

DRAFT RECOMMENDATIONS

CONSIDERING:

1. The need to increase the capacity of all countries worldwide to create or maintain national animal health and veterinary public health systems that cover all national territory and are able to provide surveillance, early detection and rapid response to any natural or intentional animal disease outbreak;
2. The emergence of new animal diseases or re-emergence of already existing ones, the growing threat of transboundary animal diseases, the impact of environmental changes and the globalisation of commodities and movement of people, as well as the new societal demands in the field of food security, food safety, veterinary public health and animal welfare;
3. The need to train veterinarians and veterinary para-professionals to face new threats and to meet the new societal expectations at global, regional and national levels;
4. That the mandate of the World Organisation for Animal Health (OIE) as an intergovernmental organisation is 'to improve animal health and welfare worldwide';
5. That initial and continuing veterinary education programmes should be revised, whenever necessary, in order to train veterinarians able to fulfil at least the basic missions recommended by the OIE in order to improve animal health and welfare worldwide;
6. That apart from the core veterinary education necessary to address the basic needs as recommended by the OIE, the different regions or countries have specific needs which must also be met;
7. The importance and need for highly qualified veterinarians and veterinary para-professionals, as well as the fact that the OIE includes the issue of initial and continuing veterinary education as part of its commitment to encourage its Members to improve the quality of their National Veterinary Services;
8. The implementation of the new global concept 'One World-One Health', which brings together animal health, public health and environmental health;
9. The existence of both similarities and wide disparities in veterinary curricula and in the training capacities of veterinary education establishments, even within the same country or region;
10. The continuing technological and pedagogical improvements in veterinary education delivery;
11. The need for additional knowledge and skills for veterinarians, such as skills in communication, management and leadership;

12. The need to share human resources and available infrastructure for the initial and continuing education of veterinarians and the high cost of veterinary education of adequate quality;
13. The OIE standards on the quality of Veterinary Services, in particular the provisions of chapter 3, section 2.12 of the *Terrestrial Animal Health Code* on Veterinary Statutory Bodies (VSB);
14. The necessity to establish more criteria of quality for the evaluation of initial and continuing veterinary education when using the OIE Performance of National Veterinary Services (PVS) evaluation tool;
15. The disparities between registration, accreditation and monitoring procedures of veterinarians and veterinary para-professionals, and the differences between applicable legislation for the constitution of VSB in the various regions/countries, as well as the current absence of formal VSB or equivalent institutions in others;
16. The increased regional integration and the subsequent transboundary mobility of veterinary professionals;
17. The sometimes insufficient development of public–private veterinary partnerships in the overall prevention and control of OIE listed and emerging diseases.

THE PARTICIPANTS IN THE CONFERENCE 'EVOLVING VETERINARY EDUCATION FOR A SAFER WORLD' RECOMMEND:

1. That the OIE be encouraged by its Members to develop recommendations on a basic core curriculum for veterinarians that takes into account new threats and new societal demands;
2. That Veterinary Education Establishments (VEE), taking into account the recommendations of the OIE and specific/regional national circumstances, define and implement a core curriculum for initial and continuing veterinary education;
3. That the World Veterinary Association (WVA) and other professional veterinary bodies examine, with the support of the OIE, how the veterinary curriculum can best meet societal expectations at a global level, and convince governments that veterinary education is a Global Public Good and not only a commercial or agricultural good;
4. That VEE strongly support initial and continuing veterinary education programmes in the fields of public health (zoonoses, food safety, food security), production and trade, and social values, such as animal welfare and biodiversity, that provide positive socio-economic benefits to society;
5. That VEE maintain or develop education in basic sciences in order to train veterinarians able to understand the scientific aspects of global evolution and emerging needs;
6. That VEE strengthen the education of veterinarians in diseases of wildlife and aquatic animals, and in animal taxonomy;
7. That VEE include in their curricula the principles of the OIE *Codes*, standards and *modus operandi* that concern veterinary public health, production, trade and

- welfare, as well as introductory lectures on veterinary legislation, governance and basic management;
8. That VEE include in their curricula lectures on communication, notably to enable veterinarians to communicate the complexities of technical issues, including risk analysis, in lay language;
 9. That VEE develop the use of new IT technologies for distance learning during initial and continuing education;
 10. That the veterinary authorities support continuing access to live animals for use in research, testing and teaching, subject to appropriate management and veterinary oversight of the welfare of these animals in accordance with OIE standards and the three Rs principle;
 11. That veterinary education programmes include incentives for students to convince some of them to work in rural areas so that all national territory is covered by animal disease surveillance networks;
 12. That the VEE of the developed world consider it important to help VEE in developing countries. Relevant organisations and donors are requested to provide adequate resources for such programmes using the guidance of the OIE when appropriate;
 13. That the OIE, WVA and other relevant veterinary associations examine how to improve the public perception of the importance of veterinary activities for society as a whole, and convince governments and/or international donors of the need to better finance initial and continuing veterinary education as a Global Public Good;
 14. That the OIE be encouraged to extend the current mechanism for laboratory twinning and prepare a pilot twinning programme for VEE of developed and developing countries;
 15. That the national veterinary authorities encourage and evaluate the continuing education of veterinarians and veterinary para-professionals in their respective countries in accordance with OIE PVS criteria;
 16. That national veterinary authorities of countries that have done a PVS evaluation, be urged to address the findings of the evaluation and, where appropriate, be invited to either apply for a post-PVS OIE gap-analysis to address shortcomings, support veterinary legislation review to address outdated legislation, or seek conformity with OIE standards, including those on veterinary education;
 17. That the OIE create a specific tool similar to PVS to support the assessment, on a strictly voluntary basis, of the level of quality of initial and continuing veterinary education in Member Countries;
 18. That countries who have not yet done so, be urged to create VSB;
 19. That VSB be urged to comply with the OIE standards on the quality of Veterinary Services, in particular the provisions of chapter 3, section 2.12 of the *Terrestrial Animal Health Code* on VSB;
 20. That VSB of the different countries/regions be entrusted with the assessment of the VEE;

21. That VSB be encouraged to increase the quality of accredited veterinarians and para-professionals by accepting only veterinarians and para-professionals who have graduated from VEE with appropriated levels of quality;
22. That collaboration between the VSB of different countries be encouraged in order to harmonise the evaluations and facilitate regional integration and the subsequent mobility of veterinary professionals;
23. That regional VSB Associations be created in order to establish a list of VEE that are subject to external audit from the region and whose graduates qualify for unconditional registration, the criteria of which would be accepted throughout the region where transboundary mobility of veterinarians is possible;
24. That the OIE considers extending the twinning programme current mechanism for laboratories and prepare a pilot twining programme for the VSB of developed and developing countries.