

A Snapshot of Veterinary Education Establishments and Veterinary Statutory Bodies in Asia and the Pacific Region: Issues Identified and OIE Activities to Address Them

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ABSTRACT

Veterinary education establishments (VEEs) and veterinary statutory bodies (VSBs) play key roles in ensuring the effectiveness of veterinary professionals and delivery of competent national veterinary services (VS). Recognizing the need to address the quality of veterinary education and the role of VSBs for its member countries/territories (Members), the World Organisation for Animal Health (OIE) has organized conferences, workshops, and *ad hoc* groups leading to the development of recommendations and guidelines and the introduction of active programmers on veterinary education. In Asia and the Pacific region, veterinary education and practice as well as regulatory approach among Members vary considerably, and limited information is currently available publicly. In 2018, the OIE organized a workshop for VEEs and VSBs in Asia and the Pacific region, for which participants completed a questionnaire regarding each country's situation relating to veterinary education, regulations, and professionals. The questionnaire results showed that most Members and Observers (Members/Observers) in Asia had at least one VEE and that the OIE guidelines for VEEs are widely used. Similarly, most Members/Observers in Asia had a VSB or equivalent authority that oversees the quality and competence of veterinarians. Some challenges were also revealed, including variations in the roles, responsibilities, and level of autonomy of VSBs and weak collaboration/coordination among the key in-country/territory stakeholders of veterinary education. The OIE offers Members recommendations and guidelines as well as several programs and activities aiming to strengthen the VS, VEEs, and VSBs, including the evaluation of veterinary services' performance, the VEE and VSB twinning projects, and conferences and workshops.

Key words: World Organisation for Animal Health, veterinary education establishments, veterinary statutory bodies, Asia, training/education guideline, veterinary curriculum, Performance of Veterinary Services

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A Snapshot of VEEs and VSBs in Asia and the Pacific Region — Findings from a Survey

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The AVSBN Virtual Workshop on
VEE Accreditation Standards



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Outline

1. Introduction
2. Method
3. Results
4. Discussion

- In Asia and Pacific region, OIE Members' veterinary education, practices, regulatory approaches vary considerably
- In November 2018, regional workshop for VEEs and VSBs organized in Tokyo
 - East Asia, South Asia, South Asia, Australia, New Zealand
 - Survey conducted to:
 1. Understand regional situation about veterinary education, regulation, and professionals
 2. Identify challenges on relevant issues faced by OIE Members

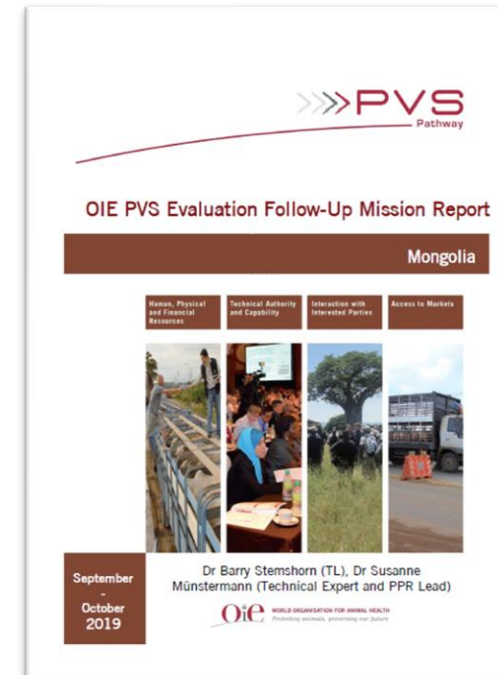
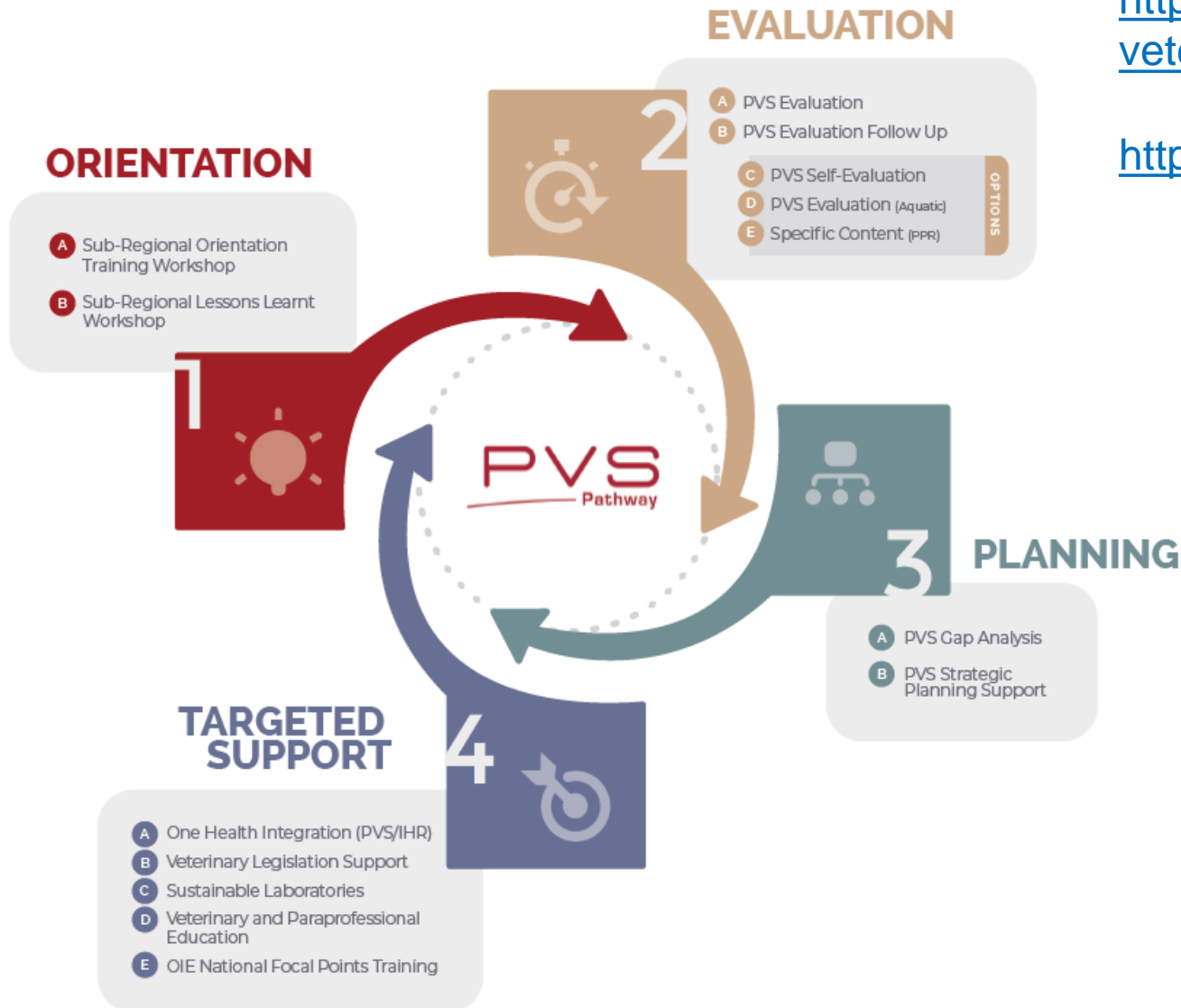


- One response per country/territory
- Questions designed to collect qualitative information
- Qualitative responses grouped into various categories for analysis
- Term *VSBs* used to refer to any authority that oversees quality and competency of veterinarians in country/territory regardless of its autonomy
 - More broadly than OIE definition
- Response from 23 OIE Members/observer, including 9 AMS
- PVS mission recommendations also reviewed for publication

