



**WORLD ORGANISATION FOR ANIMAL HEALTH**  
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# **Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs)**

**19 – 20 November 2018, Tokyo, Japan**

## **MEETING REPORT**

**Dr Maho Urabe and Dr Jeremy Ho**  
**OIE Regional Representation for Asia and the Pacific**



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## **Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs)**

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### **Meeting Report**

#### **Background and Objectives of the Workshop**

Veterinary education establishments (VEEs) and veterinary statutory bodies (VSBs) play key roles in ensuring the effectiveness of veterinary professionals and delivery of competent Veterinary Services (VS). In the region of Asia and the Pacific, the OIE's engagement with VEEs and VSBs vary by sub-regions. In the sub-region of South-East Asia, with support from OIE Sub-Regional Representation for South East Asia (SRR-SEA), a strong network among VEEs already exists and recently a network of VSB was formed. The first regional workshop for VEEs and VSBs, involving East Asia members, was held in Incheon, Korea (Rep. of) in 2017, during the World Veterinary Congress. The workshop provided a good opportunity for East Asian members to share information and learn from each other as well as to gain a more in-depth understanding of the initiatives and recommendations of the OIE. To further engage VEEs and VSBs in the region, a regional workshop was organized gathering Member Countries from East Asia, South Asia and South-East Asia as well as Australia and New Zealand.

The main objectives of this workshop were:

- i) to introduce and provide updates on OIE standards, guidelines, and activities on veterinary education;
- ii) to understand current status of VEEs and VSBs in the region;
- iii) to discuss importance of VEEs and VSBs in strengthening veterinary service capacity; and
- iv) to identify opportunities to enhance cooperation and collaboration among stakeholders involved in VEEs and VSBs in the region.

The agenda of the workshop is included as **Annex 1**.

#### **Summary of the Workshop**

The regional workshop for VEEs and VSBs was the first regional workshop for VEEs and VSBs that involved Member Countries from East Asia, South Asia and South-East Asia as well as Australia and New Zealand. It was organized in conjunction with a conference on veterinary education and eligibility organized by the [Japanese Society of Veterinary Science \(JSVS\)](#) from 21–22 November 2018 and the annual meeting of the [Asia Association of Veterinary Schools](#)

(AAVS). Members of the AAVS were also invited to attend the workshop as important stakeholders of VEEs and VSBs who could provide practical inputs from the academia's point of view. In preparation of the workshop, the participants were requested to complete a questionnaire on the country situation of VEEs and VSBs. The summary and analysis of the questionnaire is attached as **Annex 2**.

#### Day 1 (19 November 2018)

##### Session 1: OIE VEE and VSB initiatives and activities and country experiences

After the opening session, Session 1 of the workshop started with presentations from OIE Regional Representation for Asia and the Pacific (RRAP) on the overview and updates of OIE initiatives and activities on VEEs, VSBs and veterinary paraprofessionals (VPPs). Several Member Countries also shared their experiences in engaging OIE activities on VEE/VSB. Cambodia shared their experience in strengthening VEEs and VSBs through Performance of Veterinary Services (PVS) activities and Korea (Rep. of) shared their experience in curriculum development using OIE recommendations and guidelines. New Zealand gave a presentation on their country experience of OIE VEE twinning project with Sri Lanka. New Zealand then further described in another presentation the planned proposal of OIE VSB twinning project between Thailand and Australia/New Zealand.

The presentations were followed by very active panel discussions, in particular on VPPs. Several Member Countries shared their own situation or systems and identified multiple challenges especially on regulating VPPs. The panel highlighted that consideration of VPP regulation should depend on individual country situation in view of the broad variations among Member Countries. After a reminder of the OIE definition of VPPs, it was clarified that the current OIE initiatives are on competencies and curriculum, but not on defining registrable roles and mechanisms. The panel further informed that the guidelines on curriculum of VPPs would be available in May 2019, which participants could take reference for further guidance on VPP matters. In addition to the discussion on VPPs, participants also expressed interest in applying for future OIE twinning projects, the need for recognition pathway of VEEs to establish the level of performance and expectation of moving towards supra-national accreditation of veterinary education.

##### Session 2: VEEs, VSBs and VS

Session 2 of the workshop was a group discussion session on how VEEs and VSBs can better contribute to strengthening of VS. Participants had been divided into 8 groups of 8 – 10 persons, gathered based on the topic preference they had indicated prior to the workshop. Eight topics were discussed in this session: VPPs, AMR, continuing education (CE), curriculum development and implementation, enhancing in-country collaboration among VEEs, VSBs and VS, establishment of VSBs, understanding human resources needs in veterinary sector and international harmonization and recognition of veterinary training and registration. The topic descriptions are attached as **Annex 3**. Each group was asked to discuss two of the topics and prepare a 5 minutes presentation for report-back on the discussion outcomes of the second topic they had discussed. The outcomes of these fruitful discussions are attached as **Annex 4**. Among the discussion outcomes on different topics, several common themes to be addressed were identified as follows:

- Need for more communication and collaboration among VEEs, VSBs, and Veterinary Authorities
- Need for further effort in defining roles, competencies, required skills of veterinarians and VPPs
- Need to strengthen capacity building efforts for both veterinarians and VPPs including curriculum development and implementation and continuing education (CE)
- Need for legislation e.g., CE, clarifying roles, establishing VSBs
- Importance of cultural and language consideration to implement various activities
- Need for regional collaboration and harmonization, e.g. curriculum development

It was the first time for such discussion to have involved participants from three sub-regions in Asia-Pacific as well as from veterinary / veterinary school associations. The discussion outcomes provided invaluable insights on different aspects for future reference.

#### Day 2 (20 November 2018)

##### Session 3: Enhancing VEE and VSB collaboration and cooperation in the region

Session 3 of the workshop began with a presentation of OIE past and on-going activities in South-East Asia, followed by presentations on regional networks for enhancing VEE and VSB collaboration and cooperation by various VEE/VSB associations including AAVS, South-East Asia Veterinary School Association (SEAVSA), Federation of Asian Veterinary Associations (FAVA), ASEAN VSB network and Veterinary Schools of Australia and New Zealand (VSANZ).

The panel discussion that followed touched base upon various issues including public-private relationship, legal standing of veterinary associations, recognition of veterinarians and salary, capacity building programme for students and faculty, accreditation issues and harmonization of curriculum. The panel discussed the potential role of veterinary school associations as quality assurance bodies for VEEs which can work on the minimum requirement of standards and suggest categories of achievement to fulfil the standards (e.g. Level 1 – 5) so as to address areas for improvement as well as to come up with recommendations for each country. In response to the concern on recognition of veterinary professions in the region in terms of professionalism and salary, the panel suggested veterinary associations, representing the veterinary professions, to convince the governments in the region on the corresponding professional recognition. Some participants also raised their concern on the name of degree (e.g. DVM versus BSc) or duration of degree (e.g. 6 years versus 5 or 4 years) that may affect recognition among different countries. The panel clarified that it is not the name nor the duration of the veterinary curricular programme that matter, but the curriculum and training outcomes, i.e. the competencies of graduates. The Australasian Veterinary Boards Council (AVBC) shared a possibility of expanding their accreditation work outside Australia and New Zealand.

##### Session 4: Priorities and way forward by sub-regions

The workshop continued after a coffee break with Session 4, a parallel session for sub-regional discussions on priorities and way forward. The participants were divided into three groups, i.e. East Asia, South Asia and South-East Asia groups. East Asian countries discussed the progress

since 2017 workshop and how to further strengthen quality of VEEs and VSBs. South-East Asian countries discussed harmonization of veterinary curriculum for transboundary mobility of veterinarians within ASEAN. South Asian countries discussed the country situation and the priority actions. Participants from Australia and New Zealand were invited to join any of the three groups as per their own preference. The groups were then asked to report back on the discussion outcomes. The summary of the report from the groups is attached as **Annex 5**. Key issues and the way forward for each sub-region were identified in this session such as further collaboration and cooperation among the Member Countries as well as request for OIE such as a need for a reference for self-evaluation of VEEs.

Finally, the workshop was concluded with a presentation of summary by OIE RRAP followed by closing remarks. The workshop conclusions and recommendations were circulated after the workshop to all the participants by email and the finalized document is attached as **Annex 6**.

### **Enclosed documents**

Annex 1 – Agenda

Annex 2 – Summary and analysis of questionnaire on VEEs and VSBs

Annex 3 – Topic description for session 2

Annex 4 – Summary and recommendations of session 2

Annex 5 – Summary of session 4

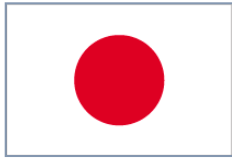
Annex 6 – Conclusions and recommendations of the workshop

Presentations and other meeting documents are available on the OIE RRAP website:

<http://www.rr-asia.oie.int/activities/regional-activities/other-activities/2018-2nd-vees-vsbs-tokyo/>

### **Acknowledgement**

The meeting thanked the people of Japan for the funding received through Ministry of Agriculture, Forestry and Fisheries (MAFF) for hosting the Regional Workshop for VEEs and VSBs; as well as the AAVS and the University of Tokyo for their support of the workshop, and partners and observers for their active participation.



