



Ronello Abila and Pennapa Matayompong

OIE Sub-Regional Representation for South-East Asia

Experience in SEA to improve veterinary curricula using the OIE Guidelines

**AAVS-OIE-UGM Virtual Session on Collaboration between VEEs
and international organisations, 29 March 2021**



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1. OIE Recommendations and Guidelines on Veterinary Education
2. OIE Initiatives and Activities on Veterinary Education Establishments (VEE) in SEA
3. Conclusions



OIE Recommendations and Guidelines on Veterinary Education



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OIE PVS Pathway



OIE Recommendations and Guidelines on Veterinary Education

- ▶ High-quality veterinary education is key to equipping potential veterinarians with the necessary knowledge to perform efficiently and to support Veterinary Services effectively.
- ▶ The OIE PVS Evaluation reports relating to the competencies of veterinarians suggested that in many countries, **Veterinary Education Establishments (VEE)** were not adequately preparing their veterinary graduates to possess the necessary competencies at graduation to protect the public good in the areas of animal and zoonotic disease control and food safety.
- ▶ The OIE developed the recommendations and guidelines on veterinary education to support its Members.



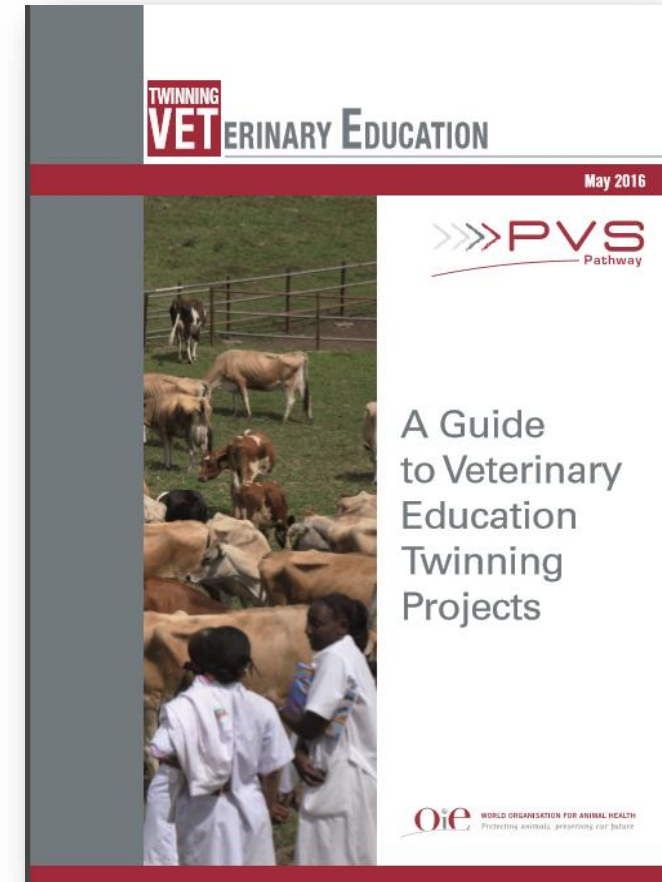
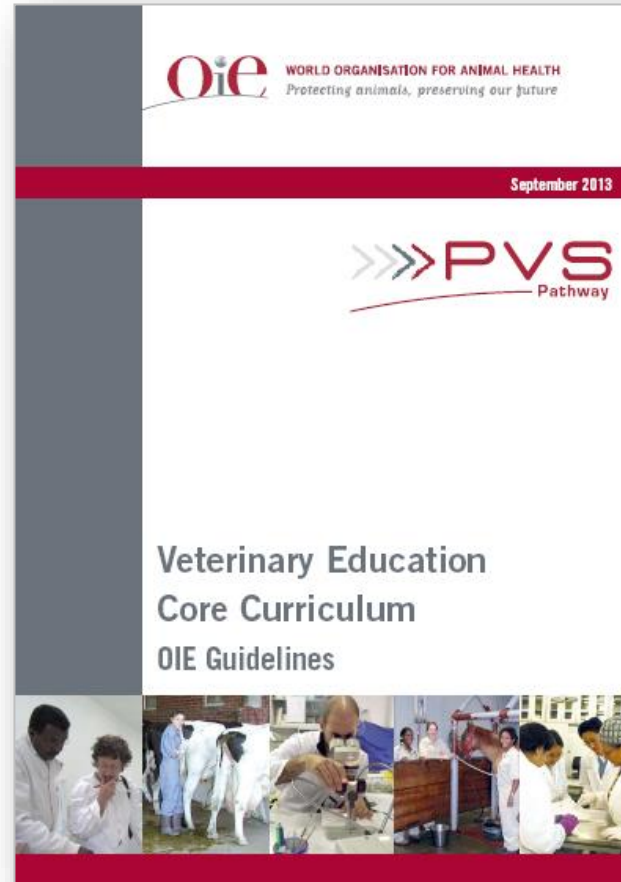
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OIE Recommendations and Guidelines on Veterinary Education

