



## REPORT OF THE MEETING OF THE OIE AD HOC GROUP ON VETERINARY EDUCATION

Paris, 30-31 July 2015

The meeting of the OIE *ad hoc* Group on Veterinary Education (the *ad hoc* Group) was held at the OIE Headquarters in Paris, France from 30 to 31 July 2015. A list of the *ad hoc* Group's members may be found at [Annex 1](#) and the agenda for the meeting at [Annex 2](#).

### Meeting with Dr Bernard Vallat, Director General of the OIE

Dr Bernard Vallat joined the *ad hoc* Group for a discussion about the purpose of the meeting ([Annex 3](#)) and his expectations.

He welcomed all members and observers and emphasised that veterinary education, both initial and continuing education, is a key for promoting OIE objectives. After noting that the Global Conferences on Veterinary Education, inviting various parties, notably Deans of Veterinary Education Establishments (VEEs) and Delegates representing Member Countries from all over the world, are a unique opportunity for brainstorming at global level, Dr Vallat briefly reviewed the discussions of the three successive Global Conferences, in Paris, Lyon and Foz do Iguazu. Commenting on the importance of Asia's greater involvement in the on-going discussion, given that Asia has the largest population of both humans and animals, he expressed his pleasure in informing the *ad hoc* Group that the next Conference would be held in Bangkok, Thailand from 22 to 24 June 2016.

Dr Vallat stated that after establishing and publishing the Day 1 Competencies and the Model Core Curriculum on Veterinary Education, the next step would be considering how to encourage VEEs to use these materials. He reconfirmed that the OIE would not partake in accreditation, but said that he expected accreditation bodies to adopt OIE guidelines in their accreditation mechanism. Therefore, he considered that inviting accreditation bodies to these discussions would be necessary. Informing the *ad hoc* Group of the recent full revision of the cooperation agreement with the World Veterinary Association (WVA), he expressed his hope for good responsibility-sharing between the OIE and WVA for improving access to continuing education while avoiding overlaps.

Dr Vallat commented that some VEEs are becoming very sensitive to market demand and emphasised the importance of not forgetting the global public good aspect of the veterinary profession and Veterinary Services.

Dr Vallat also drew attention to the growing need for veterinarians to deal with issues arising in society, such as the welfare of production animals and the human and animal health perspectives on the use of antimicrobials and vaccines.

The *ad hoc* Group thanked Dr Vallat for sharing his views and giving guidance, and agreed that the next Conference needs to address how to further promote the use of OIE guidelines and recommendations, including cooperation with accreditation bodies.

## 1. Review of work of the *ad hoc* Group's previous meetings

Dr Ron DeHaven, Chair of the *ad hoc* Group, briefly reviewed (mainly for new members) issues discussed at the past three Global Conferences and subsequent progress.

- At the first Global Conference held in Paris in October 2009, it was noted that there was no common understanding of what veterinarians are (a situation that the *ad hoc* Group considered to remain today). Thus, after the 1st Conference, the *ad hoc* Group was convened to address some of the Conference recommendations, including the establishment of a set of Day 1 Competencies, which are applicable globally.
- At the 2nd Conference held in Lyon in May 2011, various feedback was provided, including on how to assess whether the Day 1 Competencies are being implemented. The Model Core Curriculum was then developed to help integrate the Day 1 Competencies into the teaching. The OIE VEE Twinning Programme, based on the experience of the OIE Laboratory Twinning Programme, was launched to help VEEs in developing countries align their curriculum with the Day 1 Competencies and the Model Core Curriculum.
- At the 3rd Conference held in Foz do Iguazu in December 2013, much of the discussion concerned the use of the tools (i.e., the Day 1 Competencies, the Model Core Curriculum and the VEE Twinning Programme). It also focused on strengthening the role of Veterinary Statutory Bodies (VSBs) in supporting better veterinary education.

Dr DeHaven commented that there seems to be a remaining task on initial education in order to complete the original objective: To provide some oversight to ensure that the Day 1 Competencies and the Model Core Curriculum are implemented. Noting that this can be a matter of accreditation, he mentioned that currently, all internationally-recognised accreditation bodies are set up for developed countries.