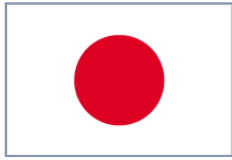
**Regional Workshop for Veterinary Education Establishments (VEEs) and  
Veterinary Statutory Bodies (VSBs)**

Tokyo, Japan, 19-20 November 2018

**PROVISIONAL AGENDA**

**Day 1 (19 November 2018)**

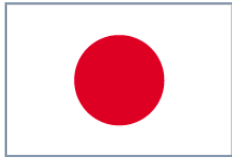
<b>Time</b>	<b>Topic</b>	
08:30-09:00	<b>Registration</b>	
09:00-09:10	Opening Remarks	Dr. Hirofumi Kugita (OIE) Representative from Japan MAFF
09:10-09:20	Self-introduction	All
09:20-09:30	Introduction to the workshop	Dr. Hirofumi Kugita
<b>Session 1: OIE VEE and VSB initiatives and activities and country experiences</b> <b>Chairs: Dr. Maria Elizabeth Callanta (Philippines) and Dr. Bimal Kumar Nirmal (Nepal)</b>		
09:30-9:55	Overview of OIE initiatives and activities on VEEs and VSBs	Dr. Maho Urabe
9:55-10:10	OIE initiatives and activities on Veterinary Paraprofessionals (VPP)	Dr. Rowland Cobbold
10:10-10:25	Country Experience (1) - Strengthening VEEs and VSBs through Performance of Veterinary Services (PVS) activities – Cambodia	Drs. Ok Savin and Venn Vutey
10:25-10:40	Country Experience (2) - Curriculum development using OIE recommendations and guidelines – Republic of Korea	Dr. Pan-Dong Ryu
10:40-11:00	<b>Group Photo and Coffee Break</b>	
11:00-11:15	Country Experience (3) – OIE VEE Twinning Project (Sri Lanka – New Zealand)	Drs. Cyril Ariyaratne and Lachlan McIntyre
11:15-11:30	Country Experience (4) – OIE VSB Twinning Project (Thailand – Australia/New Zealand)	Drs. Achariya Sailasuta and Timothy Parkinson



11:30-12:30	Panel Discussion – Benefits and challenges of using OIE guidelines and participating in OIE activities	Panelists: Presenters
12:30-13:30	<b>LUNCH</b>	
<b>Session 2: VEEs, VSBs and Veterinary Service</b> <b>Chair: Dr. Tongkorn Meeyam, OIE Collaboration Centre for Veterinary Service Capacity Building</b>		
13:30-14:00	Introduction to group discussion: Short presentations on discussion topics	Facilitators: OIE, temporary advisors and other resource persons
14:00-15:30	Group discussion	All
15:30-16:00	<b>Coffee Break</b>	
16:00-17:00	Report back from group discussion and facilitated discussion	All
18:00-20:00	<b>Dinner hosted by the OIE</b>	

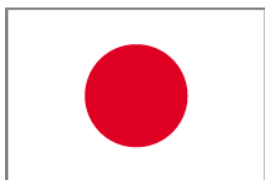
**Day 2 (20 November 2018)**

<b>Session 3: Enhancing VEE and VSB collaboration and cooperation in the region</b> <b>Chairs: Dr. Hee-Jong Woo (AAVS) and Dr. Suresh Honnappagol (India)</b>		
09:00-10:30	Building regional networks of VEEs and VSBs – why and how? Short presentations followed by panel discussion - OIE activities in South East Asia sub-region - AAVS (Asian Association of Veterinary Schools) - SEAVSA (South-East Asia Veterinary School Association) - FAVA (Federation of Asian Veterinary Associations) - ASEAN VSB network - Veterinary Schools of Australia and New Zealand (VSANZ)	Dr. Pennapa Matayompong Dr. Mohd Hair bin Bejo Dr. Trinh Dinh Thau Dr. Heru Setijanto Dr. Achariya Sailasuta Dr. Wayne Hein
10:30-10:45	<b>Coffee Break</b>	



<b>Session 4: Priorities and way forward by sub-regions</b> <b>Facilitators: Dr. Hirofumi Kugita and Dr. Laure Weber-Vintzel</b>		
10:45-12:30	<p><b>Parallel sessions by sub-region –</b></p> <p><b>East Asia</b> MC: China PR, Japan, Korea RO, Mongolia, Chinese Taipei, Hong Kong SAR Discussion topic: Progress since 2017 workshop and how to further strengthen quality of VEEs and VSBs</p> <p><b>Southeast Asia</b> MC: Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Viet Nam Discussion topic: Harmonisation of veterinary curriculum for transboundary mobility of veterinarians within ASEAN</p> <p><b>South Asia</b> MC: Afghanistan, Bhutan, Bangladesh, India, Iran, Nepal, Sri Lanka Discussion topics: Country situation and benefits and challenges of implementing OIE recommendations</p>	<p>All</p> <p>Group facilitators: Drs. Hirofumi Kugita and Jeremy Ho</p> <p>Drs. Pennapa Matayompong and Laure Weber-Vintzel</p> <p>Drs. Lachlan McIntyre and Maho Urabe</p>
12:30-13:30	<b>Lunch</b>	
13:30-14:00	Report back from sub-regional group discussions	
14:00-15:00	Facilitated discussion on the future activities, cooperation and collaboration in the region	All
15:00-15:30	Summary, conclusion and closing	OIE
15:30-16:00	<b>Coffee</b>	





## **Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs)**

**19 – 20 November 2018, Tokyo, Japan**

### **Summary of the Questionnaire Responses on VEEs and VSBs**

#### **Introduction**

Prior to the Regional Workshop for VEEs and VSBs, participants were requested to complete a questionnaire regarding respective country/territory situation relating to veterinary education and regulation. The objectives of the questionnaire were to collate individual country information, understand the regional situation of VEEs and VSBs as well as to identify challenges on relevant issues faced by Member Countries and Territories so to guide OIE's future activities.

The questionnaire (**Attachment 1**) contained the following six sections:

1. Stakeholders of veterinary education and professional registration
2. Basic information on VEEs
3. Basic information on VSBs
4. Basic information on veterinary professionals and veterinary paraprofessionals (VPPs)
5. Determination of in-country/territory veterinary human resources needs
6. Use of OIE PVS Pathway Evaluation outcomes

The questionnaire was designed to collect qualitative information from the respondents using open-ended questions in order to encourage sharing of information without restrictions. Twenty-four OIE Member Countries/Territories\* responded to the questionnaire. For the summary and analysis, the answers were grouped into categories. Some responses were supplemented by the information provided by the Member Countries/Territories in previous OIE activities.

\*Member Countries/Territories that participated in the questionnaire: Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China (P.R.), Chinese Taipei, Hong Kong SAR, India, Indonesia, Iran, Japan, Korea (R.O.), Laos, Malaysia, Mongolia, Myanmar, Nepal, New Zealand, Philippines, Singapore, Sri Lanka, Thailand and Vietnam.

## Summary of Questionnaire Responses

### 1. Stakeholders of Veterinary Education and Professional Registration

#### a. Parties involved in approval of veterinary schools

Twenty-three Member Countries/Territories responded to this question. Over half of them have indicated involvement of Ministry of Education in the approval process of veterinary schools, while only 26% and 22% of the responses indicated the involvement of Veterinary Authority and/or VSB, respectively (Figure 1).

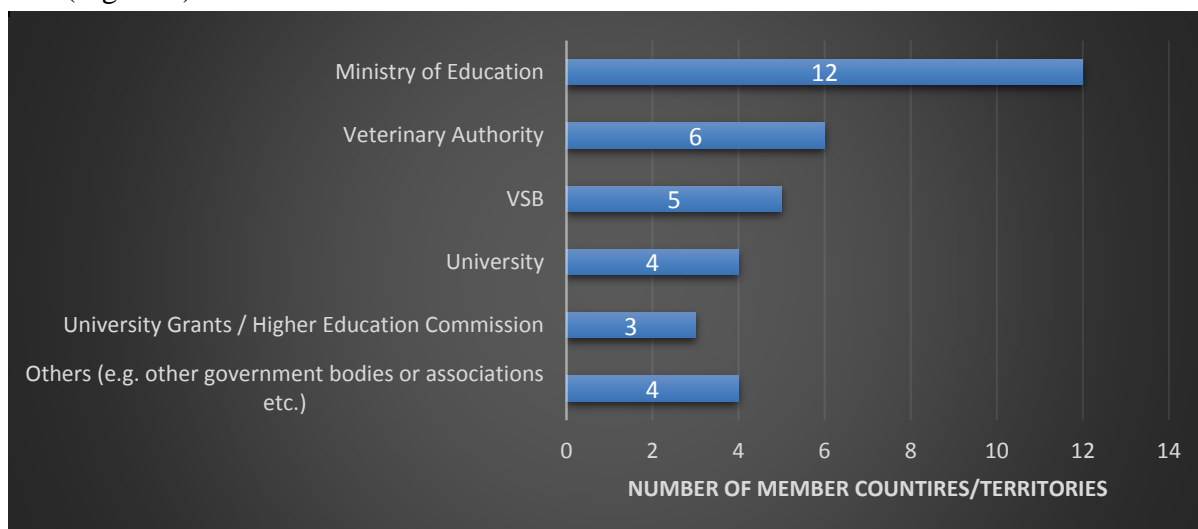


Figure 1: Parties involved in approval of veterinary schools (n=23)

#### b. Parties involved in approval of curriculum

Twenty-two Member Countries/Territories responded to this question. Over half of them reported involvement of university in approval of curriculum followed by involvement of Ministry of Education (32%). Involvement of veterinary authority and VSB was reported in less than 20% of the responses (Figure 2).

