Veterinary Education in Middle East

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VEEs (Middle East, 25)

- 25 VEEs
- First VEE at Bagdad University in 1955

- VEE(s) in the Middle East
- no VEEs in the Middle East
- non Middle East regions
TYPES OF VEES

- PUBLIC / PRIVATE / COMBINATION

MIDDLE EAST

- public 100%

TOTAL

- public 88%
- private 11%
- Combination 1%
THE GROWTH OF VEEs

THE YEAR OF CREATION

VEEs have been increased after 2000

Middle East
THE SIZE OF VEES

- Female %: 0% - 10%
- One school is 46%

THE NUMBER OF GRADUATES

[ref] Worldwide figure
Veterinary Education Establishments

- All follow Five-year program.
- Students are **directly accepted** after finishing high school.
- Most of the schools lack appropriate distribution of the basic vs clinical courses in curriculum (3 years basic vs 2 years clinical).
- Most colleges have little role in continuing education and Veterinary Para-Professionals training.
Challenges of Vet. Education in ME

- Lack or inadequate governmental support.
- Lack of accreditation body.
- Curriculum (theory more than practical).
- Admission criteria/ student interest & no.
- Education of Clinical Staff (PhD vs Board certified clinicians).
- Cultural issues.
Arab Association of Veterinary Medical Faculties

- Established in 1996.
- It includes more than 45 VEES from the Arab region.
- Under the Umbrella of Arab Universities Association.
- Regional workshop on VE (13-15th April, 2016)
  ⇒ improve the standard of VE at the regional level.
  ⇒ Role Of OIE in Veterinary Education.
  ⇒ Guidelines on the Core Veterinary Curriculum based on OIE recommendations to fit Day one competencies.
Veterinary Education Needs

- Better global harmonization of Veterinary Education ⇒ based on OIE guidelines.

- Strengthening the role of Veterinary Statutory Bodies (VSBs) in regulating veterinarians and veterinary para-professionals activates ⇒ Work are ethical and of high quality

- Quality of VE together with effective VSBs are cornerstones of good veterinary governance.
Veterinary Education Needs

- There is an urgent need, specially in our region, to strengthen VS and VSBs competence according to OIE international standards.
  - Many countries don't have acceptable quality veterinary education

⇒ this problem is intensified by the inadequate regulation of the veterinary profession by VSBs.

- How many VSBs are established in the region? How many are effective and comply with the OIE standards?
Promoting Vet Education in the ME

Students enrollment

Talk to high school students and parents

Public Media

Promotion
- Flyers
- Vet Days
Community Awareness of Veterinary Education
Promotion flyers

Jordan University of Science & Technology
College of Veterinary Medicine

To be a veterinarian is one of the most respected and compassionate professions. The main tasks of a veterinarian are to take care for both animal welfare and human wellbeing. They work in harmony to tackle the health needs of every species of animal and also play a crucial role in development of animal flocks, food safety, animal welfare and public health.

The Faculty of Veterinary Medicine at Jordan University of Science and Technology was established as part of the Jordanian government vision to provide professional veterinarians for both the Jordanian and Arab markets. The goal of our faculty is to prepare our students with cutting-edge science in different fields of veterinary medicine and supply them with up-to-date knowledge to enhance their veterinary skills. Along with the teaching duties, the faculty is committed to enhance the scientific research in both basic and clinical aspects of veterinary medicine that can be reflected in protecting animal, human and the environment.

The veterinary program at the faculty of veterinary medicine is 5 years (166 credit hours). During the first two years, students are subjected to basic courses in veterinary sciences followed by three years of clinical courses. Our faculty has received a special accreditation from the Jordanian Accreditation Board, and we are working toward getting the European accreditation.

The Faculty of Veterinary Medicine awards the bachelor degree in veterinary medicine and surgery. Graduate degrees (Master and Diploma) are awarded in many sub-specialties such as Internal Medicine and Infectious Disease, Veterinary Surgery, Veterinary Theriogenology, Veterinary Pathology, Veterinary Epidemiology, Poultry Diseases, Food Hygiene, Pharmacology and Physiology, Microbiology and Immunology.
Promoting Vet Education in the Region

Accreditation

- Initiate a Regional body
- Seek other Bodies
  - AVMA, EAEVE, others
Curriculum and Veterinary Education

- OIE developed a Model Core Veterinary Curriculum to fit the requirement of Day 1 competence.

- Focus on National and international Vet. Legislation, general certification procedure, and communication skills.

- VEEs should revise their curriculum accordingly.

- Veterinary Twining between VEEs.
Promoting Vet Education in the ME

Inappropriate curriculum

- Does not meet the stakeholder prospective
- Confusing Theory more than practical
- No class-free training
Skills Lab/E-learning and Veterinary Education

- Veterinary Clinical Skills Center is a library of skills instead of books.
- Teaching include clinical skills, physical examination, sampling and diagnostic, simulator (e.g. Haptic cow and haptic horse).
- Students are introduced to “Day one Skills”.
- Self-directed learning is encouraged.
- VEEs should promote the use of VCS.
Continuing Education

- OIE advocates, at high political level, the importance of allocating adequate resources toward the improvement of continuing education and Veterinary Para-Professionals training.

- Establish OIE regional VE collaborating Center in ME.

- VEEs Should promote “One Health concept” through continuing education.

- Exchange information and collaboration between VEEs.
Thank You