



## **FINAL RECOMMENDATIONS**

### **CONSIDERING:**

1. the need to increase or enhance the capacity of all countries worldwide to create or maintain national animal health and veterinary public health systems that cover all national territories and are able to provide surveillance, early detection of, and rapid response to any natural or intentional aquatic and terrestrial animal disease outbreak;
2. the emergence of new or re-emergence of existing animal diseases, the growing threat of transboundary animal diseases, the impact of environmental changes, the globalisation of commodities and movement of people, as well as new societal demands in the field of food security, food safety, veterinary public health, animal welfare and the 'One Health' concept;
3. the development of new production systems and the development of the production of new animal species including in aquaculture, which calls for updating of veterinary knowledge and education on the use, health and welfare of animals, as well as more research;
4. the need for programmes of initial and continuing education to train veterinarians to respond to new threats and to meet the new societal expectations at global, regional and national levels;
5. the importance and need for highly qualified veterinarians and need for countries and institutions to work together to address the high cost of veterinary education of adequate quality;
6. the important role of the veterinary profession in ensuring the prudent use and control of veterinary medicinal products and vaccines and the need to strengthen the education of veterinarians on their appropriate use, as well as the need to avoid use of these products by persons who are not registered veterinarians;
7. the quality of veterinary education (initial and continuing) and effective regulation of veterinarians and veterinary paraprofessionals by Veterinary Statutory Bodies (VSBs) are pillars of good governance for the public and private sector components of national Veterinary Services (VS); good governance also requires clear definitions of the role and responsibilities of veterinarians and veterinary paraprofessionals; the continuous improvement of the veterinary profession, and the application of high ethical standards at all times;

8. society has high expectations of the veterinary profession, particularly with respect to the safeguarding of veterinary public health, food safety and animal welfare;
9. there is an urgent need, especially in the developing world, to strengthen the competence of VS and VSBs so that they better comply with the democratically adopted standards of the OIE, in particular those on efficiency and good governance of VS;
10. the mandate of the World Organisation for Animal Health (OIE) as an intergovernmental organisation with 178 Members, as of December 2013, is to improve animal health and welfare worldwide; to facilitate safe trade in animals and animal products, and to support improved food security by promoting efficient livestock production, thereby contributing to human well-being and consolidating the place of animals in the world;
11. good governance, according to the OIE standards on the quality of VS, in particular the provisions of Article 3.2.12 of the *Terrestrial Animal Health Code (Terrestrial Code)* on VSBs and Chapter 3.4 on Veterinary legislation, is of critical importance in enabling the national VS to fulfill at least the basic missions recommended by the international community in order to improve animal health and welfare, as well as veterinary public health, at national, regional and global levels;
12. the OIE helps its Members Countries to improve their veterinary governance mechanisms and strengthen the capacities of veterinarians in the public and private sector in line with the international standards through the voluntary use of the global 'Performance of Veterinary Services' (PVS) Pathway, which focuses on sustainable, long-term strengthening of animal health systems. As part of an OIE PVS Evaluation, national competence in relation to animal health and welfare, veterinary legislation, veterinary education and VSBs performance are all assessed;
13. the disparities between veterinary licensing/registration, accreditation and monitoring procedures and the legislation governing VSBs amongst OIE Member Countries, and the lack of VSBs or equivalent institutions that meet the OIE standards in many countries;
14. the need for increased regional integration and subsequent transboundary mobility of veterinarians, particularly to meet the needs of countries that do not have the resources to provide high quality veterinary education;
15. the insufficient participation, in many countries, of private veterinarians and professional veterinary associations in supporting the activities of the government component of VS as well as the general need for more effective public–private partnerships;
16. the need for continued OIE leadership and greater combined efforts of governments and organisations to support countries that wish to improve veterinary governance and the performance of the public and private sector components of national VS;

17. that following the Resolutions of the first and second OIE Global Conferences on Veterinary Education (held in 2009 and 2011), the OIE has published key guidance documents, including 'Recommendations on the Competencies of graduating veterinarians 'Day 1 graduates' (in both the public and private sector) to assure National Veterinary Services of quality' and 'Guidelines for a Veterinary Education Core Curriculum';
18. the OIE Regional Representation for Africa held a conference on 'The role of Veterinary Statutory Bodies' in Mali in April 2011. The conference recommended that the OIE augment its standards on VSBs and related critical competencies in the OIE *PVS Tool*, and called for the establishment of a twinning mechanism to provide for transfer of expertise and experience between VSBs in OIE Member Countries;
19. the OIE has developed a programme for twinning between Veterinary Statutory Bodies and has published 'A Guide to Veterinary Statutory Body Twinning Projects' (2013);
20. the OIE has developed a programme for twinning between Veterinary Education Establishments (VEEs) and has published 'A Guide to Veterinary Education Twinning Projects' (2013);
21. new technologies of communication and data exchange are accessible in almost all parts of the world;
22. the systematic evaluation of VEEs and implementation of the resulting recommendations may have a positive effect on the quality of veterinary education;
23. aligning the number of VEEs to meet the national demand for veterinarians (or in meantime contracting with extra-national VEEs) and reducing the number of VEEs, when appropriate and consistent with national strategies aiming to improve the quality of veterinary education, may have a positive effect on the quality of veterinary education in a country;
24. the need to establish or strengthen collaboration between the deans of VEEs, the VSBs and the VS at national and international level;
25. the need to establish or strengthen networks of VEEs, accreditation organisations, and VSBs, at regional and world levels;
26. the need for veterinary education to take into account national and local circumstances in addition to global minimum requirements;
27. best practice teaching in the information age requires a move towards inquiry-based student focused methods to ensure that students are educated in both the theories and practical skills of veterinary medicine and motivated for lifelong learning as well as full participation of students in the development of courses;

28. the need to use animals in veterinary education and research and to respect their welfare, as set out in Chapter 7.8 of the *Terrestrial Code*;
29. the discussions that have taken place at this conference and the willingness of those attending to actively participate in the implementation of global recommendations on the quality of veterinary education, good governance and the performance of VSBs worldwide.