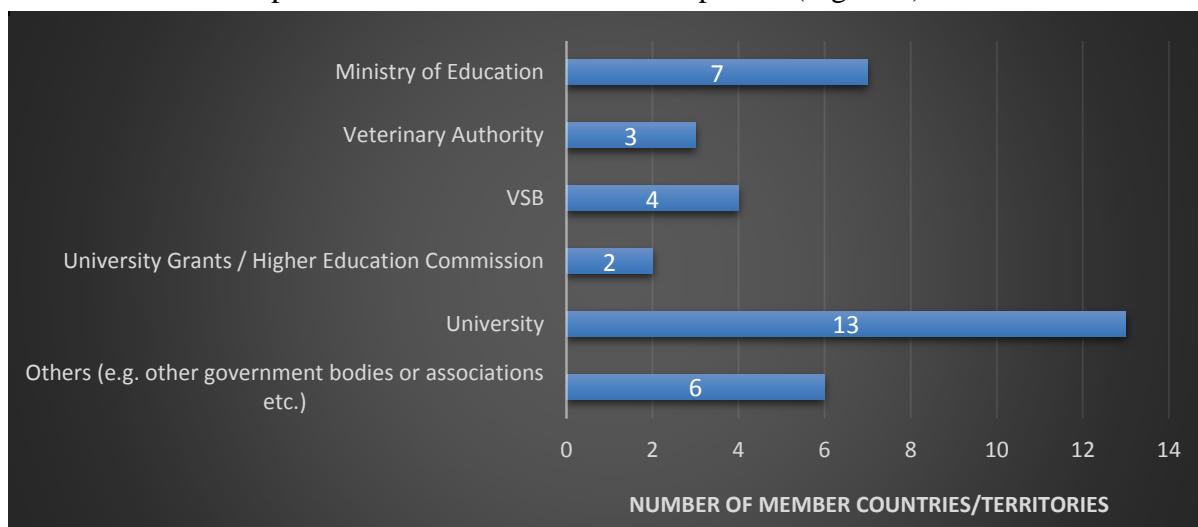
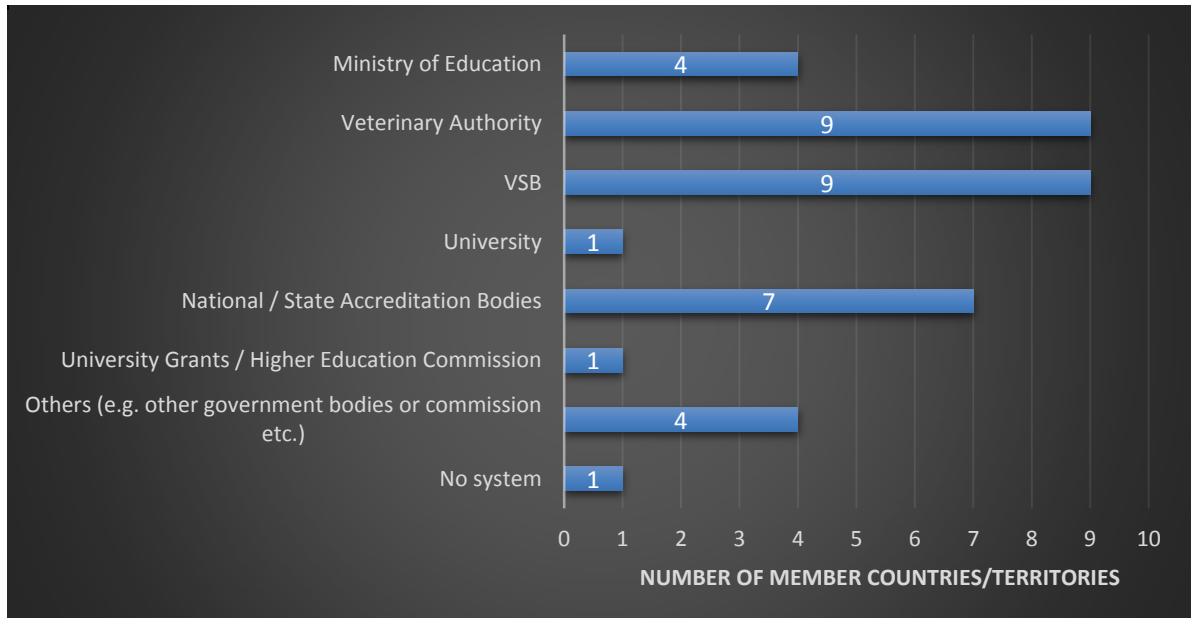


Figure 2: Parties involved in approval of curriculum (n=22)

**c. Parties involved in national accreditation/licensing/registration/renewal**

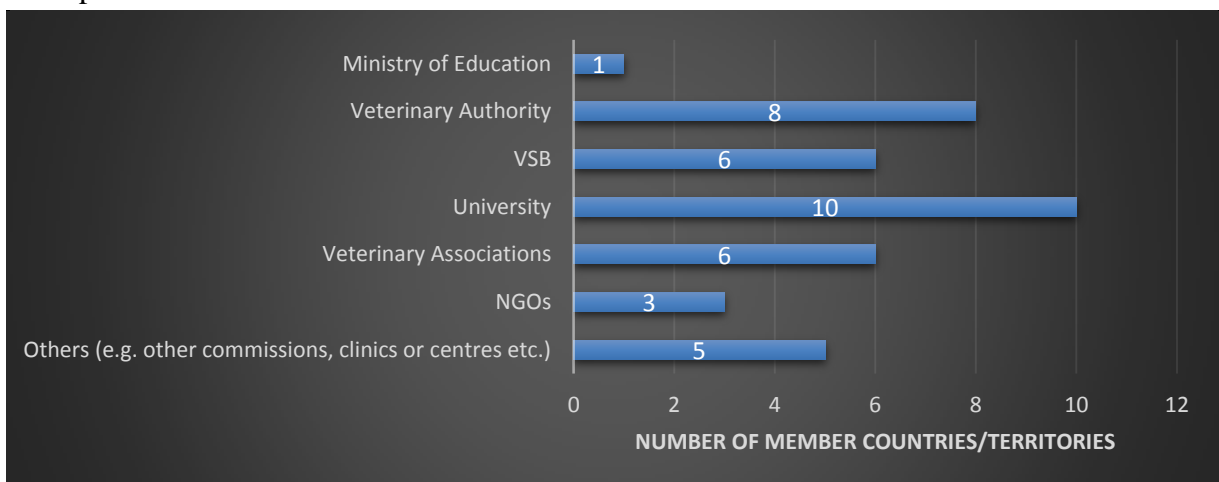
Twenty-four Member Countries/Territories responded to this question. Involvements of veterinary authority and VSB in these procedures were both reported in 37.5% of the responses, followed by involvement of national/state accreditation body (29%). One Member Country/Territory reported no existing system for these procedures (Figure 3).



**Figure 3: Parties involved in national accreditation/licensing/registration/renewal (n=24)**

**d. Parties involved in continuing education**

Twenty-two Member Countries/Territories responded to this question. Involvement of university was reported in 45% of the responses, followed by veterinary authority (36%), VSB (27%) and veterinary associations (27%) (Figure 4). Involvement of NGOs and the private sector such as private clinics was also reported.



**Figure 4: Parties involved in continuing education system (n=22)**

## 2. Basic information about Veterinary Education Establishments (VEEs)

### a. Basic data

#### i. Number of VEEs

Twenty-four Member Countries/Territories responded to this question. Majority of the responses (67%) indicated having 1 – 10 VEEs while one Member Country/Territory reported no VEE and two Member Countries/Territories reported over 45 VEEs (Figure 5).

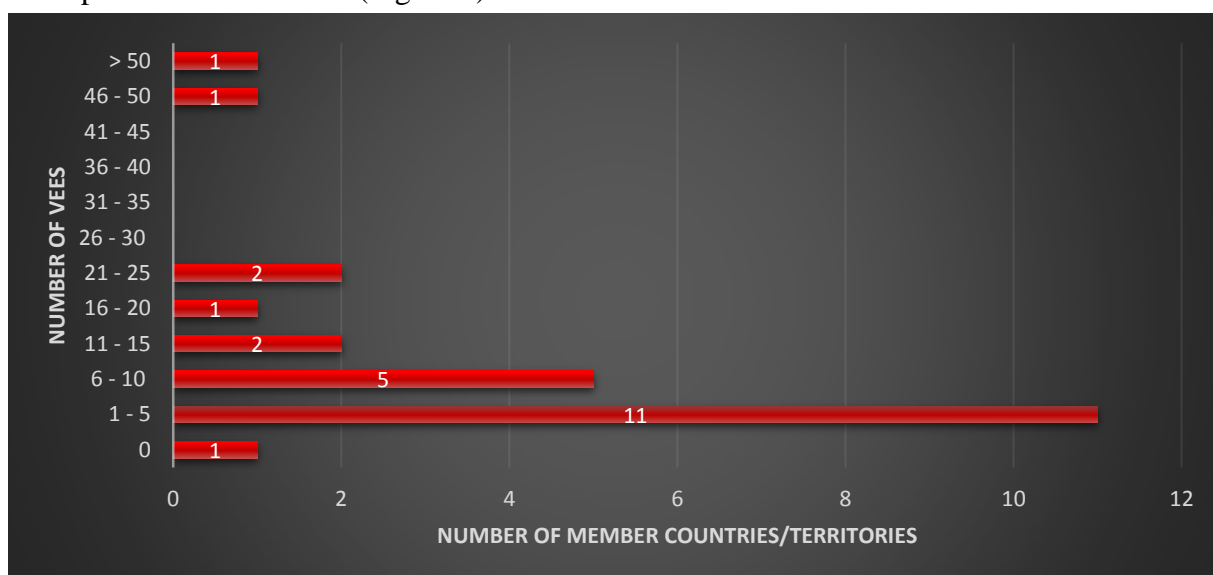


Figure 5: Number of VEEs in each Member Country/Territory (n=24)

#### ii. Number of veterinary graduates

Twenty-two Member Countries/Territories responded to this question. Majority of them (59%) reported less than 500 veterinary graduates per year, while two responses indicated over 2500 graduates (Figure 6).

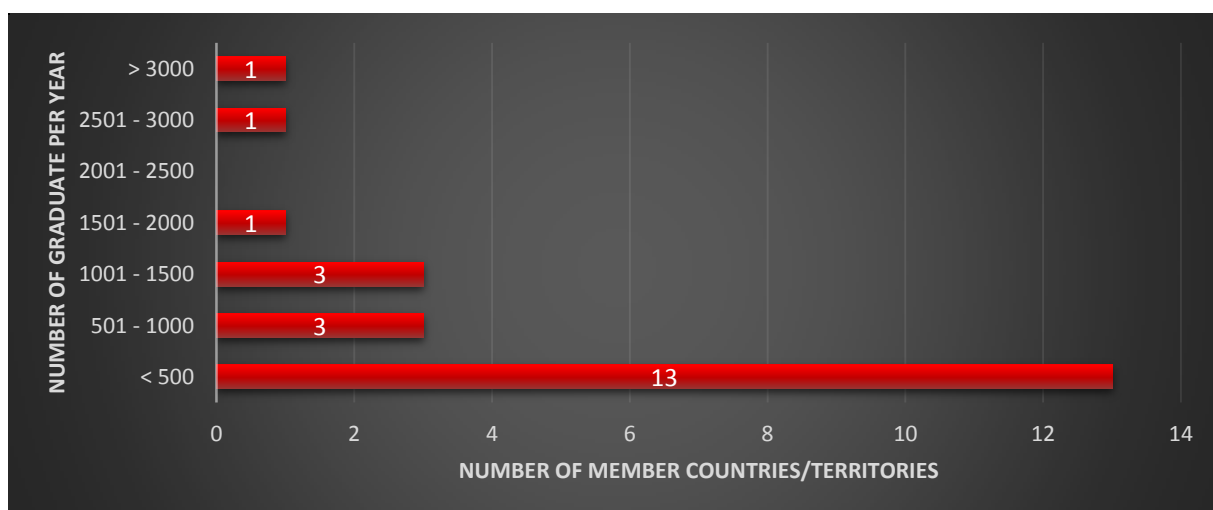


Figure 6: Annual veterinary graduates in each Member Country/Territory (n=22)