OIE PVS (Performance of Veterinary Service) Pathway Cycle

<https://rr-asia.oie.int/en/projects/performance-of-veterinary-services-pvs/>

<https://www.oie.int/solidarity/pvs-pathway/evaluation/>



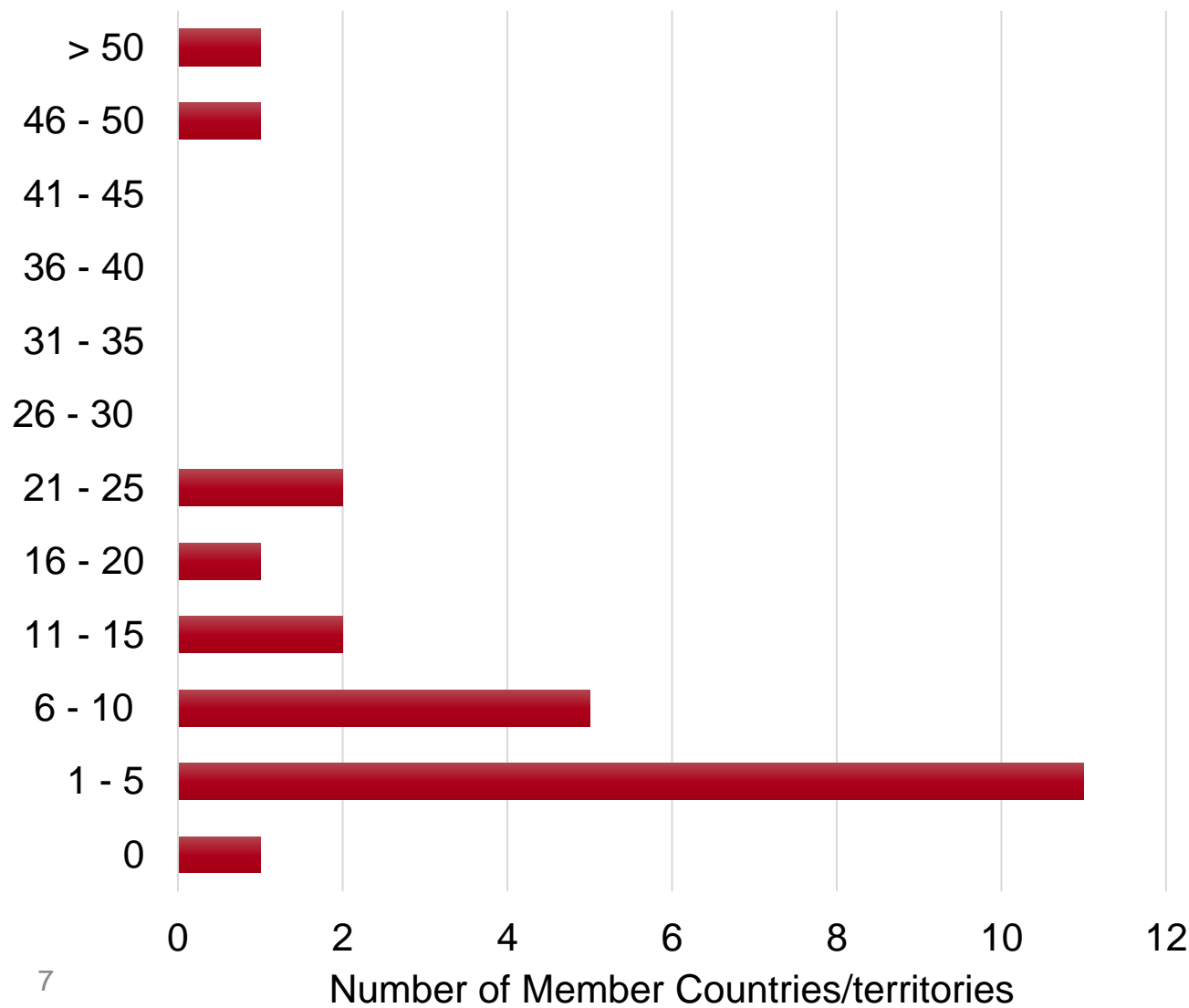
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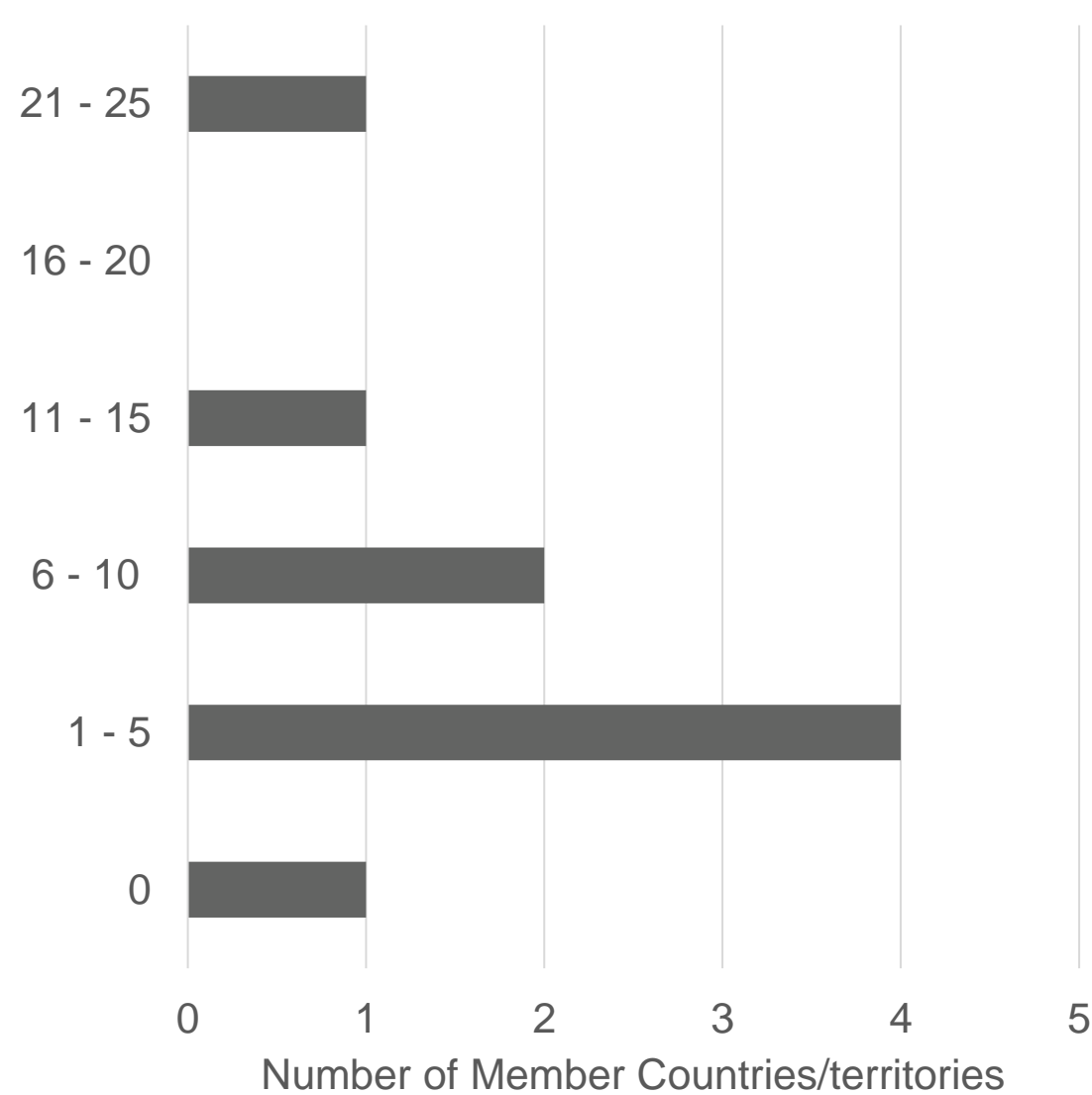
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Result 1: Number of VEEs in country/territory

Region (N=24)