OIE Day 1 Competencies



OIE Day 1 Competencies

11 SPECIFIC COMPETENCIES

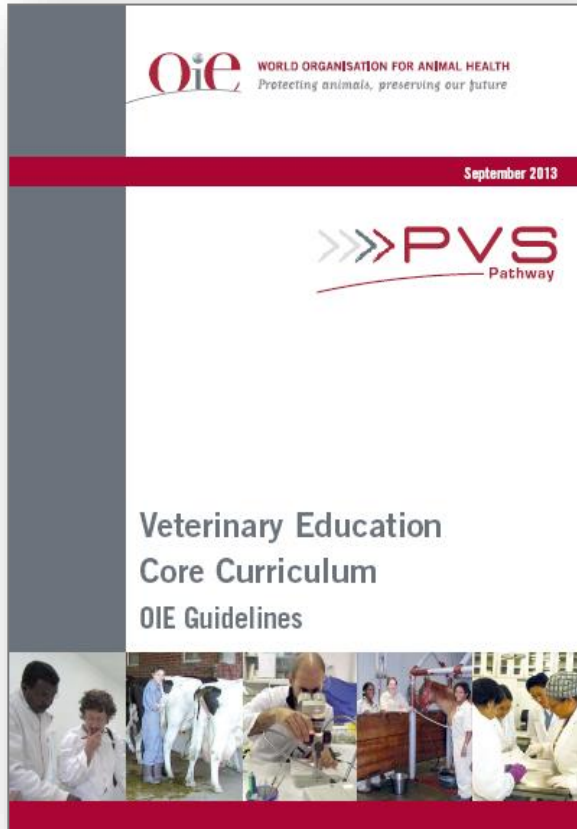
1. Epidemiology
2. Transboundary animal diseases
3. Zoonoses (incl food borne diseases)
4. Emerging and re-emerging diseases
5. Disease prevention and control prog
6. Food hygiene
7. Veterinary products
8. Animal welfare
9. Veterinary legislation and ethics
10. General certification procedures
11. Communication skills

8 ADVANCED COMPETENCIES

1. Organisation of Veterinary Services
2. Inspection and certification procedures
3. Management of contagious diseases
4. Food hygiene
5. Application of risk analysis
6. Research
7. International trade framework
8. Administration and management
(for a veterinarian to work within the Veterinary Authority)



OIE Model Core Veterinary Curriculum



A companion to the OIE
Day 1 Competencies

▪ <i>Biochemistry</i>	▪ Parasitology	▪ Clinical and diagnostic sciences
▪ <i>Genetics</i>	▪ Pharmacology/ Toxicology	▪ National & international veterinary legislation
▪ <i>Anatomy</i>	▪ Pathology	▪ Herd health management and nutrition
▪ <i>Physiology</i>	▪ Transmissible diseases	▪ Public health
▪ <i>Immunology</i>	▪ Microbiology	▪ Food safety/hygiene
▪ Biomathematics	▪ Epidemiology	▪ Professional jurisprudence and ethics
▪ Animal welfare & ethology	▪ Rural economics, business management, and animal production	▪ Communication