## 2. Review of the recommendations from the Global Conference in Brazil

Ms Victoria Wong provided a presentation on the state of play of the OIE PVS Pathway, in particular, the activities of the VEE Twinning Programme and VSB Twinning Programme. Dr Alain Dehove, Coordinator of the OIE World Fund and of the VEE Twinning Programme, highlighted that in the VEE Twinning Projects, the Parent VEE is involved in the assessment of the curriculum of the beneficiary VEE and that the development of some sort of guide or tool would help both such assessment as well as OIE project planning.

### Lessons learned from current twinning projects

Dr Khwanchai Kreasukon, Dean of the Chiang Mai University (Thailand), delivered a presentation on the experience of their collaboration with the University of Minnesota (United States), the first Veterinary Education Twinning Project. He noted important points for successful twinning, such as 1) an already-established partnership between the Parent and beneficiary VEEs, 2) workshops for faculty members, and 3) involving students on the board of project management. As a challenge, Dr Kreasukon identified the reality that the relative importance of achieving each competency may depend on a particular society. Thus, he noted that a simple cut-and-paste approach would not work in developing a curriculum.

Dr Tim Parkinson, Dean of Massey University (New Zealand), shared with the *ad hoc* Group his experience of the VEE Twinning Project between Massey University and the University of Peradeniya, Sri Lanka. He explained that based on the PVS reports on Sri Lanka, two objectives were identified: 1) development of veterinary education, 2) development of the livestock sector for food production. Dr Parkinson observed that the latter objective, based on a real need, worked as a good driver for change. Challenges included communication problems, due to the language used up to secondary education not being English. Lack of student motivation is also a problem because many students are entering veterinary school as a second choice after medical school. On the positive side, Dr Parkinson noted the openness of Sri Lanka's Ministry of Education to the suggestions of Massey University in changing the curriculum.

Dr Stéphane Martinot, Dean of VetAgro Sup, concurred with previous speakers about the importance of the existence of a good relationship between the two VEEs. Noting that curriculum development, teaching the teachers and exchange of students constituted the three pillars of twinning, he stressed that for a successful project, the work has to be initiated by the beneficiary VEE.

Following these presentations, the *ad hoc* Group conducted substantial discussions about accreditation by internationally-recognised bodies and how to ensure the implementation of Day 1 Competencies and the Model Core Curriculum. The *ad hoc* Group agreed that it is important to evaluate the progress of twinning projects, and that there is a substantial difference between the implementation of Day 1 Competencies and the accreditation currently conducted by internationally-recognised accreditation bodies. The *ad hoc* Group also noted that in the case of the OIE Reference Laboratory Twinning Programme, a relatively small proportion of beneficiary laboratories have actually become OIE Reference Laboratories following the completion of a twinning project. Likewise, the Group anticipates that VEE twinning will not necessarily lead to accreditation of the beneficiary VEE by one of the currently existing accreditation body, but rather will lead to enhancement of the beneficiary VEE in meeting the OIE Day 1 Competencies.

Regarding a comment made by a member about the lack of motivation sometimes observed among veterinary students who originally applied for other academic disciplines, the *ad hoc* Group agreed that further communication about the importance and value of the veterinary profession to students and the general public is very important.

#### Collaboration with and support of other organisations

Dr René Carlson, President of the WVA, gave a short presentation about the WVA's commitment to education, including, among other matters: 1) advocacy to the private sector of the benefits of compliance with OIE guidelines and recommendations, such as Day 1 Competencies and the Model Core Curriculum, 2) cooperation with the World Medical Association to promote One Health issues, 3) support to the International Veterinary Students Association (ISVA), and 4) the creation of a WVA Global Online Continuing Education Portal in partnership with the World Continuing Education Alliance (Dr Carlson showed sample lecture videos via the internet).

The *ad hoc* Group agreed that veterinary education, not only continuing but also initial education, should benefit from innovative methods, including on-line education.

Dr Tomoko Ishibashi informed the *ad hoc* Group about the OIE's cooperation with the IVSA: the two organisations signed a cooperation agreement in 2014 and the OIE is actively supporting IVSA activities. The *ad hoc* Group agreed that the IVSA should be an active participant in the 2016 Global Conference on Veterinary Education.