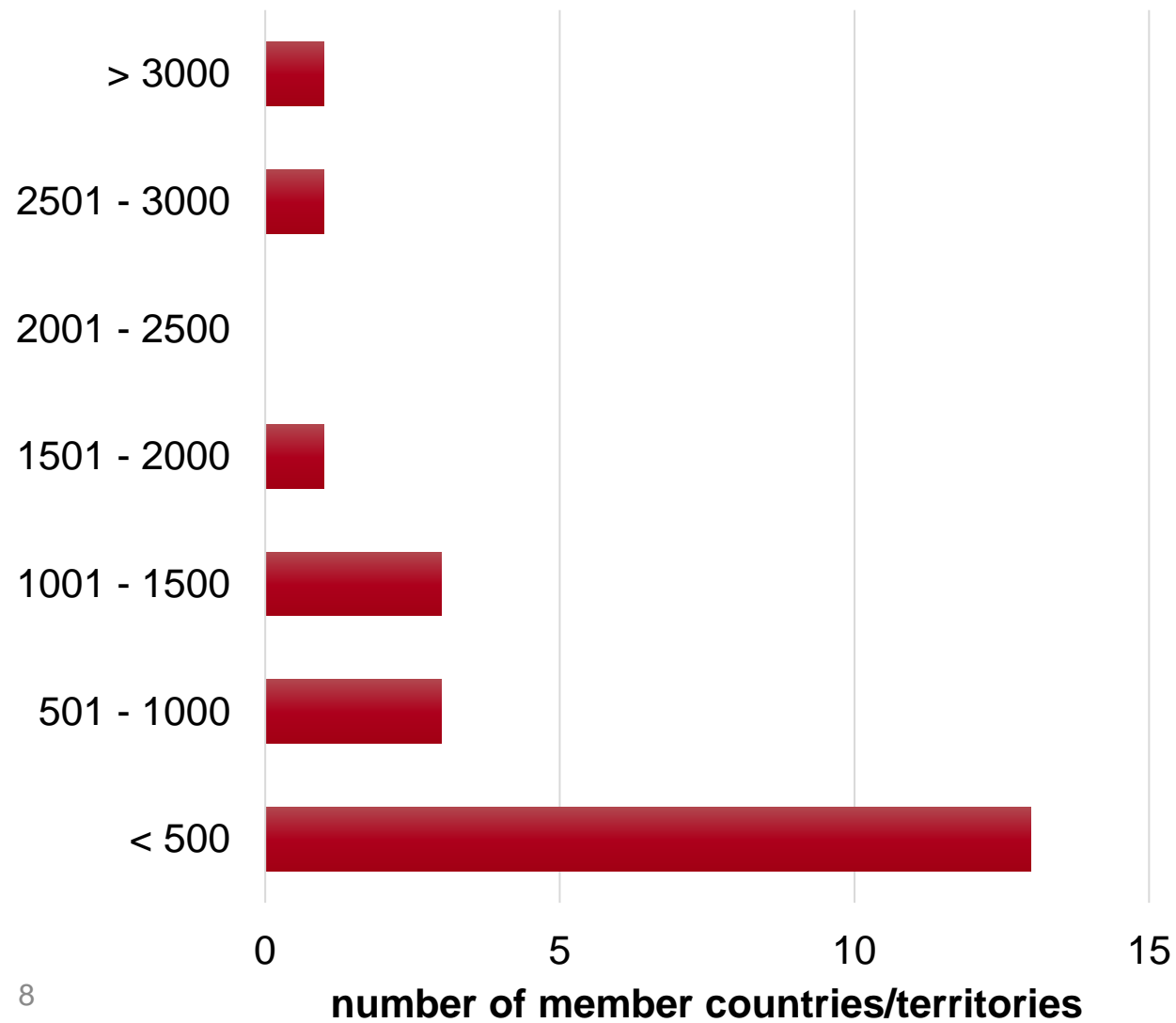


AMS only (N=9)

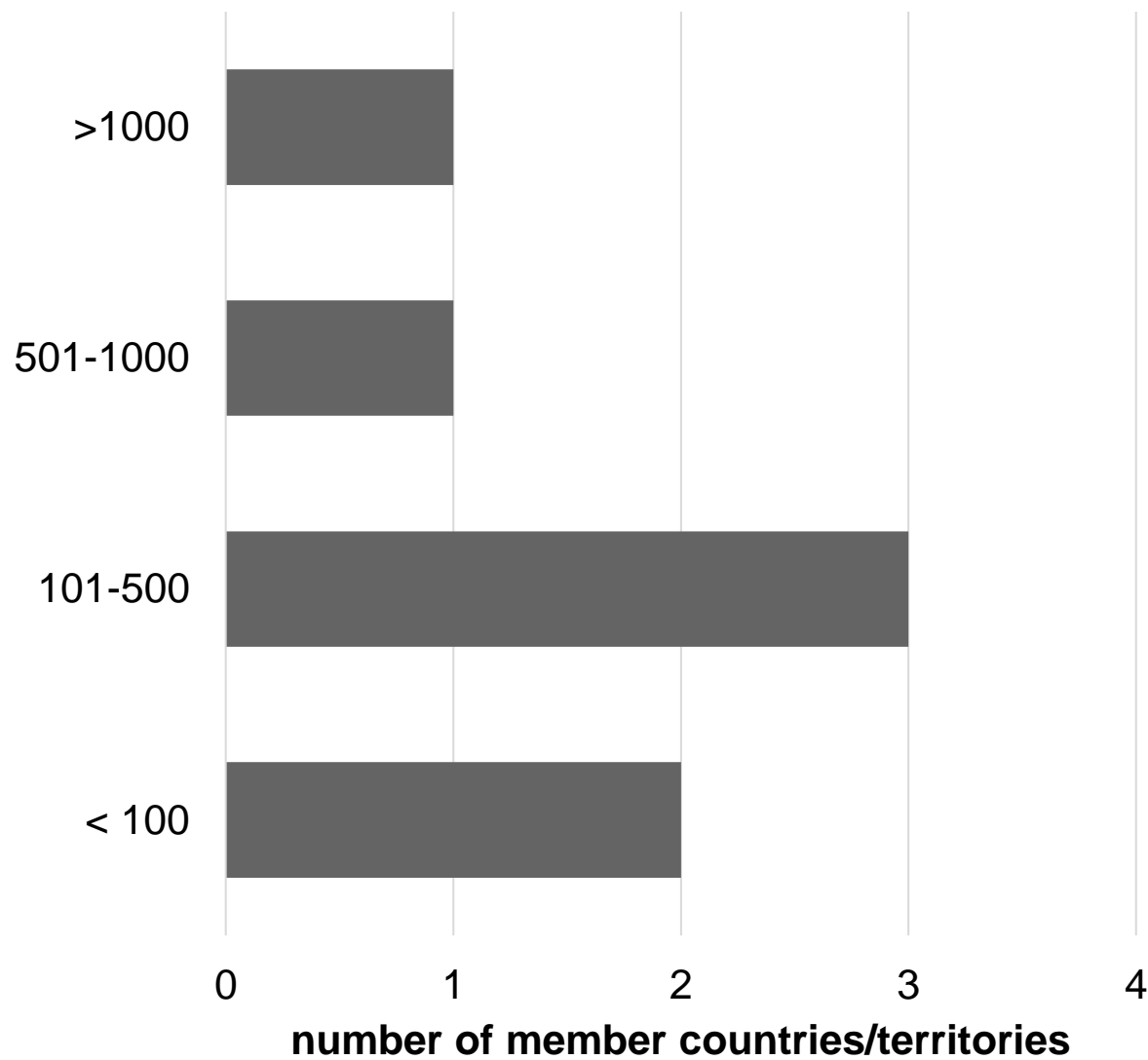


Result 2: Number of veterinary graduates per year

Region (N=22)

