

4th OIE Global Conference on Veterinary Education

Final Recommendations

CONSIDERING:

1. that Chapters 3.1. of the OIE *Terrestrial* and *Aquatic Animal Health Codes* stipulate that the quality of the Veterinary Services depends on a set of factors, which include fundamental principles such as the professional judgement of the personnel of Veterinary Services who should have the relevant qualifications, scientific expertise and experience to make sound professional judgements and that the compliance with this fundamental principle cannot be achieved without qualified personnel;
2. that other principles to assure quality of Veterinary Services require additional competencies and skills not necessarily from the domain of veterinary science for meeting a wide range of societal expectations and to effectively communicate with various stakeholders, such as animal owners, industries, policy makers and the general public;
3. the need to strengthen the capacity of all countries worldwide to maintain national animal health and veterinary public health systems that cover entire national territories and are able to provide surveillance, early detection and reporting, and rapid response to any natural, accidental or intentional aquatic and terrestrial animal disease outbreak;
4. the emergence of new or re-emergence of existing animal diseases; the social, economic and production consequences of transboundary animal diseases; the impact of changes in land use, climate, production systems and population demographics; the global movement of commodities and people, as well as societal demands in the field of food security, food safety, veterinary public health and animal welfare; the concrete implementation of the 'One Health' concept and the growing awareness of the importance of biosecurity;
5. that the quality of education for and effective regulation of both veterinarians and veterinary para-professionals by Veterinary Statutory Bodies, with clear definitions of the respective roles and responsibilities of veterinarians and veterinary para-professionals, are pillars of good governance for the public and private sector components of national Veterinary Services;
6. that following the Recommendations of previous OIE Global Conferences on Veterinary Education, the OIE has published key guidance documents, namely "Recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality" (OIE Day 1 Competencies) and "Guidelines on Veterinary Education Core Curriculum" (Model Veterinary Core Curriculum);
7. that a substantial disparity is still observed among Veterinary Education Establishments worldwide in their implementation of the OIE Day 1 Competencies and Model Veterinary Core Curriculum;

8. that the OIE has developed a programme for twinning between Veterinary Education Establishments worldwide under which nine projects are being implemented since 2013;
9. that the OIE has initiated a programme for twinning between Veterinary Statutory Bodies;
10. that following the Recommendation of the third OIE Global Conference on Veterinary Education, the OIE published the first global list of Veterinary Education Establishments based on the reports received by Member Countries in 2015;
11. that inquiry-based student-focused teaching methods have been developed to ensure that students are being educated in both theory and practical skills, and that modern information technologies have been promoting the development and availability of such methods for both initial and continuing education;
12. that the OIE Regional Conference “The Role of Veterinary Para-professionals in Africa” held in October 2015 did, while noting that veterinary para-professionals are not always under the regulation of veterinary statutory bodies, confirm the importance of veterinary para-professionals in the delivery of veterinary services in many countries and recommended the OIE, among others, to consider developing minimum competencies and core training curricula for veterinary para-professionals; and
13. the discussions that have taken place at this conference.

PARTICIPANTS RECOMMEND:

To the Veterinary Authorities of OIE Member Countries to:

1. further encourage Veterinary Education Establishments to implement the OIE Day 1 Competencies and Model Veterinary Core Curriculum, and monitor their implementation through an outcome-based assessment, in collaboration with education administration authorities and Veterinary Statutory Bodies;
2. encourage Veterinary Education Establishments to regularly update their curriculum content, including by adoption of interdisciplinary education, in order to not only reflect recent scientific information and technical developments, but also to meet a wide range of social expectations, which should be informed through communication with relevant stakeholders, including Veterinary Authorities;
3. encourage Veterinary Education Establishments to continue their efforts to enhance their curricula through various regional cooperation mechanisms and OIE twinning projects;
4. encourage Veterinary Education Establishments to study and evaluate innovative teaching methods, including those applied in other scientific disciplines, consider common training with other professions to motivate close collaboration also in students' future professional life, adopt educational best practices in their veterinary teaching curricula and educate the educators to make sure such efforts are truly effective for students;
5. ensure that there are effective mechanisms for delivery, ready access to and evaluation of continuing education including e-learning materials for the veterinary profession, based on close cooperation among Veterinary Education Establishments, Veterinary Authorities, Veterinary Statutory Bodies and Veterinary Associations;

6. maintain a comprehensive understanding of both the roles of and responsibilities borne by veterinary para-professionals in the Veterinary Services of their country and also their professional training opportunities nationwide;
7. ensure that Veterinary Statutory Bodies established or refined in line with the OIE's definition, noting their important function of registration or licensing of veterinarians and veterinary para-professionals, impose a minimum requirement for continuing education as a condition of renewal of licensure of veterinarians and veterinary para-professionals; and
8. develop or modernise their veterinary legislation, as necessary so that both veterinarians and veterinary para-professionals are regulated in compliance with OIE standards and so as to ensure that legislation covers their responsibility.

To the OIE to:

1. continue to support the OIE Member Countries to improve the quality of their veterinary professions through the PVS Pathway, notably the Veterinary Legislation Support Programme, the Veterinary Education Twinning Programme, and support to Veterinary Statutory Bodies;
2. continue to advocate for donors to provide financial support to the PVS Pathway activities and twinning programmes in a long-term and sustainable manner;
3. continue its effort to inform countries and Veterinary Education Establishments of the progress in improving and harmonising veterinary education regionally and globally, including the publication of refinements to the OIE global list of Veterinary Education Establishments;
4. consider developing supports/mechanisms other than the twinning programme to be widely used for Veterinary Education Establishments to better incorporate OIE Day 1 Competencies and Model Veterinary Core Curriculum in their curricula;
5. continue advocating for implementation of outcome-based assessment to evaluate the effectiveness of curricular enhancement made by Veterinary Education Establishments as a result of incorporating OIE Day 1 Competencies and the OIE Model Veterinary Core Curriculum; and
6. consider expanding its work on the quality of Veterinary Services to better cover veterinary para-professionals working in Veterinary Services, by identifying minimum competencies for various categories of veterinary para-professionals and developing guidelines on core training curricula.

To all parties, including Member Countries, the OIE, National Veterinary Associations, Veterinary Education Establishments and Veterinary Statutory Bodies: to promote the value of the veterinary profession to society.