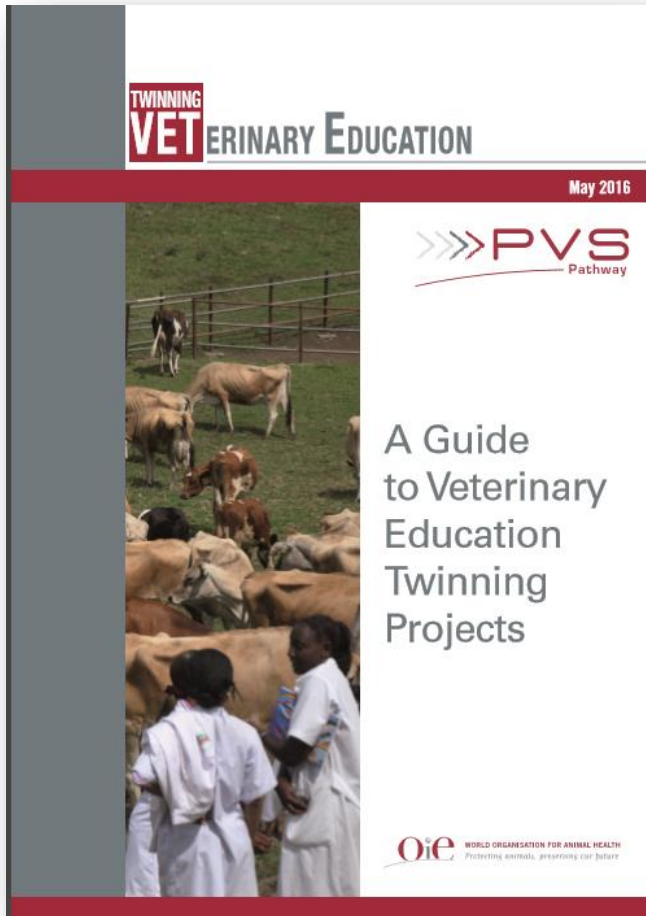


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OIE Guide to Veterinary Education Twinning Projects



A **VEE Twinning Programme** was established to create the opportunity for a ‘beneficiary’ VEE wishing to improve its performance, to link with a ‘parent’ VEE in a formal partnership to address specific, agreed upon targets for curriculum development and other aspects of educational capacity building, with OIE support.



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OIE Initiatives and Activities on Veterinary Education Establishments (VEE) in SEA



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Collaboration of OIE with SEAVSA

- OIE has collaborated with SEAVSA to improve quality of vet education in SEA e.g.
 - *introducing the OIE Day 1 Competencies in the veterinary curricula*
 - *evaluating the existing curricula with the OIE Day 1 Competencies*
- OIE has participated, given presentations and funded some participants to attend every SEAVSA meeting.



South-East Asia Veterinary School Association (SEAVSA)



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OIE Sub-Regional Workshops on Veterinary Education



The 1st OIE Sub-Regional Workshop on Veterinary Education in South-East Asia, 2011, Philippines



2nd OIE Sub-Regional Workshop on Veterinary Education in South-East Asia, 2012, Malaysia



The 3rd OIE Sub-Regional Workshop on Veterinary Education in South-East Asia & The 4th SEAVSA Meeting, 2013, Indonesia



The 4th OIE Sub-Regional Workshop for VEEs & VSBs, 2014, Vietnam



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OIE Sub-Regional Workshops on Veterinary Education (Cont)

- Participants included representatives from VEEs & Veterinary Statutory Bodies (VSB)
- Review progress made by VEEs relevant to the OIE Day 1 Competencies and familiarise VEEs to the Veterinary Education Core Curriculum
- Mapping the existing curricula with the OIE Day 1 Competencies to identify gaps and creating action plan to address the gaps
- Encouraging VSBs to recognise the minimum Day 1 Competencies as a requirement for veterinary licensing/registration
- Updating the various OIE initiatives to support the advancement of VEEs



OIE Information Seminars for VEEs



Thailand
Chulalongkorn University, 2015



Malaysia
Universiti Putra Malaysia, 2015



Philippines
University of the Philippines
Los Banos, 2015



Indonesia
University of Airlangga, 2015



Vietnam
Nong Lam University, 2016

- OIE Day 1 Competencies & Veterinary Education Core Curriculum
- OIE standards, guidelines and recommendations
- 80-150 participants in each seminar – faculty, students, interested parties e.g. VSB, private sector



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OIE Seminar for VEEs on Antimicrobial Resistance (AMR) Control

2018-2019

- Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Vietnam
- OIE Day 1 Competencies - Veterinary Products
- OIE standards for AMR control & OIE Global Database on Antimicrobial Agents Intended for Use in Animals
- National Action Plan on AMR
- Role of VEEs in combating AMR & How vet students apply knowledge learned to prevent emergence of AMR
- About 100 participants in each seminar – faculty, students, VSB, vet authority, FAO, OIE, WHO



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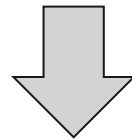
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Development of the DVM Programme

OIE SRR-SEA – STANDZ Small Grants Facility

- **Lao PDR:** Enhancing capacities of veterinary teaching staff of the Faculty of Agriculture in the OIE Day 1 Competencies (Jan–Sep 2013)
- **Cambodia:** Strengthening the Faculty of Veterinary Medicine of the Royal University of Agriculture (RUA) and enhancing the capacities of veterinary teaching staff in OIE Day 1 Competencies and core curriculum (Jun–Dec 2013)



- Development of 6-year DVM curriculum
- First batch of students in DVM programme: Cambodia (2014), Lao PDR (2015)



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Veterinary Education Twinning Project

Year	Parent	Beneficiary
2013-2015	University of Minnesota (UMN), USA	Chiang Mai University (CMU)* , Thailand
2015-2017	University of Queensland (UQ), Australia	Nong Lam University (NLU), Vietnam
2018-2020	University of Tokyo, Japan	Royal University of Agriculture (RUA), Cambodia