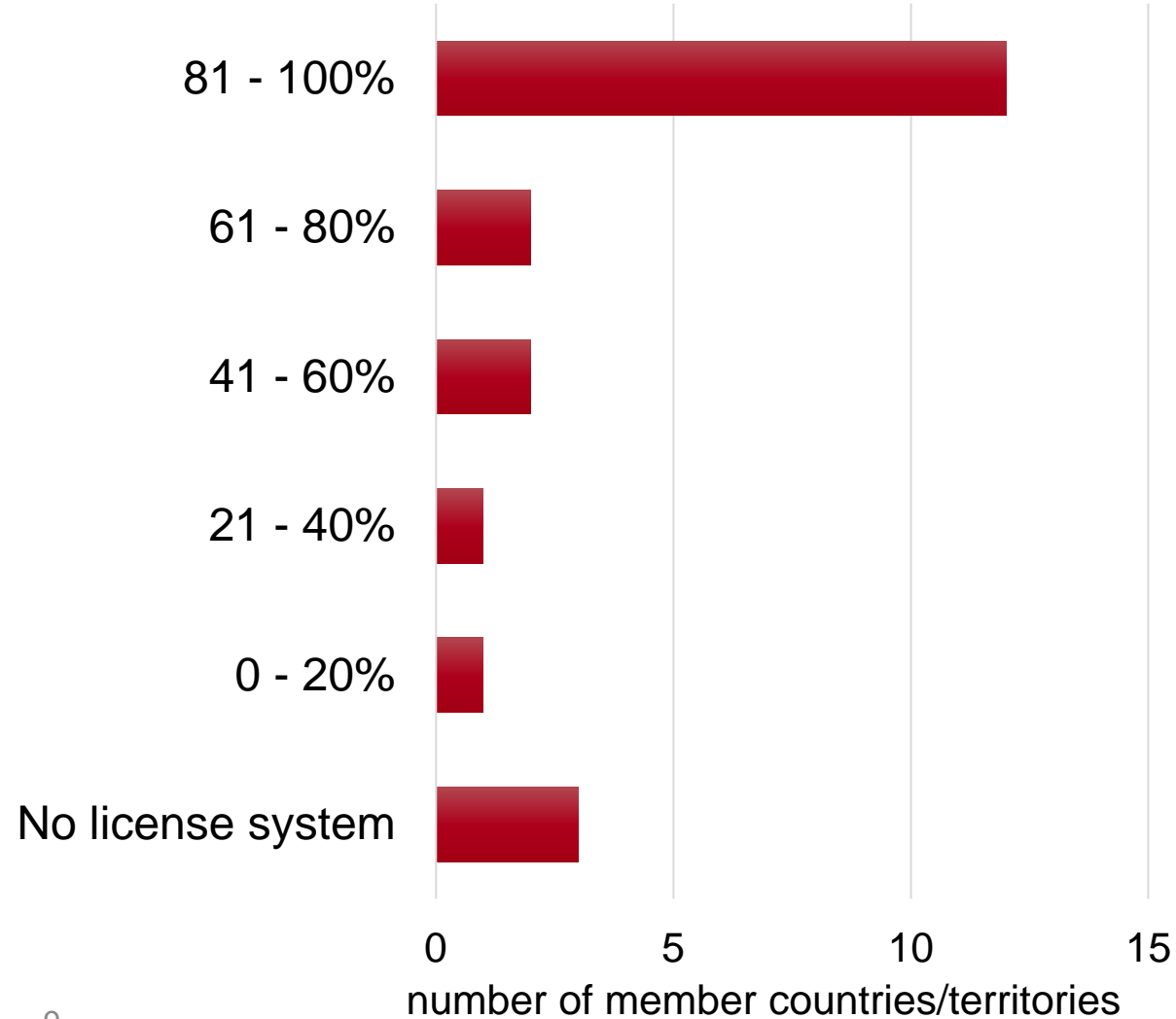


AMS only (N=7)

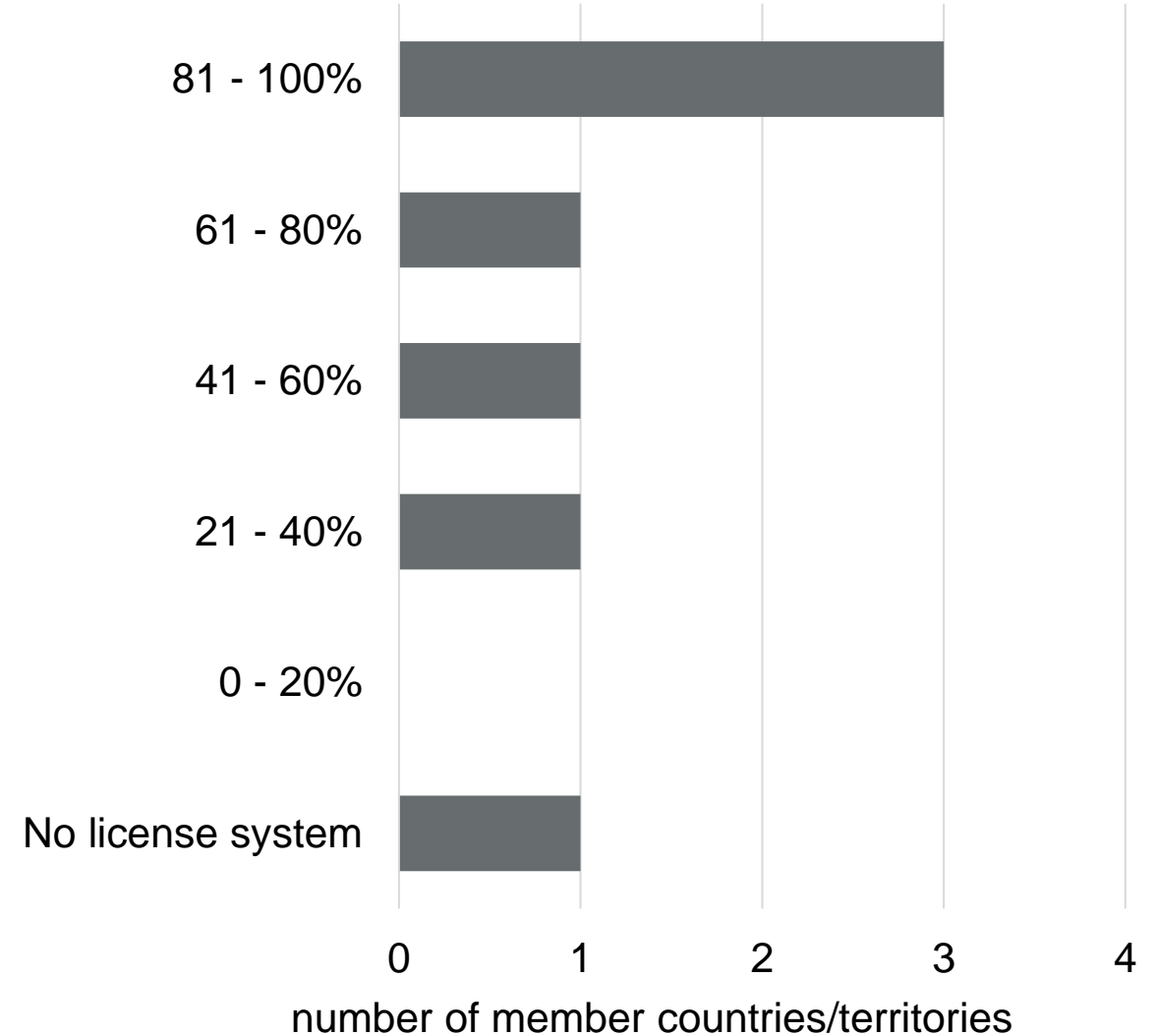


Result 3: Annual proportion of veterinary graduates who are licensed locally to practice veterinary medicine

Region (N=21)