iii. Percentage of licensed graduates

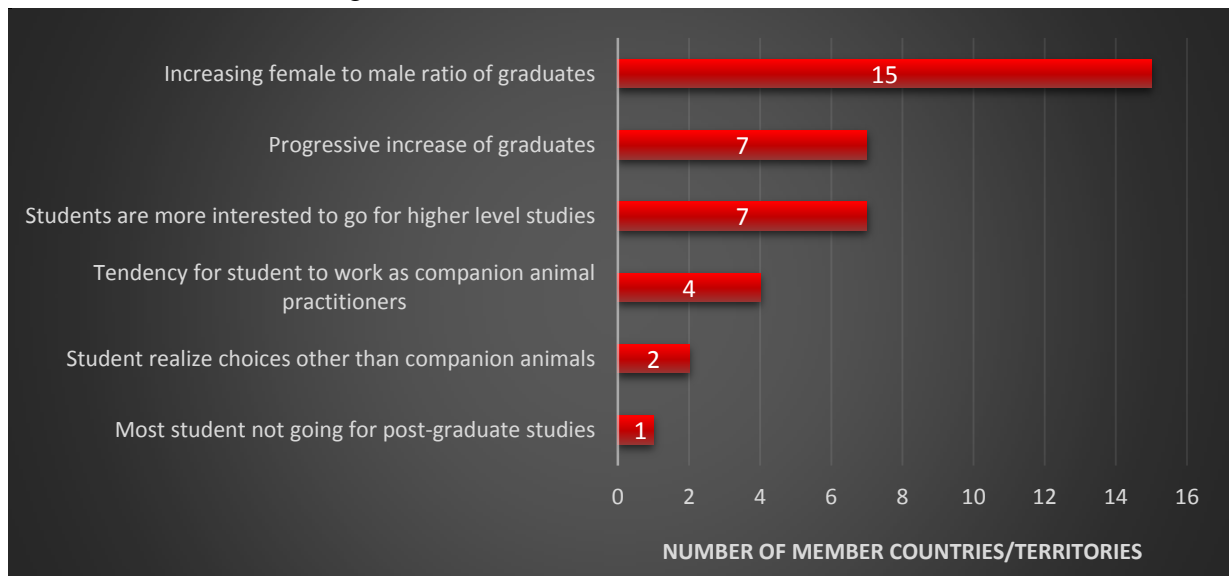
Twenty-one Member Countries/Territories responded to this question. Over half (57%) of them reported 81-100% of veterinary graduates being licensed annually, while one reported less than 20%. Three Member Countries/Territories (14%) reported no existing licensing system (Figure 7).



**Figure 7: Percentage of licensed graduates in each Member Country/Territory (n=21)**

iv. Major trends and changes of veterinary graduates

Twenty Member Countries/Territories responded to this question. The most common trend/change indicated in the responses was increasing female to male ratio among veterinary graduates (75%), followed by progressive increase of number of graduates (35%) and increasing interest of graduates to pursue higher level studies (35%) (Figure 8).

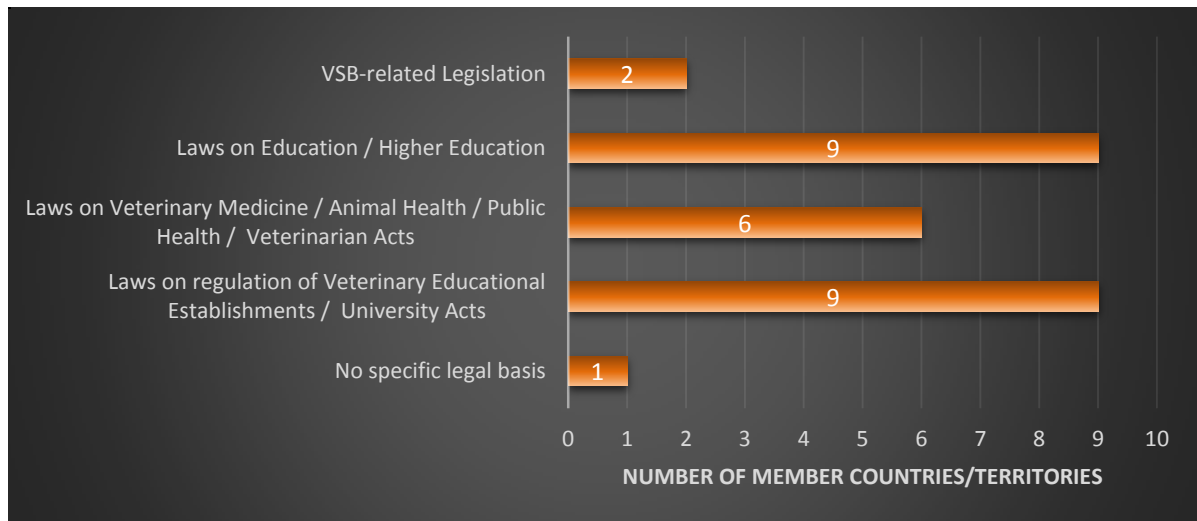


**Figure 8: Major trends and changes of veterinary graduate in Member Countries/ Territories (n=20)**

**b. Legislative basis for VEEs**

**i. Legislative basis**

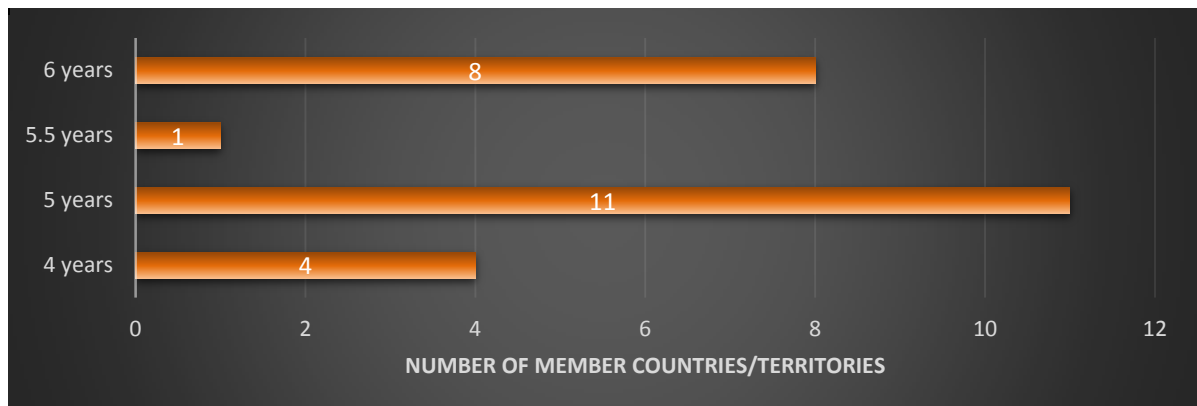
Twenty Member Countries/Territories responded to this question. Laws on education/higher education and Laws on regulation of veterinary educational establishments/University Acts were both reported in 45% of the responses, followed by Laws on veterinary medicine/animal health/public health/Veterinarian Acts which was reported in 30% of the responses (Figure 9). Some Member Countries/Territories reported to have multiple legislations as legal basis for VEEs.



**Figure 9: Legislative basis of VEEs of Member Countries/ Territories (n=20)**

**ii. Education system**

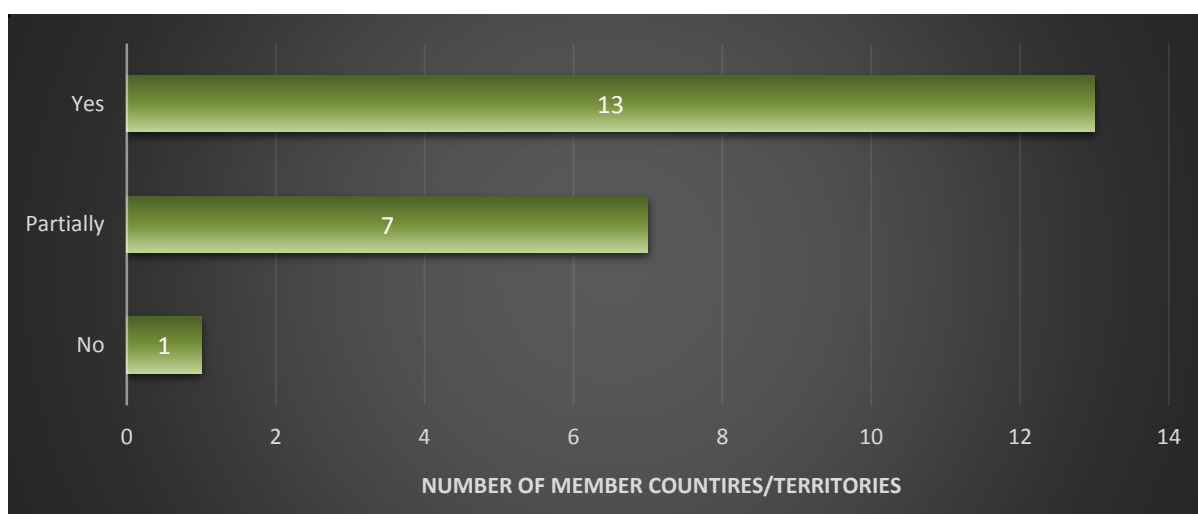
Nineteen Member Countries/Territories responded to this question. Most of them reported to have 5 years or more of veterinary education, only minority of them (21%) reported 4 years (Figure 10). Some Member Countries/Territories reported to have VEEs offering veterinary programmes of different duration of study within their country/territory.



**Figure 10: Years of study in VEEs in Member Countries/Territories (n=19)**

**c. Use of OIE Guidelines on Competencies of Graduating Veterinarian and Veterinary Core Curriculum**

Twenty-two Member Countries/Territories responded to this question. Over half of them (62%) reported that they have implemented the OIE guidelines in various ways such as inclusion in regulation or accreditation standards, incorporation into veterinary core curriculum and mapping veterinary courses against the guidelines. Thirty-three percent of the Member Countries/Territories reported that OIE guidelines have been partially used such as incorporated in certain subjects or applying the guidelines with modifications. Only one response indicated that OIE guidelines have not been used due to budgetary problem (Figure 11).



