties in Africa (21 in sub-Saharan)
 1. University of Cairo, Egypt (1827),
 2. **University of Pretoria, South Africa (1920)**
 3. University of Al-Khartoum, Sudan (1938)
 4. **Others > 1960**

Veterinary education in Africa

- **Veterinary training in Africa for many years has focussed on producing veterinarians to address the needs of the livestock sector, and most veterinarians have been absorbed into the public sector.**
- The curricula are in many cases primarily focussed on training veterinarians able to recognise and initiate efficient animal disease control, apply effective treatment of diseased animals, enhance animal welfare, and safeguarding human health.

Global Trends in Veterinary education

The profession is expected to assume different approaches when dealing with the disease environment such as:

- predicting disease outbreaks and spread by focussing on prevailing climatic conditions
- **appreciating the impact of disease due to observed events**
- to consider potential epidemiological causal links
- **all health export declarations for live animals and animal products should be scientifically founded.**

Global Trends in Veterinary education (cont'd)

- Veterinary education in Africa cannot ignore the global animal health and public health issues.
- The delivery of veterinary services is increasingly being accepted as a **global public good** mainly because of the initiatives of The World Organisation for Animal Health (OIE).

Evolving Veterinary education to cope with societal demands

- The mandate of the World Organisation for Animal Health (OIE) as an intergovernmental organisation is **“to improve animal health and welfare worldwide**
- The OIE considers the issue of **initial and continuous veterinary education** as part of its commitment to encouraging its members to strengthen the animal health policies and activities of their national veterinary services.
- A worldwide conference on **“Evolving veterinary education for a safer world”** was organised by the OIE in Paris, France, 12-14 October, 2009

Evolving Veterinary Education to cope with societal demands (cont'd)

- The meeting provided an opportunity for deans or directors of veterinary training institutions and key national veterinary education policy makers from all over the world to exchange views on priorities for the content of academic courses.
- The meeting came up with a set of recommendations for an updated veterinary curriculum to the international community.
- The recommendations were to ensure that future graduates are increasingly able to work in an international environment.

Evolving Veterinary education Considerations

- Need to increase the capacity of all countries worldwide to create or maintain national animal health and veterinary public health systems that are efficient
- The existence of both similarities and wide disparities in educational contents and requirements and graduate competencies of Veterinary Education Establishments (VEE)

Evolving Veterinary education Considerations (cont'd)

- Emergence of new or re-emergence of existing animal diseases, the impact of environmental changes and the globalisation of commodities and movement of people, and the new societal demands in the field of food security, food safety, veterinary public health and animal welfare;
- The implementation of the global concept 'One World-One Health', which brings together animal health, public health and environmental health globally

Evolving Veterinary education Considerations (cont'd)

- The continuing technological and pedagogical improvements in veterinary education delivery
- The need for countries and institutions to work together to address the high cost of veterinary education of adequate quality

Evolving Veterinary education Recommendations

- That the OIE develop guidelines for VEE on a core curriculum model that includes those key competencies of veterinarians
- That national, regional and international professional veterinary bodies develop, using OIE guidelines, recommendations on minimum day-one competencies of a graduate veterinarian
- That VEE define and implement a core curriculum model that ensures graduate veterinarians to have the day-one competencies.

Evolving Veterinary education Recommendations (cont'd)

- That the World Veterinary Association (WVA) and other professional veterinary bodies examine, with the support of the OIE, how initial and continuing veterinary education curricula can best meet societal expectations
- That VEE strongly support initial and continuing veterinary education programmes in the fields of animal health, veterinary epidemiology, public health, animal production, economics and trade
- That VEE maintain or develop relevant education in basic sciences to ensure that graduate veterinarians understand the scientific developments, global evolution and emerging needs

Evolving Veterinary education Recommendations (cont'd)

- That VEE incorporate education in the diseases of wildlife and aquatic animals that can impact on public health, food production, biodiversity or environmental health and the means to control these diseases
- That VEE strengthen the education of veterinarians on the appropriate use of veterinary drugs and vaccines
- That VEE incorporate training in communication, cross-discipline collaboration and team work

Evolving Veterinary education Recommendations (cont'd)

- That VEE develop and implement as appropriate the use of new informatic technologies for distance learning during initial and continuing education
- That national, regional and local governments develop incentives for students to convince some of them to work in rural areas and in production animal veterinary practice

Evolving Veterinary education Recommendations (cont'd)

- That the VEE of the developed world recognise the importance of helping VEE in developing countries. Relevant organisations and donors should provide adequate resources for support programmes using the guidance of the OIE
- That the OIE, WVA and other national, regional and international veterinary associations examine how to improve the public perception of the importance of veterinary activities for society as a whole

Evolving Veterinary education Recommendations (cont'd)

- That VSB, or equivalent body complying with the OIE Code definition, of countries/regions be entrusted with the assessment and evaluation of the VEE
- That VSB be encouraged to increase the quality of national Veterinary Services delivered by accredited veterinarians by accrediting only veterinarians who have graduated from high-quality educational programmes

Evolving Veterinary education Recommendations (Cont'd)

- The OIE should encourage the creation of regional associations of VSB and/or other organisations with delegated educational accrediting authority in order to establish a list of VEE that are subject to regional accreditation
- That the OIE convene an expert group, with the participation of invited deans to conduct an in depth global review, with a worldwide scope, of the current approaches to veterinary education

Conclusion

- To remain relevant, veterinary education must prepare veterinarians for what may come in future
- Training for Day-One competencies should focus on capacity for analysis, and adaptation to complex situations rather than on encyclopaedic knowledge of specific issues

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Worldwide

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