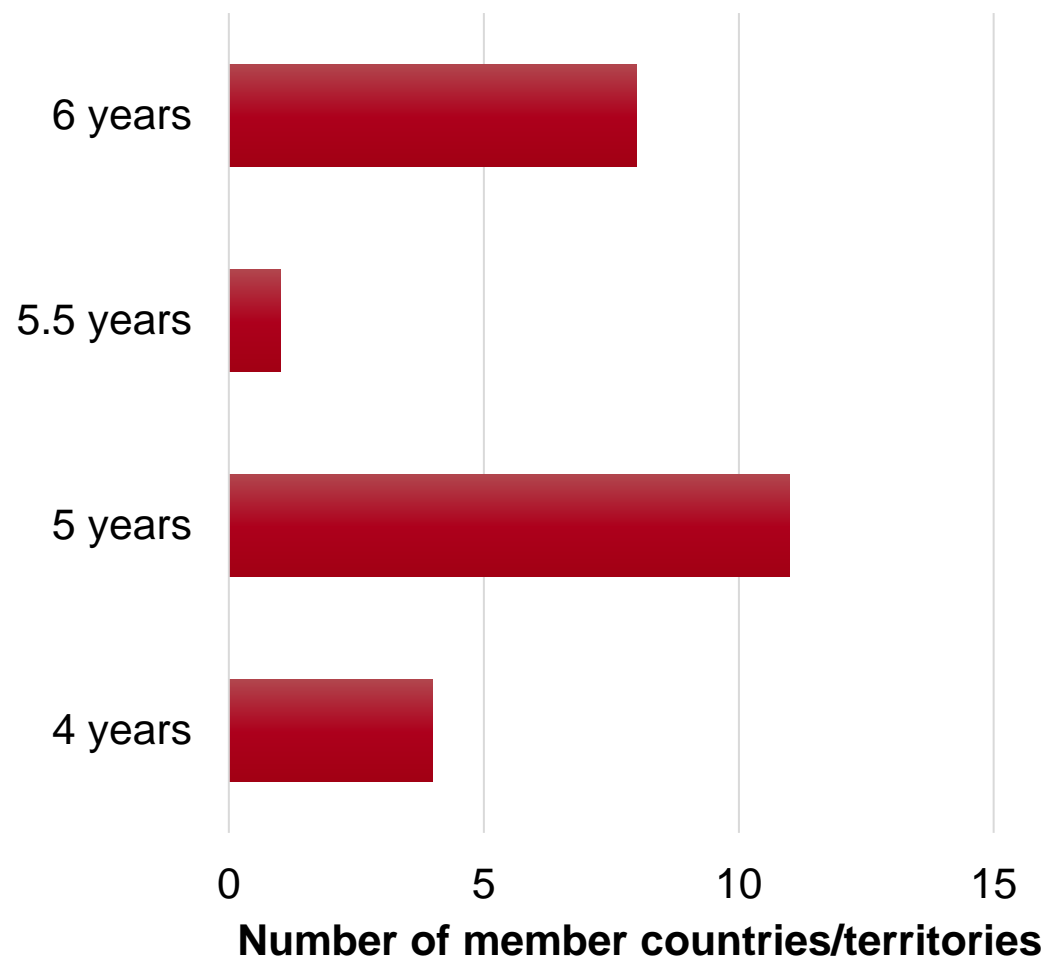


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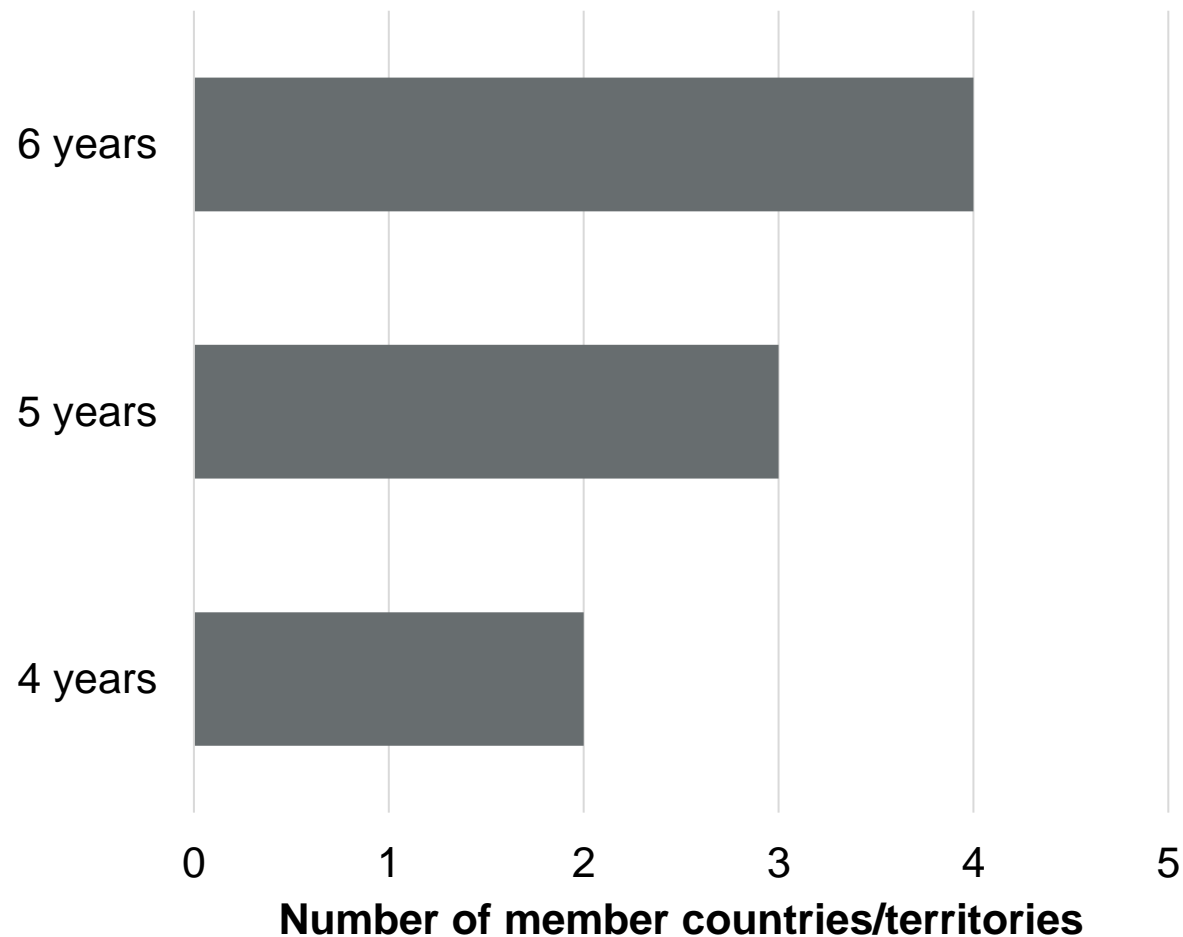


Result 4: Duration of study of VEEs

Region* (n=19)

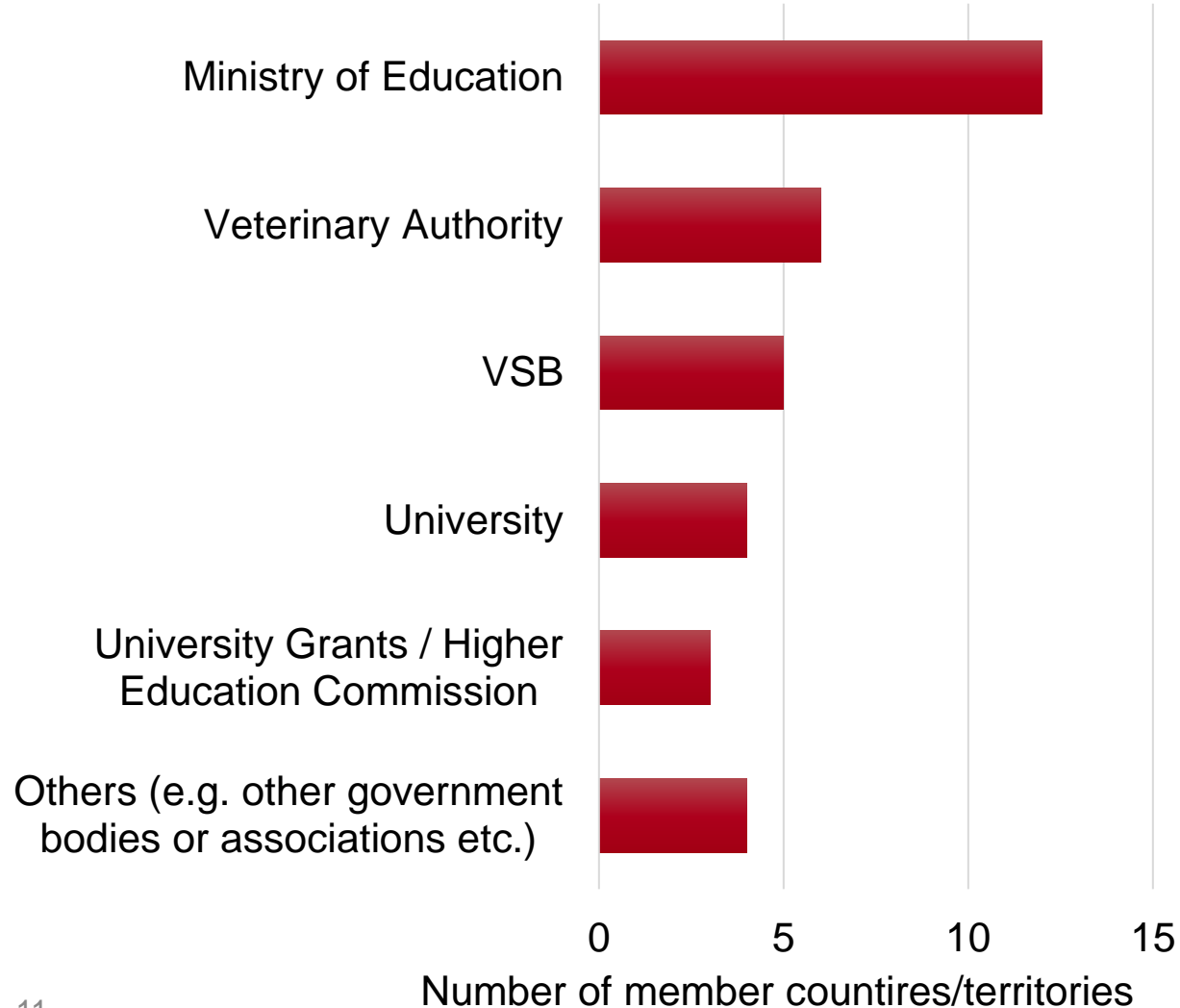


AMS only (N=6)