**OIE MEMBER COUNTRIES ARE REQUESTED TO:**

1. make a commitment 1) to support the OIE in the development of standards that are intended for adoption using the OIE democratic procedures and guidelines promoting veterinary education, and 2) to implement these standards and guidelines, including through harmonisation of the objectives of national veterinary legislation and of veterinary education with the OIE standards and guidelines;
2. take steps to improve compliance with international standards on the quality of public and private components of national VS by following, when needed, the OIE PVS Pathway, as appropriate to the national and regional context; countries that have already had a PVS evaluation should consider its findings and, where appropriate, apply relevant next steps, such as the PVS Gap Analysis (PVS Costing Tool) and Veterinary Legislation Identification missions, to improve general compliance with OIE standards on quality of VS and other relevant international standards;
3. take steps to support the implementation of the OIE guidelines on minimum requirements for veterinary education, including Day One Competencies and Model Core Veterinary Curriculum, as appropriate to national and local circumstances;
4. encourage VEEs to exchange information and collaborate to facilitate the implementation of OIE guidelines on veterinary education with the goal of improving the initial and continuing education of veterinarians worldwide;
5. establish VSBs, if they have not yet done so, and implement the OIE standards on VSB in Article 3.2.12 of the *Terrestrial Code*. Where appropriate, VSBs should take steps to improve the quality of the national VS by accrediting only veterinarians who have graduated from high-quality educational programmes (i.e. programmes accredited by a recognised accreditation body and/or those that comply with the OIE recommended day one competencies and veterinary education core curriculum);
6. develop or modernise their veterinary legislation as necessary to comply with OIE standards regulating the profession, and the prudent use of veterinary medical products, possibly with the assistance of the OIE Veterinary legislation support programme;

7. encourage their VEEs to respect the OIE guidelines on Day one competencies and the Veterinary Education Core Curriculum, while incorporating local circumstances, and continuously striving to achieve international best practice in veterinary curriculum development and teaching practices;
8. encourage the dialogue between VSBs and VEEs in order to strengthen the influence of VSBs as well as promote an appropriate balance between the demand for professionals of high quality and the number of VEEs;
9. encourage their VEEs to use best practices, as described in 'Considering' point 27, and to share educational material and establish networks through open source platforms or similar mechanisms;
10. where animals are used in veterinary education and research, make appropriate provision for their welfare by implementing the standards in Chapter 7.8 of the *Terrestrial Code*.

**OIE IS REQUESTED TO:**

1. continue to develop and implement the PVS Pathway using all associated supporting mechanisms, including independent evaluations, the Veterinary Legislation Support Programme, Twinning Programmes, particularly in veterinary education, the PVS Gap Analysis (PVS Costing Tool) and PVS follow-up missions;
2. continue to work closely with Member Countries and with regional and global organisations, including international student organisations, to support efforts to improve the quality of veterinary education (both initial and ongoing) and harmonised approaches to the recognition of qualifications by relevant institutions, including through the VSBs;
3. increase its collaborative activities with governments and donors to support countries who wish to participate in twinning agreements for VEEs and for their national VSB or equivalent body complying with international standards;
4. within the framework of the PVS Pathway, consider the creation or strengthening of mechanisms supporting the evaluation of the quality of public and private sector components of the national VS personnel on the basis of their initial and continuing education, particularly where recognised systems for evaluation of education do not currently apply;
5. encourage the creation, if necessary, of regional associations with the participation of VSBs or equivalent organisations with delegated authority for accrediting VEEs, which could facilitate the establishment of a list of VEEs that would be subject to regional accreditation after appropriate external audit, based on criteria that may be accepted throughout the region to facilitate mobility of veterinarians as appropriate;

6. develop guidelines on best practices in the organisation and functioning of VSBs, including the legislative base, the constitution of the VSBs and the establishment of public-private veterinary partnerships, for information of OIE Member Countries and relevant regional and international organisations;
  7. continue raising awareness of the important role of public and private sector components of national VS, the veterinary profession and other partners, regarding the health and wellbeing of the global communities, through the veterinary contribution to the protection of veterinary public health, animal health and welfare, and the health of the environment;
  8. continue working in partnership with governments and donors to encourage them to make sustainable investments to strengthen the quality and performance of public and private components of VS through the provision of appropriate legislation and the human and financial resources needed to implement it, as well as high quality veterinary education;
  9. liaise with Member Countries and the World Veterinary Association to establish a global list of VEEs according to the conditions detailed in the annexed recommendations;
  10. consider means of enhancing existing communication materials, including through the possible development of on-line educational materials as a tool to assist Delegates and nominated national Focal Points to participate more effectively in the OIE procedures;
  11. liaise with regional and international relevant Organisations in order to:
    - a) take steps to encourage and support collaboration between VSBs or equivalent bodies, relevant official national or regional accrediting agencies, and VEEs, in order to harmonise the evaluation of education programmes. The goal is to facilitate regional integration of education systems that comply with the OIE guidelines and regional mobility of veterinarians, in particular to meet the needs of countries that do not have access to education and training programmes for these professionals;
    - b) encourage stronger cooperation between the animal health and human health education systems, in accordance with the 'One Health' concept.
    - c) prioritise needed investments in the infrastructure of veterinary education to achieve a sustainable strengthening of public and private sector components of the national VS.
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