**Figure 11: Use of OIE guidelines on Competencies of Graduating Veterinarian and Veterinary Core Curriculum in Member Countries/Territories (n=21)**

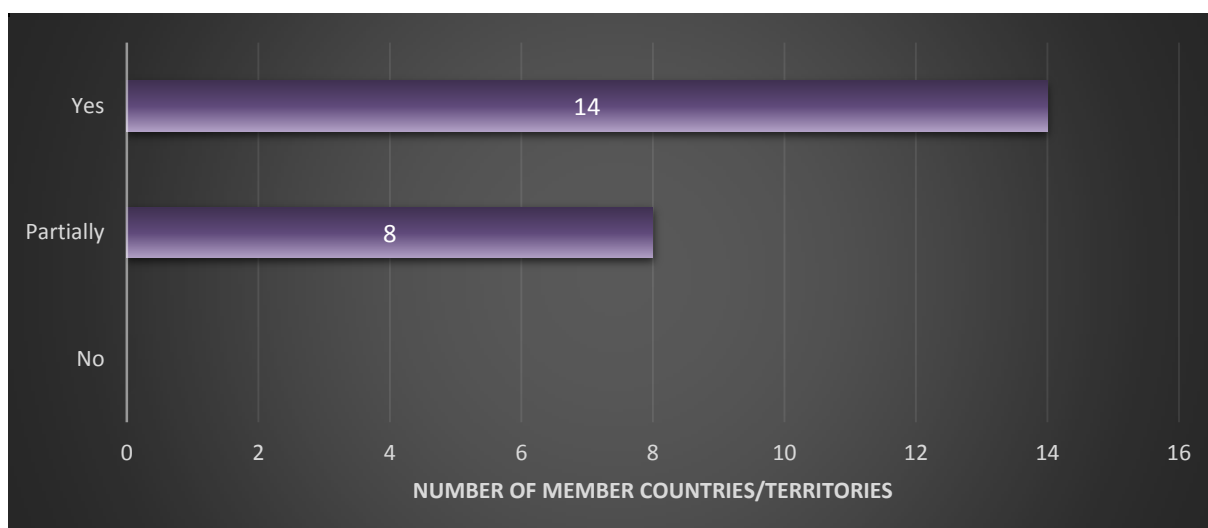
In response to the question, Member Countries/Territories also reported challenges in implementing the OIE guidelines such as:

- Lack of resources, infrastructure and expertise.
- Need further guidance from the OIE on the practicum.
- Lack of interest by veterinary students in subjects other than companion animals.
- Large number of students and faculties to be handled.
- Difference in evaluation system and political interventions.
- Absence of the major transboundary diseases that the guidelines focused on.

**d. Inclusion of anti-microbial resistance (AMR) in the veterinary curriculum**

Twenty-two Member Countries/Territories responded to this question. Sixty-four

percent of them reported that AMR-related topics were included in the veterinary curriculum of their country/territory such as by inclusion in various subjects e.g. pharmacology and public health. The remaining 36% of the responses indicated partial inclusion of AMR-related topics in the veterinary curriculum, such as inclusion in some specific courses as well as continuing education programme. None of the Member Countries/Territories reported that there is no inclusion of AMR-related topics in their veterinary curriculum (Figure 12).



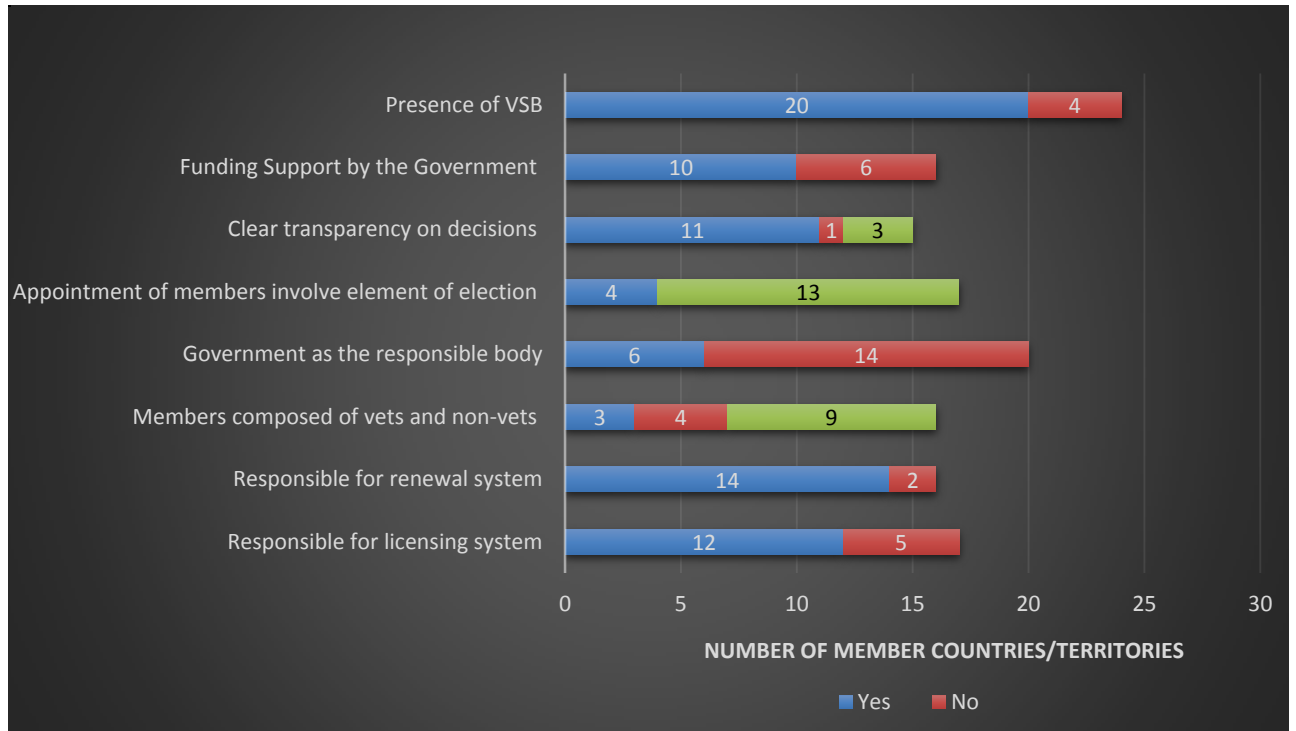
**Figure 12: Inclusion of AMR-related topics in veterinary curriculum of Member Countries/Territories (n=22)**

### 3. Basic Information on Veterinary Statutory Bodies (VSBs)

The information of in-country VSB or relevant regulatory authority regardless of autonomy was asked in this questionnaire. The responses of Member Countries/Territories were grouped into 8 categories summarized in Figure 13. As responses were provided in open-ended manner, “Unclear” was included as one of the categories and used when certain Member Countries/Territories did not address the question specifically in their responses or the information provided were not sufficient to make appropriate determination of the category.

Among the 4 Member Countries/Territories reported absence of VSBs, three indicated that they were in the progress of developing a VSB. Also, among the 12 Member Countries/Territories reported to have renewal system for veterinary license, three of them indicated that continuing education is used as a requirement for renewal.



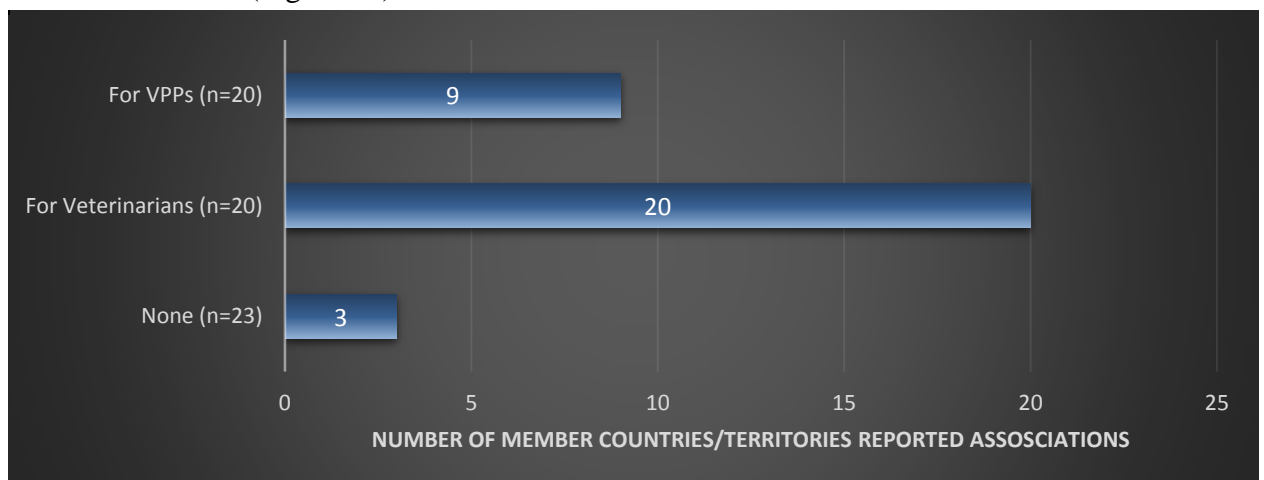


**Figure 13: Basic VSB information in Member Countries/Territories**

**4. Veterinary professionals and paraprofessionals (VPPs)**

**a. Professional organisations for veterinarians and VPP(s)**

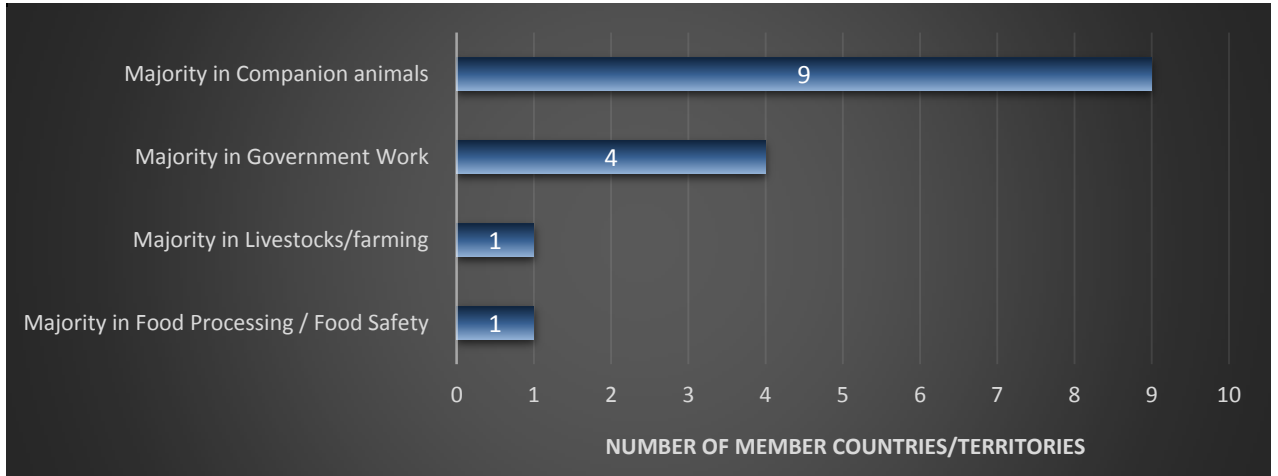
Twenty-three Member Countries/Territories responded to this question. Three of them (15%) reported absence of professional organisations for veterinarians and VPPs in their countries/territories. Among the 20 Member Countries/Territories reporting the existence of professional organisations, all of them reported having organisations for veterinarians, while only 45% of them reported organization for VPPs also (Figure 14).