#### Establishment of global list of VEEs

Dr Ishibashi described the state of play in the establishment of a global list of VEEs, which was recommended at the Global Conference in Brazil. While nearly two thirds of OIE Member Countries have already replied to a survey and nearly 400 VEEs (including their details) have been registered on the OIE list, she noted that further work is necessary to improve the data. Some members noted discrepancies between the reports and their personal knowledge, and suggested consulting other information sources. Dr Ishibashi, however, explained that the data must be sent by OIE Delegates in order to be published on the OIE website. It was noted that the identification of data discrepancies is one of the benefits of establishing the list, since this may indicate room for better communication between the Veterinary Authority and VEEs in each OIE Member Country.

## Other

In order to improve awareness of the Day 1 Competencies, Model Core Curriculum and VEE Twinning Programme, the *ad hoc* Group agreed to a proposal by a member to publish in parallel this subject in peer-reviewed veterinary journals, which will reach faculty members directly, without going through the Veterinary Authorities (which are the OIE's counterparts).

### **3. Activities of OIE Collaborating Centres**

The *ad hoc* Group reviewed the annual reports of the OIE Collaborating Centres relevant to the training and capacity building of Veterinary Services, and discussed potential roles for Collaborating Centres in the conference. The *ad hoc* Group noted that while the existing Collaborating Centres provide support to the Veterinary Authorities, such as through continuing education opportunities, they are not designated for veterinary education per se. The idea of having a new Collaborating Centre specializing in on-line education was raised, noting that the primary target of OIE support should be the Veterinary Authorities and VEEs rather than the students themselves. The *ad hoc* Group was reminded that the Collaborating Centres should be able to provide support within their spheres of expertise including pedagogy.

### **4. OIE guidelines on Veterinary Education and accreditation of VEEs**

Dr Parkinson, who was one of the authors of the Quads<sup>1</sup> Proposal on OIE VEE Standards and Guidelines, March 2015, explained the main points and ideas behind the proposal: given that there exists the desire among VEEs in many developing countries to improve their education eventually to the level required by an internationally-recognised accreditation body; the difference between the level required by OIE Day 1 competencies and that by internationally-recognised accreditation bodies is substantial; the latter level would not be attainable through VEE twinning projects; it is desirable for them to have targets achievable in a stepwise manner that may lead towards eventual accreditation. The proposal is for the OIE, as the global organisation with a mandate to improve Veterinary Services, to develop such a stepwise pathway to support VEEs in improving their education.

After confirming that the OIE is not going to become a VEE accreditation body, the *ad hoc* Group engaged in substantial discussion not only about the Quads proposal, but also about progressing assessment in general, including the effect of twinning projects.

The *ad hoc* Group agreed that there are two levels of assessment: one is to assess whether the OIE Day 1 Competencies and Model Core Curriculum are being implemented by any given VEE and the other is accreditation of the VEE by internationally-recognised accreditation bodies. Although non-accredited VEEs commonly aspire to accreditation by an internationally-recognised accreditation body, which will improve Veterinary Services credibility and contribute to their market success, the *ad hoc* Group concluded that the OIE's remit extends only up to the level of the implementation of the Day 1 Competencies and Model Core Curriculum. This would be a far more attainable goal for most VEEs in developing countries

The *ad hoc* Group then discussed the use of a guide or tool to assess the implementation of Day 1 Competencies. Such a tool could be used by twinning partners to assess the progress of twinning projects, for self-evaluation by VEEs, and also by VSBs or any other body responsible for a national system of VEE accreditation. Understanding that the OIE would not conduct such assessment, the *ad hoc* Group considered that developing a system of third-party assessment by the WVA might give VEEs the help they need. Noting that there is no guarantee that all VEEs accredited by internationally-recognised accreditation bodies satisfy the Day 1 Competencies, the *ad hoc* Group further emphasised that such a guide or tool as well as the OIE Day 1 Competencies and Model Core Curriculum should be incorporated into the accreditation systems of internationally-recognised accreditation bodies. The *ad hoc* Group considered that such widespread use of a guide or tool would lead to eventual standardisation in the veterinary profession and allow a re-definition of the term, 'veterinarian' in the OIE *Terrestrial Animal Health Code (Terrestrial Code)*.