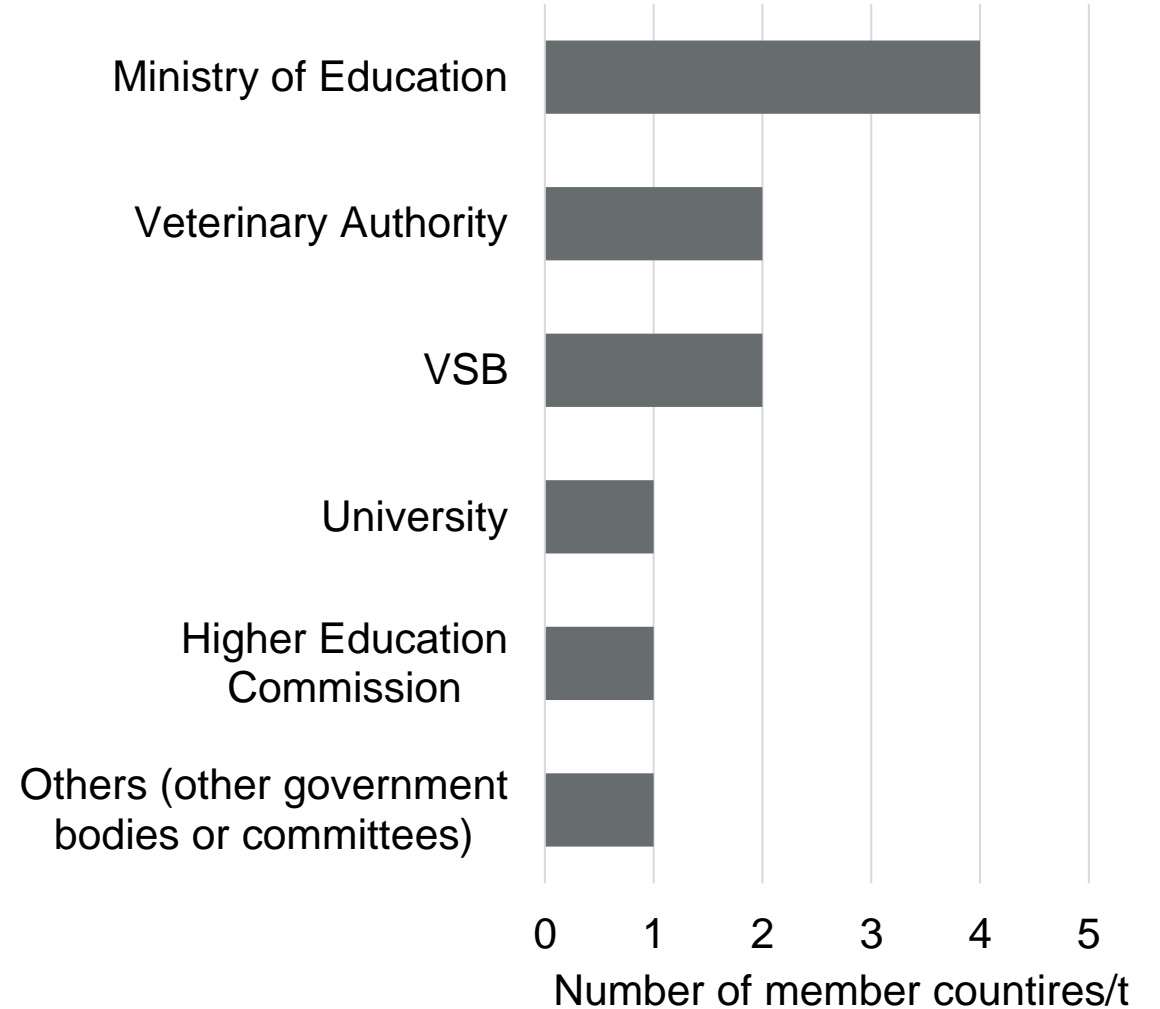


Result 5: Parties involved in approval of veterinary schools

Region (N=24)

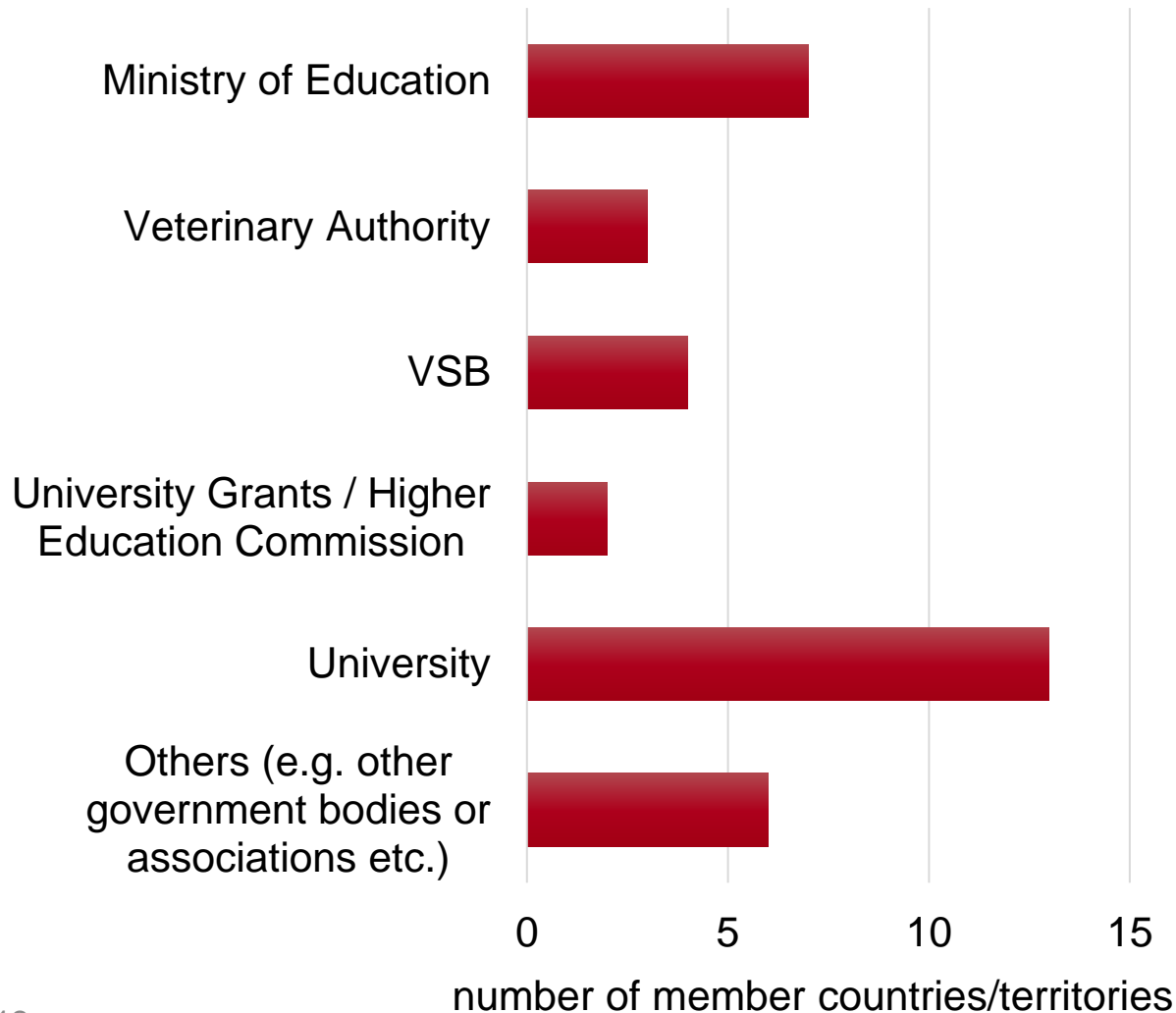


AMS only (N=8)