**Figure 14: Professional organisations for Member Countries/Territories**

**b. Major fields of work for veterinarians**

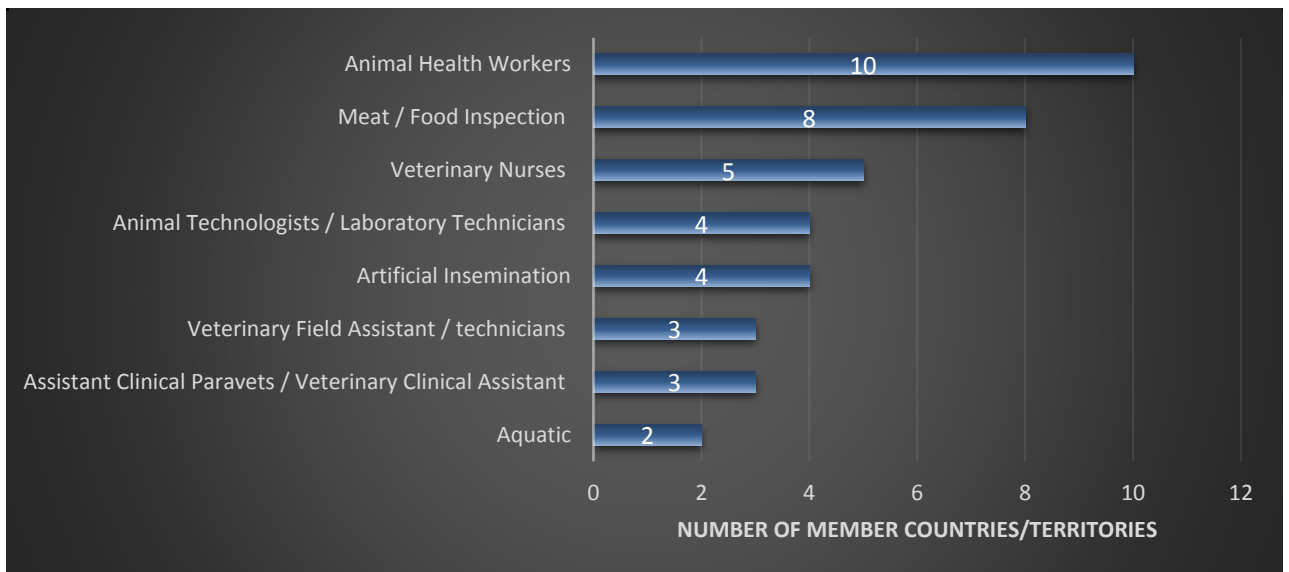
Sixteen Member Countries/Territories responded to this question. Over half of them (56%) reported that majority of their veterinarians were working for companion animals, while 25% of them reported the majority of veterinarians worked in the government (Figure 15).



**Figure 15: Major fields of work for veterinarians in Member Countries/Territories (n=16)**

**c. Information on VPPs**

Eighteen Member Countries/Territories responded to this question. The types of VPPs reported were grouped into 8 different categories with brief description of work nature as summarized in Table 1. The regional situation of different types of VPPs is demonstrated in Figure 16. Qualifications and the required training for the VPPs may vary greatly among Member Countries/Territories even for the same category (e.g. a few months training, Diploma and Bachelor degree).



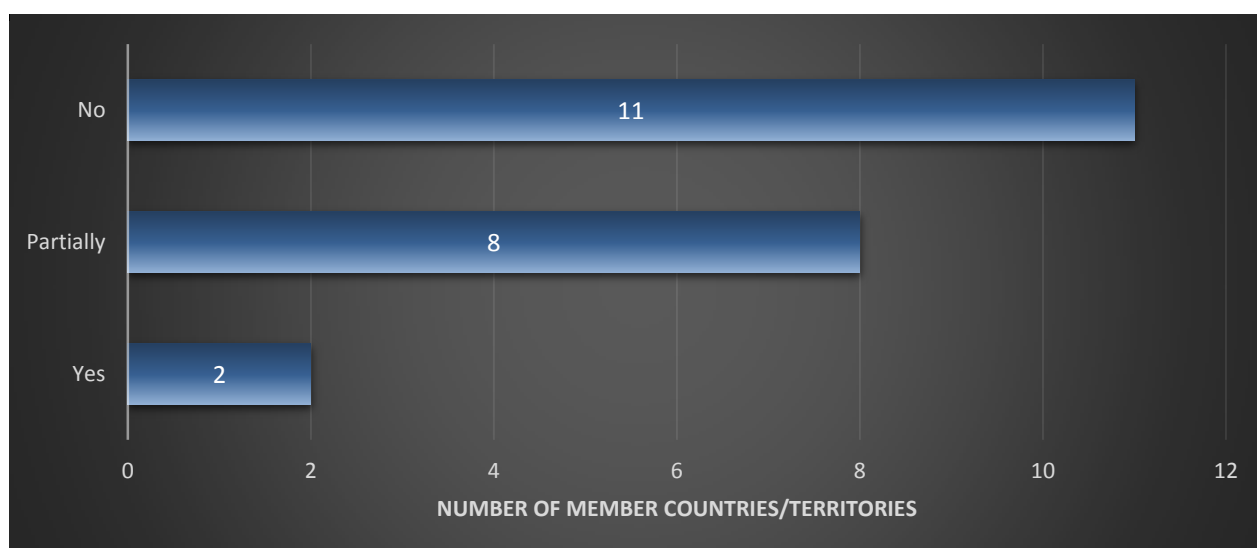
**Figure 16: Major VPP types in Member Countries/Territories (n=18)**

**Table 1: Summary table for Major VPPs Categories in Member Countries/Territories**

Categories	Work nature
Animal Health Workers	Works on vaccination, treatment and advisory services for livestock and deal with frontline work in disease outbreak
Meat / Food Inspection	Conducting meat inspection
Veterinary Nurses	Supporting veterinarians in animal clinic
Animal Technologists / Laboratory Technicians	Work in veterinary laboratory in laboratory sample processing, testing and reporting
Artificial Insemination	Conduct artificial insemination for livestock
Veterinary Field Assistant / technicians	Assist in field work for livestock management
Assistant Clinical Para-vets / Veterinary Clinical Assistant	Work in animal clinic e.g. vaccination, drug dispensary, deworming, laboratory/treatment etc.
Aquatic	Work in fish and aquaculture production

**d. Use of OIE Competency Guidelines for VPPs**

Twenty-one Member Countries/Territories responded to this question. Only two (<10%) of them reported that the OIE Competency Guidelines for VPPs have been used in their countries/territories. Thirty-eight percent of the Member Countries/Territories reported that the guideline have been partially implemented such as being taken into consideration in the development of policies or as a reference when developing curriculum. Over 50% of the Member Countries/Territories reported that the OIE Competency Guidelines for VPPs have not been implemented (Figure 17).



**Figure 17: Use of OIE Guidelines for VPPs by Member Countries/Territories (n=21)**

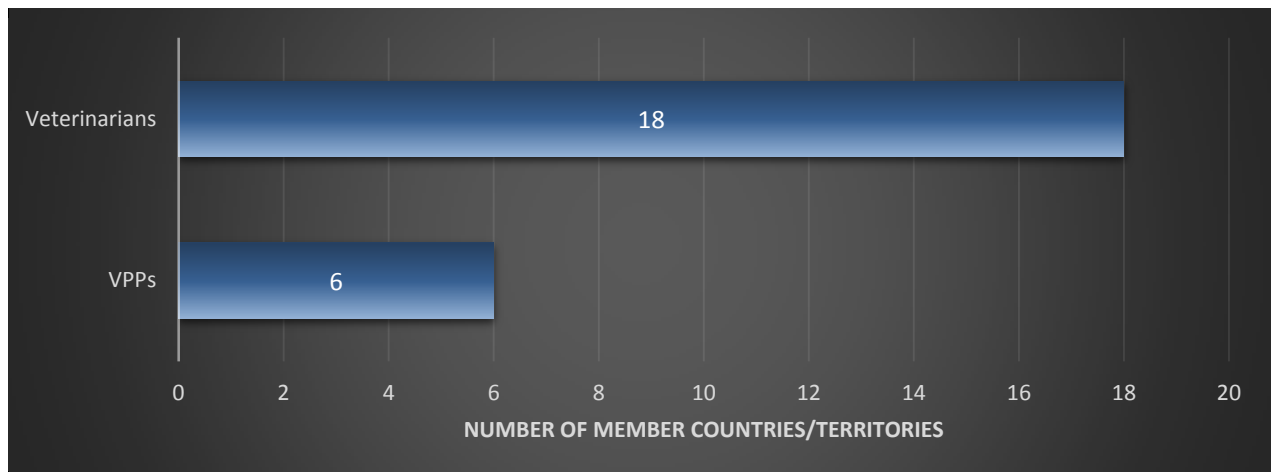
In response to the questions, Member Countries/Territories also reported some feedback and challenges in implementing the OIE guidelines listed as follows:

- Need for further guidance from OIE on how to organise the VPPs.
- The term VPPs has not been defined and not well understood in the animal industries.
- Large variety of standards needs evaluation and integration into the existing system, of which impact on stakeholders should also be well-considered.
- Absence of statutory body /registration requirement.
- Limited role and the number of VPPs.
- Lack of resources, facilities, training, awareness and policy for VPPs.

**e. Continuing professional education (CPE)**

**i. CPE for veterinarians and VPPs**

Twenty Member Countries/Territories responded to this question. Most of them (90%) reported that continuing education was in place for veterinarians, while only 30% reported that continuing education was in place for VPPs (Figure 18).