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<sup>1</sup> Quads: Quadrilateral (United States of America, Canada, Australia and New Zealand)

The *ad hoc* Group agreed that the expertise of existing internationally-recognised accreditation bodies would be vital to develop such a guide or tool to assess the implementation of Day 1 Competencies. It was also agreed that the guide or tool should not be excessively prescriptive, leaving room for the details to be adjusted to meet the specific needs of each Member Country.

It was informally agreed to contact the organiser of the meeting of the International Accreditors Working Group scheduled for February 2016 to consider including this subject on their meeting agenda. It is also envisaged that a representative of the International Accreditors Working Group will be invited to present on the outcomes of this meeting at the OIE Global Conference in June 2016.

#### **5. Improvement of the OIE concept of twinning between VEEs**

Dr Dehove indicated to the *ad hoc* Group that the Guide to VEE Twinning Projects is now under revision based on the feedback from VEEs that have been involved in twinning projects, and invited the *ad hoc* Group and more particularly Drs Kreausukon, Martinot and Parkinson to provide comments based on their own involvement in VEE Twinning Projects. The guide or tool, once developed, would, as discussed under the previous agenda items, be used to analyse alignment of the beneficiary VEE with OIE recommendations and guidelines, and VEE Twinning Projects can be used as a pilot for the application of such a guide or tool.

#### **6. Proposals to the Director General for the programme of the next Global Conference on Veterinary Education**

##### Topic

Based on the guidance given by Dr Vallat and the aforementioned discussions, the *ad hoc* Group agreed that the primary topic should be how to encourage and support VEEs' implementation of Day 1 Competencies and the Model Core Curriculum. Considering the growing importance for veterinarians' capability to better face challenges not necessarily within the domain of veterinary science, the *ad hoc* Group also agreed that improving other important skills, such as leadership, communication and understanding the economics, should also be a topic. While various innovative teaching methods are being developed, the knowledge and availability of such innovations are not necessarily shared globally. The *ad hoc* Group agreed that teaching practices in the information age would also be an interesting topic. A list of candidates for topics was developed as attached ([Annex 4](#)).

##### Programme

The *ad hoc* Group then proposed possible presentations for the next Global Conference on Veterinary Education to fit the topics discussed. A list of candidates for presentations was developed as attached ([Annex 5](#)).

##### Possible recommendations

Considering the entire discussion during the meeting, the *ad hoc* Group prepared possible recommendations for the next Global Conference on Veterinary Education as attached ([Annex 6](#)).

#### **7. Possible expansion of the OIE guidelines to education in veterinary para-professionals working within Veterinary Services**

Prior to commencing the discussion as to whether the OIE should develop education standards for para-professionals, the *ad hoc* Group wondered about the target population. Although the OIE *Terrestrial Code* provides a definition for veterinary para-professionals, the *ad hoc* Group shared the view that there is a wide range of technical staff working in Veterinary Services who do not necessarily fall within the OIE definition, and that the use of non-veterinary technical staff is very different between developing and developed countries. The *ad hoc* Group agreed that developing education standards for veterinary para-professionals should be included in the OIE's work sometime in the future, and that it should start with a review of the current situation in the field, possibly through a questionnaire. The *ad hoc* Group expected that a report on the outcomes of the regional conference on the role of veterinary para-professionals in Africa in October 2015 could serve as a useful catalyst to develop recommendations on this subject.

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.../Annexes



**MEETING OF THE OIE AD HOC GROUP ON VETERINARY EDUCATION**

**Paris, 30–31 July 2015**

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Annex 1 (contd)

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**MEETING OF THE OIE AD HOC GROUP ON VETERINARY EDUCATION  
Paris, 30–31 July 2015**

