

## Veterinary Education in Africa

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The demand to control livestock diseases prompted the establishment of veterinary schools in Africa beginning with the Faculty of Veterinary Medicine of Cairo University in Egypt in 1836. The other existing ones were established after 1960 as public and national institutions. The Inter-State School of Veterinary Science and Medicine of Dakar has a participation of 15 French-speaking countries of West, Central and East Africa. Initially, the curricula aimed at producing veterinarians with the competencies for general practice. Due to minimal collaboration among the veterinary educational establishments (VEEs), the knowledge and skills acquired varied. The 5 to 6-year programmes, with an entry requirement of high school certificates or relevant diploma, led to a Bachelor of Veterinary Medicine or Doctor of Veterinary Medicine degree. The number of graduates ranges from 15 to 135 per year per institution with 5% women representation.

Considering that veterinary education is critical for the quality of Veterinary Services, the World Organisation for Animal Health (OIE) with the mandate given by the Member Countries has assumed a global leadership in the formulation of the basic Veterinary Education requirements for veterinarians related to its mandate. In 2010, the deans of VEEs in the Southern African Development Community (SADC) and Kenya formed the “Southern and Eastern Africa Association of VEE (SEAAVEE)” supported by the OIE. The SEAAVEE meets annually working towards the harmonisation of veterinary education among VEEs in the SADC. It also works with the South African Veterinary Council for regional accreditation. In North Africa, the Mediterranean Network of Establishments for Veterinary Education (REEV-Med) was created in 2012 to reinforce the collaborations among VEEs on both shores and to implement an evaluation of VEEs similar to that applied by the European Association of Establishments for Veterinary Education consistent with OIE Day 1 Competencies.

A questionnaire sent to most VEEs across Africa revealed that twinning of VEEs is promoted as a way to expedite the review of the curricula in compliance with the OIE Day 1 Competencies. The Veterinary Statutory Bodies also support the adoption of the OIE Day 1 competencies by the VEEs.

Considering that most VEEs face serious challenges, both in budget and qualified human resource, there is a need for sustainable coordinated effort and investment for networking/partnerships for the optimal use of resources in Africa.

**Key words:** Day 1 competencies – veterinary education – Africa – curricula.