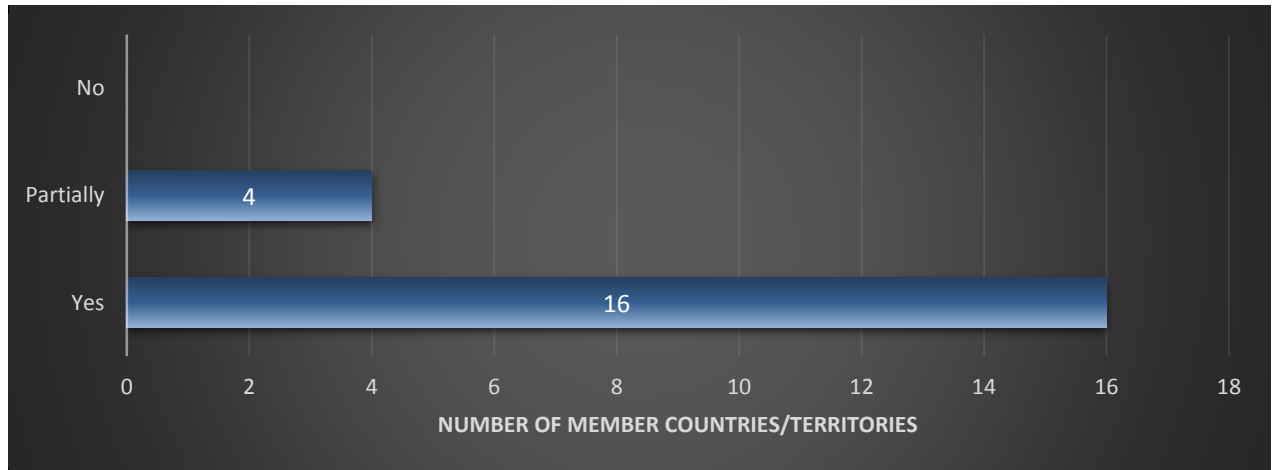


**Figure 18: CPE in place for veterinarians and VPPs in Member Countries/ Territories (n=20)**

**ii. Inclusion of AMR-related topics in CPE**

Twenty Member Countries/Territories responded to this question. Majority of the responses (80%) indicated that AMR-related topics have been included in continuing education of their countries/territories in various ways, such as incorporating into training on certain subjects/ courses, through workshops/conference/meetings on AMR topics, publishing guidelines or developing materials for veterinarians and other stakeholders, emphasis via government policy, conducting awareness program etc.. The remaining 20% of the responses indicated partial inclusion of AMR-related topics in continuing

education of their countries/territories, such as being included in post-graduate programme, sharing guidelines to certain institutes and proposing for inclusion in certain training programme and curriculum. No response indicated that AMR-related topics are not included in continuing education (Figure 19).

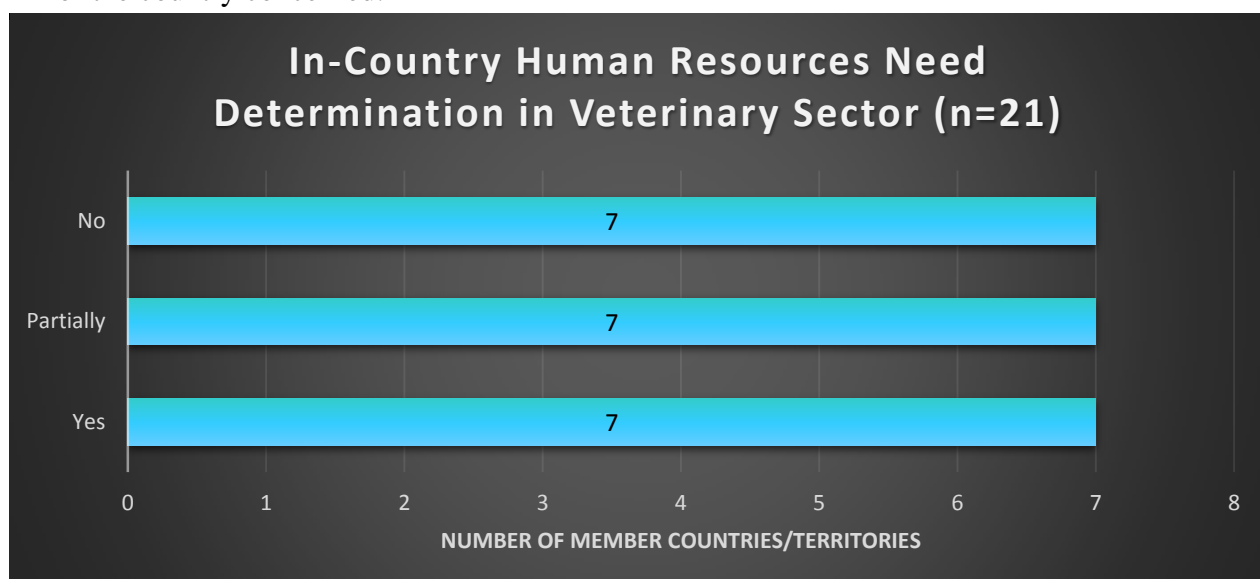


**Figure 19: Inclusion of AMR-related topics in continuing education of Member Countries/Territories (n=20)**

##### **5. Determination of In-Country/Territory Veterinary Human Resources Needs**

In this question, the Member Countries/Territories were asked whether regular in-country/territory determination of veterinary human resources needs is conducted in their countries/territories. Twenty-one Member Countries/Territories responded to this question. One-third of them reported that veterinary human resources needs are determined regularly in their countries/territories: some reported that review and assessment of the veterinary human resources requirement are conducted on an annual basis at a national level and some reported that governmental determination on such human resources needs was obligated by their laws. Another one-third of the Member Countries/Territories reported that determination on veterinary human resources needs is carried out partially, such as being conducted in certain fields or associations but not comprehensively, non-representative determination due to low response rate though regular determination is attempted, determination of veterinary human resources only focusing on the demand for experts and specialists and the determination had not been taken into account by relevant organisations/authorities. The remaining one-third of the Member Countries/Territories reported that such determination had not been conducted due to various reasons, such as weak coordination among different parties, and lack of demand to conduct such an assessment (Figure 20). One response indicated that the majority of graduates work outside the country after fulfilling the requirements

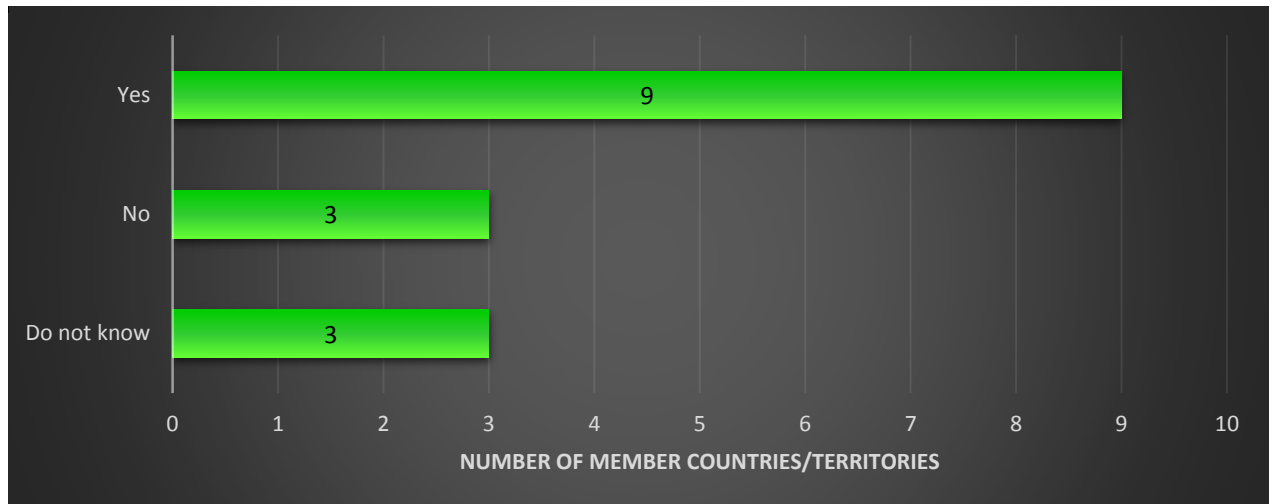
of the country concerned.



**Figure 20: In-country human resources needs determination in veterinary sector by Member Countries/Territories (n=21)**

**6. Use of OIE PVS Pathway Evaluation Outcomes (For countries/territories that have participated in OIE PVS Evaluation)**

In this question, the Member Countries/Territories were asked whether OIE PVS evaluation reports have been used in their countries/territories to guide changes for management of VEEs and VSBs. Nineteen Member Countries/Territories responding to this questionnaire had participated in OIE PVS Evaluation. Among these 19 Member Countries/Territories, fifteen responded to this question. Over half of the responses (60%) indicated that PVS evaluation findings have been used in guiding changes for VEE and VSB management such as sharing the outcomes with the States in order to fulfill the gaps in the sector and implementing recommendations and analysis of PVS evaluation to improve veterinary services. Twenty percent of the Member Countries/Territories reported that PVS evaluation had not been used: some of them reported that PVS evaluation was recently conducted and the outcomes were not yet ready for implementation, while some reported that the matter has been reflected to the authorities waiting for further actions. One response indicated that the council for PVS Evaluation was fully independent which veterinary authority and other relevant parties were not involved in any decisions subsequent to PVS Evaluation. Another 20% of the Member Countries/Territories reported that they do not know whether the PVS evaluation had been use for the purpose due to weak coordination between VEE, VSB and Veterinary Authority of which further improvement would be necessary (Figure 21).



**Figure 21: Use of reports/outcomes of OIE PVS Pathway evaluation to guide changes in VEEs and VSBs management (n=15)**

### Limitations of this analysis

- Not all Member Countries and Territories with VEEs in the region participated in the questionnaire;
- The answers relied on the knowledge of the respondents (in most cases, workshop participants nominated by the OIE delegates) thus may not accurately represent the country/ territory situation;
- Definitions of terms were not provided and respondents may have used slightly different definitions for certain terms, e.g., VPPs and VSB; and
- Most questions were in open-ended format: some responses could not be categorized.