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**Agenda**

- Item 1 Report on work of the previous meetings of the ad hoc Group (mainly for new members)
- Item 2 Review of the recommendations from the Global Conference in Brazil
- Current situation and issues of PVS Pathway (VEE Twinning Programme, VSB Twinning Programme, Veterinary Legislation Support Programme)
  - Collaboration with and support of other organisations, including the veterinary student organisation
  - Establishment of global list of VEE
  - Other
- Item 3 Report of the activities of OIE Collaborating Centres for Veterinary Education including those for continuing education and training
- Item 4 Possible OIE support to VEEs in preparing for international accreditation complying with OIE guidelines on veterinary education<sup>2</sup>
- Item 5 OIE support to international and accrediting bodies in the use of OIE guidelines on veterinary education.
- Items 6 Proposals for the improvement of the OIE twinning concept between VEEs and its reference documents, e.g. adding more criteria to analyse compliance of the beneficiary VEE with OIE guidelines on veterinary education
- Item 7 Proposals to the Director General for the programme of the next Global Conference on Veterinary Education in Thailand in 2016,
- Scope
  - Topics to be covered
  - Desirable outcomes/possible recommendations
  - Other
- Item 8 Proposals to reinforce the relationship between VEE and VSB in order to improve the quality of veterinary profession
- Item 9 Possible expansion of OIE guidelines to education in veterinary para-professionals working within veterinary services
- Item 10 Other matters

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<sup>2</sup> Consideration of the March 2015 paper from the Animal Health Quadrilateral Meeting in New Zealand on strengthening the OIE veterinary education twinning support structure to include possible OIE support to VEEs in preparing for international accreditation

### **Purpose of the meeting**

Based on a review of the recommendations from the 3<sup>rd</sup> Global Conference on Veterinary Education and the Role of the Veterinary Statutory Bodies in Brazil, of the progress of work at the OIE and in Member Countries and of innovative initiatives including implementation of the OIE Veterinary Education Establishment Twinning Programme, the *ad hoc* Group is convened to make proposals to the Director General on:

1. scope of the 4th Global Conference on Veterinary Education scheduled for June 22–24, 2016 in Thailand;
2. draft programme of the 4<sup>th</sup> Global Conference on Veterinary Education;
3. key points to be included in the recommendations from the 4<sup>th</sup> Global Conference; and
4. further work the OIE may undertake to encourage more cooperation between VEE and Veterinary Statutory Bodies (VSBs).

In discussing the above, matters to be addressed should include the following:

- whether the OIE should expand its work to cover education for veterinary para-professionals working within Veterinary Services;
- whether the OIE should support VEEs in preparing for international accreditation in compliance with OIE guidelines on veterinary education;
- evaluation of current e-learning initiatives and, if positive, ways to incorporate e-learning into initial and/or continuing education consistent with OIE guidelines on veterinary education;
- how to further support Member Countries in the establishment or improvement of VSBs and their relations with VEEs;
- how to encourage accrediting bodies to integrate OIE guidelines on veterinary education in their accreditation criteria;
- how to improve the current OIE twinning concept between VEE and its reference documents, e.g. adding more criteria to analyse compliance of the beneficiary VEE with OIE guidelines on veterinary education.

### **Candidates for Topics**

1. How to support VEEs to implement Day 1 Competencies and the Model Core Curriculum
    - ⇒ To encourage accreditation bodies to incorporate Day 1 Competencies and the Model Core Curriculum into their accreditation schemes so that respecting Day 1 Competencies and the Model Core Curriculum can be a milestone for accreditation for VEEs wishing to be accredited in future.
    - ⇒ Analysis on implementation/inclusion of Day 1 Competencies and the Model Core Curriculum in the curriculum => Possibly by ongoing twinning partners?
    - ⇒ To develop a tool to access the implementation of Day 1 Competencies and the Model Core Curriculum by twinning partners, VSBs or the VEEs themselves with the help of international and regional accreditation bodies.
    - ⇒ What is the outcome of achieving those competencies?
    - ⇒ Closer relationship between VSBs and VEEs and Veterinarian Authorities (VAs)
      - Presentation of success stories
      - Unbind curriculum from primary legislation
    - ⇒ Collaboration by VSBs, VEEs and VAs to enhance compliance with Day 1 Competencies and the Model Core Curriculum
    - ⇒ Support to the OIE for adoption of the definition of “veterinarian”
  2. Importance of improving other important skills such as leadership, communication, economics, ethics for individual veterinarians and for the veterinary profession as a whole
    - ⇒ Need to justify animal health measures to farmers, local politicians and communities. Risk communication. Students need to learn.
  3. Best teaching practices in the information age
    - ⇒ Continuing education – what are the opportunities?
      - While the demand for continuing education for public veterinary services is high, many countries do not have good access.
      - Sharing responsibility among VEEs, VSBs and National Veterinary Services and Vet Associations in CE.
    - ⇒ Educating the educators
    - ⇒ On-line training
      - Initial education
      - Continuing education
    - ⇒ Students’ views: what they want to learn, how they want to be taught
    - ⇒ Educational modules available for Animal Welfare, one health, veterinary public health including zoonoses and Food Safety to show Deans and VAs
    - ⇒ Learning from experiences in other related academic disciplines (e.g. High Education in Human health or Agriculture) to improve quality of education
    - ⇒ Education of the use of new technologies
  4. Educational standards for veterinary para-professionals
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## **Candidates for Presentations**