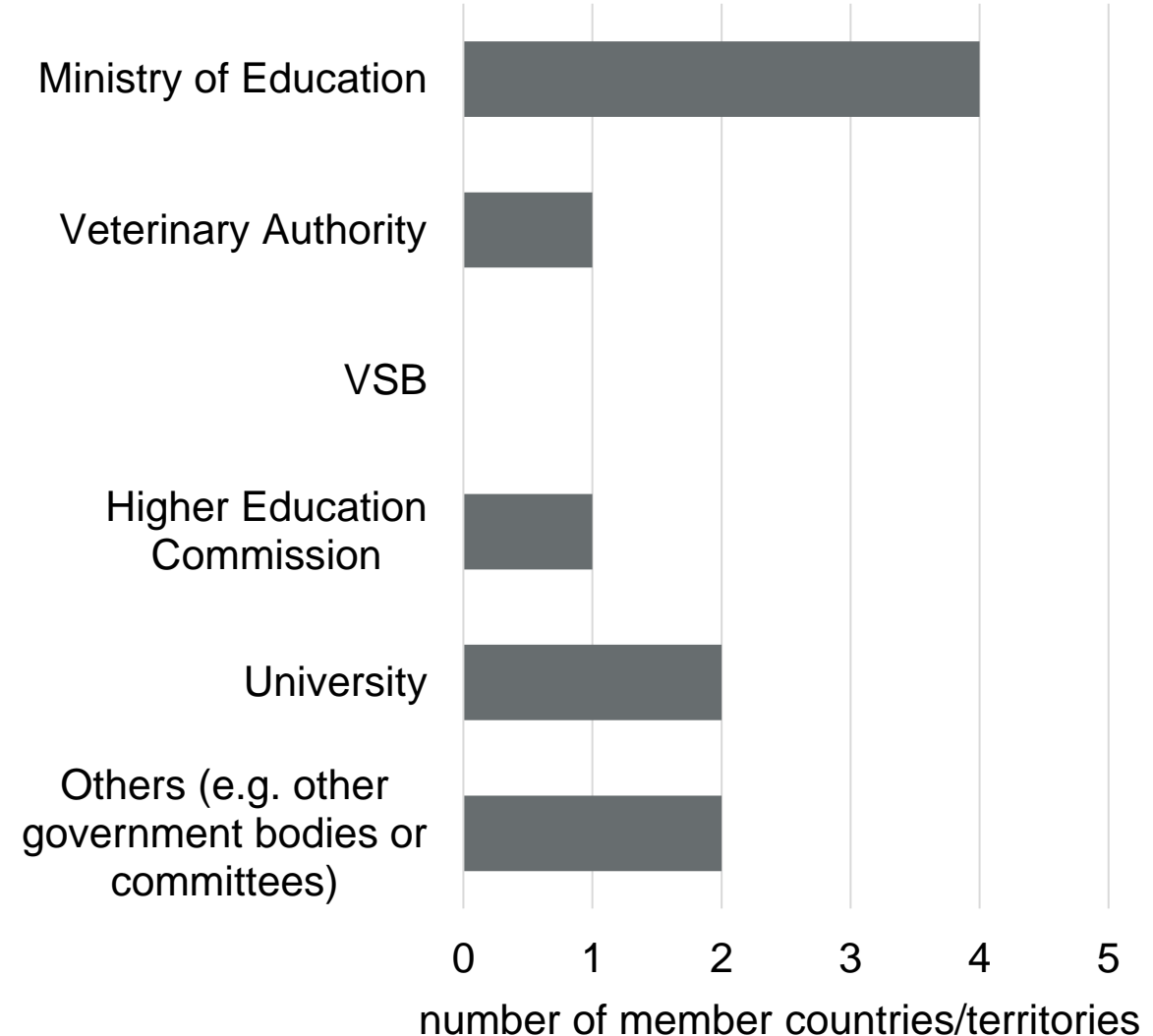


Result 6: Parties involved in approval of veterinary curriculum

Region (N=24)

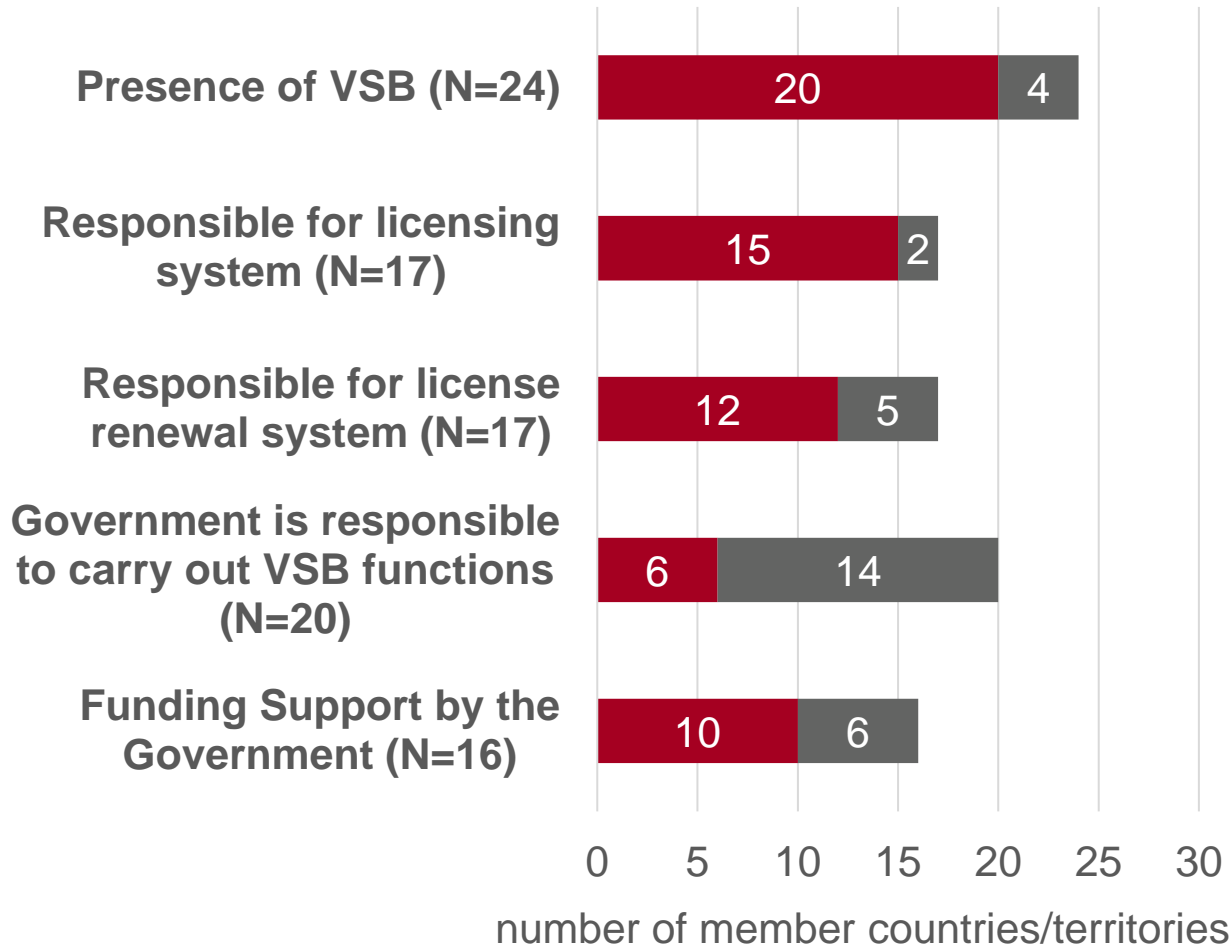


AMS only (N=8)

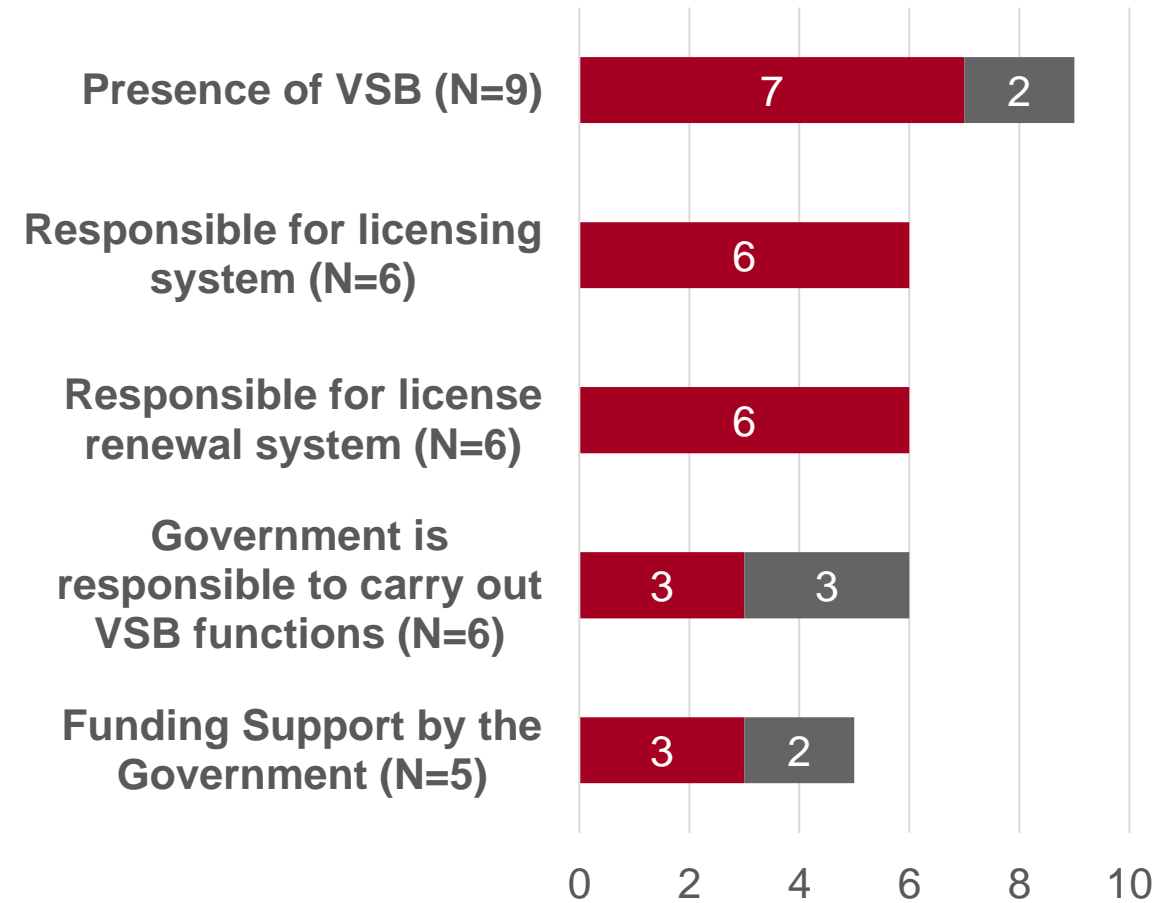


Result 7: Characteristics of VSB (*authority that oversees quality and competence of veterinarians*)