* Since 2016 the CMU has been approved to be the OIE Collaboration Center for Veterinary Services Capacity Building (Asia, the Far East and Oceania)

The AVSBN Virtual Workshop on VEE Accreditation Standards, Dec 2020

- Co-organised by the OIE, the VSB Twinning Project between the Australasian Veterinary Board Council Inc. (AVBC) and the Veterinary Council of Thailand (VCT), and the ASEAN Veterinary Statutory Body Network (AVSBN)
- Participants – VSBs and VEEs in ASEAN



Some Conclusions and Recommendations

- The OIE Day 1 Competencies and Veterinary Education Core Curriculum provide the catalyst for upgrading veterinary training and address a key capacity building need of the country.
- VEE accreditation standards need to be established in a way that an irreducible minimum standard (i.e. OIE Day 1 Competencies), and the minimum standards for ASEAN and national needs of AMS are all met.
- The OIE Day 1 Competencies should be considered as a minimum standard for Pan-ASEAN VEE accreditation.
- Assessment of teaching and support staff, teaching facilities, curriculum, and animal and clinical resources is needed for evaluation of the OIE Day 1 Competencies delivered by a VEE.



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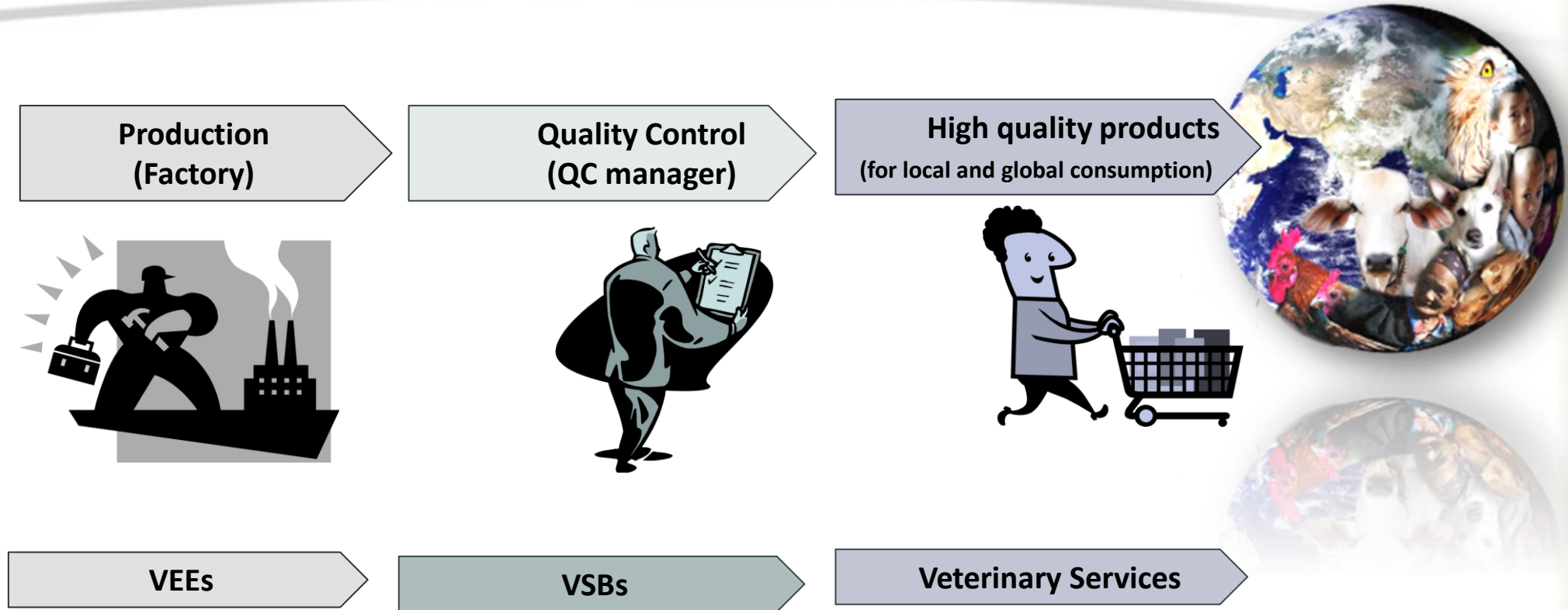
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Conclusions

- Veterinary education is a cornerstone to assure that graduating veterinarian has sound overall competencies to understand and perform entry-level National Veterinary Services tasks to promote animal and public health.
- The OIE Day 1 Competencies and Veterinary Education Core Curriculum provide the catalyst for upgrading veterinary training and address a key capacity building need of the country.



Relationship of VEE, VSB and VS



Not only a matter of seeking excellence, but of protecting the national interest and fulfilling a global accountability



Thank you for your attention!



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