### **Keynote speeches**

- 1) By Dr Jonathon Rushton of the Royal Veterinary College (UK) on the economics of production animal health
- 2) By an educator on future innovative learning methodologies
- 3) By the IVSA on what and how students want to learn  
(This should be based on a survey of views among students)

### **Other speeches**

1. Animal welfare – modules developed by American Veterinary Medical Association
  2. On-line training presentation by Dr Rene Carlson (WVA)
  3. New teaching methods - success stories in new educational methods that show positive outcomes
  4. Success story (or ideal situation which does not exist) of collaboration between a Veterinary Authority and a Veterinary Statutory Body – by the Royal College of Veterinary Surgeons
  5. Status of development of OIE guidelines for bodies assessing delivering of Day 1 Competencies (by whom? OIE or accrediting body?)
  6. Presentation on the World Bank projects on One Health for Medical and Veterinary Authorities in Central Asia and on the WHO-OIE (International Health Regulations-PVS) National workshops
  7. Feedback from ongoing twinning projects between University of Minnesota and and Chiang Mai University and others , including contribution of twinning to improvement of education in the region
  8. Evaluation of progress of twinning projects - development of indicators to assess the achievement of twinning (Royal Veterinary College /Jordan and University of Minnesota /Chiang Mai)
  9. Veterinary education in the PVS Pathway
  10. Public perception of veterinary profession by ?? (a Journalist or somebody from other discipline of social science)
  11. Presentation by the international accreditation working group
  12. State of play in development of a regional accreditation body for Asia
  13. Current and future role of WVA in veterinary education
  14. The value of accreditation for VEEs
  15. Update from the *ad hoc* Group on Veterinary Education, following up on recommendations from previous Global Conferences on Veterinary Education
  16. Presentation on leadership – induction for new students
  17. One Health education – Southeast Asian perspective
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### **Ideas for Conference Recommendations**

1. Member Countries to ensure that all bodies responsible for the evaluation of VEEs adopt Day 1 Competencies and Model Core Curriculum and that they follow up through an outcome assessment as the basis for their decisions
  2. Member Countries to establish VSBs in line with OIE's definition, as contained in the OIE *Terrestrial Code*
  3. Member Countries to 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 (Recommendation 6 to Member Countries at the Brazil Conference)
  4. Member Countries to ensure there are effective mechanisms for delivery, ready access to and evaluation of Continuing Education to the veterinary profession
  5. VEEs are encouraged to evaluate and adopt educational best practices in veterinary curriculum
  6. VSBs should have the minimum requirement for continuing education as a condition of re-licensure
  7. OIE to develop a pathway for VEEs to incorporate Day 1 Competencies and Model Core Curriculum
  8. OIE to encourage a system to recognise the implementation of Day 1 Competencies and Model Core Curriculum by VEEs
  9. OIE to work with internationally-recognised accreditation bodies to develop OIE guideline for bodies assessing the delivery of Day 1 Competencies and implementation of Model Core Curriculum
  10. OIE to revise the definition of "veterinarian" to include the proficiency in Day 1 Competencies
  11. OIE to develop guideline of good practice of or minimum standard for VSBs (Recommendation 6 to the OIE at the Brazil Conference)
  12. All parties, such as Veterinary Associations, VEEs, VSBs, Member Countries, OIE, to promote to the public the value of veterinarians in society.
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