Region



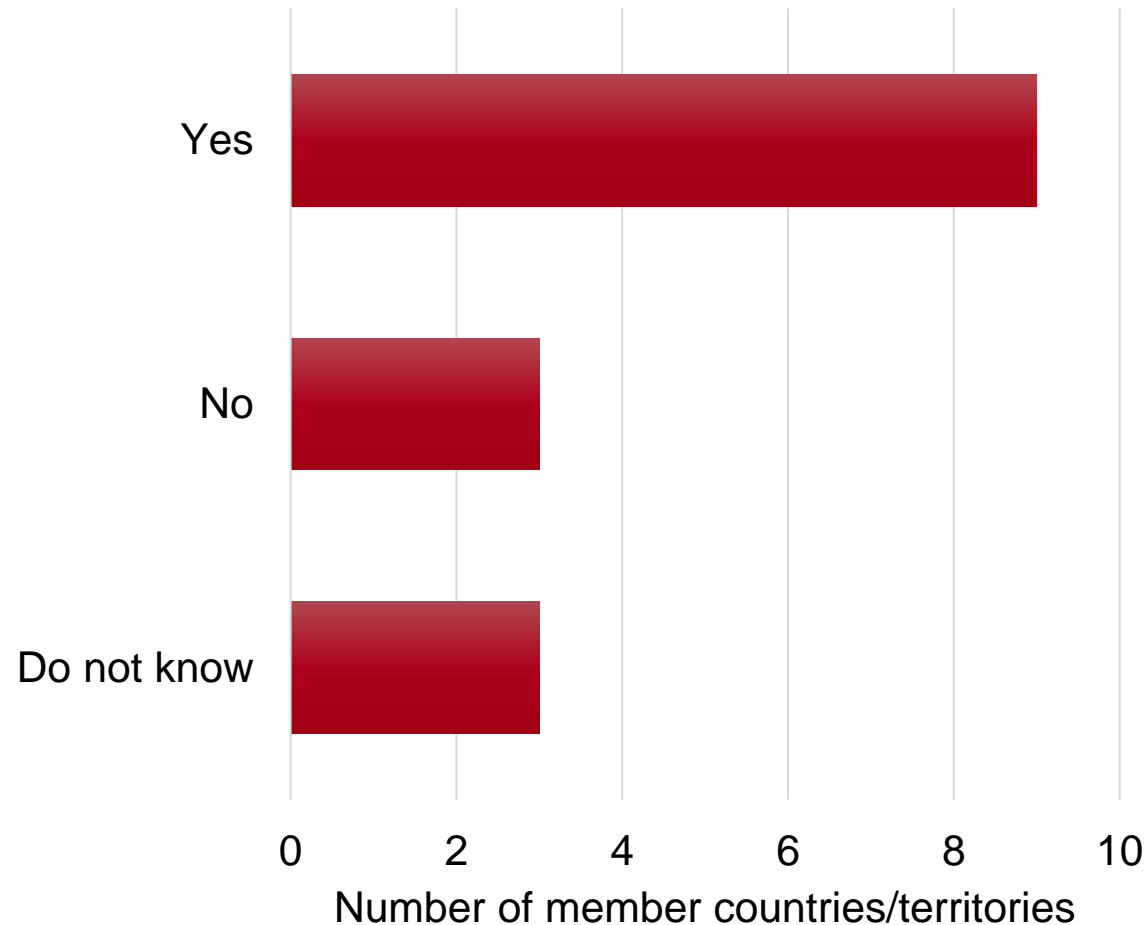
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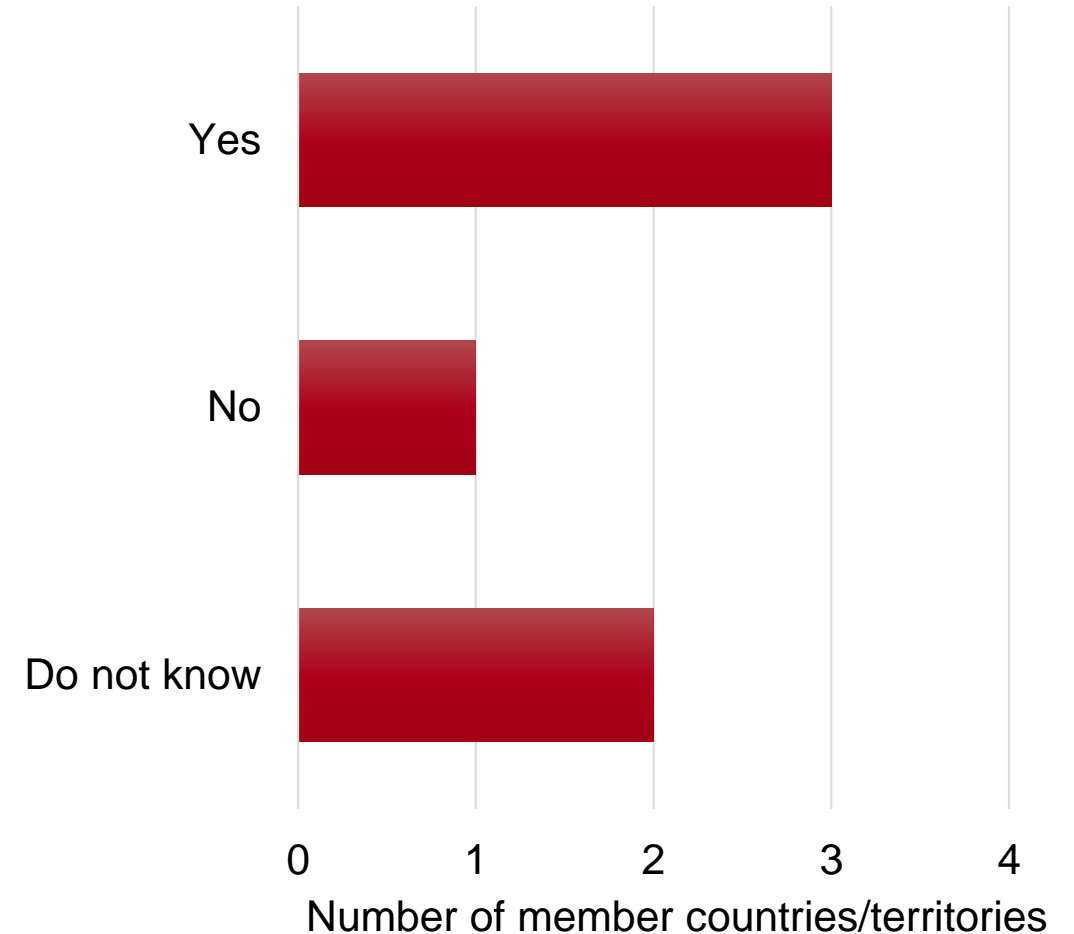
■ Yes ■ No

Result 8: Use of reports/outcomes of OIE PVS Pathway Evaluation to guide changes in VEE and VSB management

Region (N=19)



AMS only (N=6)



- Importance of having **national strategies** aiming at better adjusting number of VEEs and annual graduating students to national needs
- Importance and challenges of **assuring quality of veterinary education**
- **Varying role and responsibilities of VSBs** (licensing/registration of veterinarians, setting of minimum standards of education)
- Gap between current regional situation and OIE definition/standards of VSBs regarding their **autonomy**

- Need for **strengthened collaboration and coordination** among key in-country stakeholders



- **High-quality veterinary education** and **effective VSBs** are important for the good governance and function of veterinary service to deliver a global public good

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**Thank you for
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