### Conclusions

Overall, the questionnaire findings were useful to describe the regional situation and revealed the gaps relating to veterinary education among OIE Member Countries/Territories in the Asia-Pacific region.

Most countries/territories in Asia have at least one VEE, though the number of VEEs per country varies greatly. The OIE guidelines for VEEs are widely used.

The majority of countries/territories also have “VSB” or an authority that oversees the quality and competence of veterinarians. However, it is not uncommon in the region for the government to have certain involvement in “VSBs” (or authority that oversees the quality and competence of veterinarians) such as financial and managerial roles. This suggests that autonomy of the VSB functions may be questionable.

Member Countries/Territories in the region have good awareness and appropriate actions on AMR-related topics in veterinary education.

Despite some Member Countries/Territories emphasizing the importance of VPPs and some even reporting VPPs as the major veterinary workforce in certain areas, the OIE Competency Guidelines on VPPs are not commonly used due to various reasons such as difficulties in regulating them due to the large variety of VPPs and need for further guidance on implementation as well as further guidelines on other VPP tracks. OIE may consider further activities on VPPs-related issues and promoting implementation of OIE guidelines on VPPs in the region.

Periodical conduct of such a questionnaire would be useful to monitor the progress and identify the needs in the region on veterinary education and capacity building.



**Regional Workshop for Veterinary Education Establishments (VEEs) and  
 Veterinary Statutory Bodies (VSBs)  
 Tokyo, Japan, 19 – 20 November 2018**

**Questionnaire**

In preparation for the workshop and to document the current VEEs and VSBs situation in the region, we will be grateful if you could complete the following questionnaire to the best of your ability and return to Dr. Maho Urabe ([m.urabe@oie.int](mailto:m.urabe@oie.int)) and Dr. Jeremy Ho ([j.ho@oie.int](mailto:j.ho@oie.int)) by **14 November 2018**. Please coordinate your response with other participants from your country (if any) so that one completed questionnaire is submitted to OIE per country.

Kindly note that OIE would like to include the information provided in this questionnaire and the corresponding findings in the meeting report and possibly in a publication describing the regional situation. If there is any information that you would like OIE to keep strictly confidential, please indicate in the questionnaire or discuss with us.

Should you have any questions, please feel free to contact us. Thank you.

**Respondent details**

<b>Member Country/Territory</b>		
<b>Name of respondent(s)</b>		
<b>Title and Affiliation</b>		
<b>Email address</b>		



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**1. System for veterinary education and professional registration**

*Please describe the responsible bodies (authorities) for veterinary education and professionals in your country/territory, such as approval of establishment of veterinary schools, curriculum, licensing/registration/renewal of veterinarians, continuing education, etc.. If possible, please attach organisational charts of those bodies.*

	<b>Responsible Bodies</b>	<b>Brief description of the system</b>
<b>Approval of veterinary schools</b>		
<b>Curriculum</b>		
<b>National accreditation/ Licensing/ Registration/renewal</b>		
<b>Continued education</b>		
<b>Others (if any)</b>		



**2. Veterinary Education Establishments (VEEs)**

**a. Basic data**

<b>Basic data of VEEs</b>	
<b>Number of VEEs</b>	
<b>Number of graduates per year</b>	
<b>Approx. % of licensed graduates per year</b>	
<b>Recent trends observed among veterinary graduates (e.g. changes in numbers graduating, gender ratios, movement to post-graduation training etc.)</b>	

\*\*\*\* We have attached the list of VEEs in your country from the OIE Global List of Veterinary Education Establishments <http://www.oie.int/en/solidarity/veterinary-education/oie-global-list-of-vees/>. Please review and inform us if there are any changes by remarking with track changes or comment boxes in the word file of the list as attached.

**b. Legislative basis and education system**

*Please briefly describe the VEE(s) in your country/territory, including legislative basis and Veterinary education system, etc.*

<b>Legislative basis</b>	
<b>Relevant Legislation</b>	
<b>Recent or expected changes</b>	



<b>Veterinary Education system</b> (terms e.g. duration of course, curriculum e.g. academic calendar structure, exams e.g. national or state exams, .....)

**c. Use of OIE guidelines**

<b>OIE Guidelines on Competencies of Graduating Veterinarian and Veterinary Core Curriculum</b>	
Have the above guidelines been used in VEE(s) of your country/territory?	
<input type="checkbox"/> Yes	Please explain how :
<input type="checkbox"/> Partially	Please explain how :
<input type="checkbox"/> No	Please explain why :
What feedback has been received so far regarding these guidelines?	



In your country/territory, what do you think are the major challenges in achieving compliance/consistency with the above OIE Guidelines for minimum requirements on Veterinary Education?

**d. Inclusion of antimicrobial resistance (AMR) in the veterinary curriculum**

Have AMR-related topics such as prudent use of antimicrobials been included in the curriculum of the VEE(s) in your country/territory?	
<input type="checkbox"/> Yes	Please explain how :
<input type="checkbox"/> Partially	Please explain how :
<input type="checkbox"/> No	Please explain why :



**3. Veterinary Statutory Bodies (VSBs)**

**a. Legislative basis and responsible body**

*Please describe the VSB(s) of your country/territory, including legislative basis, its roles, governance, activities, etc.*

<b>Legislative basis</b>	
<b>Relevant Legislation</b>	
<b>Recent or expected changes</b>	
<b>Role, governance, activities, etc.</b>	
● <b>Responsible body</b>	
● <b>Role/objectives</b>	
● <b>Governance</b>	
➤ <b>Composition</b>	
➤ <b>Transparency of Decision making</b>	
➤ <b>Financial resources</b>	
● <b>Activities (procedure/criteria)</b>	
➤ <b>Licensing</b>	
➤ <b>Registration</b>	
➤ <b>Renewal of license</b>	
➤ <b>Disciplinary procedures</b>	



**b. Procedure and criteria for licensing**

*Please describe the procedure and criteria for licensing*

<b>Procedure and criteria for veterinary licensing</b>	

**4. Veterinary professionals and veterinary paraprofessionals (VPPs)**

**a. Professional organisations for veterinarians and VPP(s)**

*Please describe the professional organisations for veterinarians and VPP(s), such as a National Veterinarian Association.*

<b>Professional organizations for veterinarians and VPPs</b>	
<b>Name</b>	<b>Main objectives and activities</b>



**b. Demographic data of veterinarians**

You may review the information provided by your country to the OIE via WAHIS: [http://www.oie.int/wahis\\_2/public/index.php/home](http://www.oie.int/wahis_2/public/index.php/home). Please let us know if WAHIS data should be updated.

	% New graduates [male/female ratio]	Total Registered veterinarians
<b>National Government: Agriculture/Animal Health</b>	% [ ]	
<b>Public Health or others</b>	% [ ]	
<b>Other Government: Agriculture/Animal Health</b>	% [ ]	
<b>Public Health or others</b>	% [ ]	
<b>Private practitioners for livestock/farming</b>	% [ ]	
<b>Private Practitioners for companion or equine</b>	% [ ]	
<b>Pharmaceutical or private research</b>	% [ ]	
<b>Academic/Education/other Public Institutes</b>	% [ ]	
<b>Food processing / food safety</b>	% [ ]	
<b>Other (please specify: )</b>	% [ ]	

**c. Information on veterinary paraprofessionals (VPPs)**

Please also provide data on the number and type of VPP(s) e.g. veterinary nurse, animal health worker, meat inspector, vaccinator, pregnancy tester etc. and any accreditation process for VPP (s) that may exist.

<b>Veterinary para-professionals (VPPs)</b>			
Type of veterinary para-profession	Area of tasks / Activities	Number of VPPs	Qualification / Legal basis






**d. Use of OIE guidelines for veterinary paraprofessionals (VPPs)**

<b>OIE Competency Guidelines for Veterinary Paraprofessionals (VPPs)</b>	
Have the above guidelines been used in your country/territory?	
<input type="checkbox"/> Yes	Please explain how :
<input type="checkbox"/> Partially	Please explain how :
<input type="checkbox"/> No	Please explain why :
What feedback has been received so far regarding these guidelines?	



In your country/territory, what do you think are the major challenges in achieving compliance/consistency with the above OIE Guidelines for Veterinary Paraprofessionals?

--

**e. Continuing Professional Education (CPE)**

*Please describe the policy or system relevant to CPE for veterinarians and veterinary paraprofessionals (VPPs) in your country/territory.*

**CPE (Responsible body, relevant programmes, systems, requirements, .....)**

--

Have AMR-related topics been included in the CPE for veterinarians and VPPs in your country/territory?

<input type="checkbox"/> Yes	Please explain how :
<input type="checkbox"/> Partially	Please explain how :



<input type="checkbox"/> No	Please explain why :
-----------------------------	----------------------

**5. Determination of Veterinary Human Resources Needs**

Does your country/territory determine veterinary human resources needs, such as types of veterinarian or VPP needed, on a <b>regular basis</b> ?	
<input type="checkbox"/> Yes	Please explain how :
<input type="checkbox"/> Partially	Please explain how :
<input type="checkbox"/> No	Please explain why :

**6. Participation in OIE PVS Pathway Evaluation (For country/territory with OIE PVS evaluations done)**

Please refer to the following link for details: <http://www.oie.int/en/solidarity/pvs-evaluations/>

a. Have the reports/outcomes of OIE PVS pathway evaluation been used to guide changes in VEE and VSB management in your country/territory?	
<input type="checkbox"/> Yes	Please explain how :
<input type="checkbox"/> No	Please explain why :
<input type="checkbox"/> Do not know	

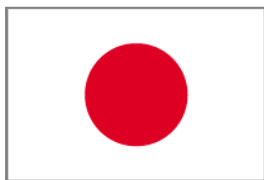


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**7. Other Relevant Information**

*Please include any other information you think is relevant or may be unique in your country/territory that you would like to share.*

<b>Other relevant information</b>



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## **OIE Regional Workshop for VEEs and VSBs**

### **Session 2 - Topic Description**

#### **1. Veterinary Para-Professionals (VPP): Role and training**

VPPs fulfil vital roles in protecting animal health and welfare, animal production and trade, and human health and welfare. VPP activities can be broadly classified as relating primarily to Animal Health, Veterinary Public Health and Food Security, or Diagnostic/Laboratory related. However, VPP specific responsibilities and activities vary significantly across OIE Member Countries, as do their levels of training, regulation, interaction with veterinarians and other animal health care workers, and levels of training.

The discussion aims to use the experience of member delegates to consider how to better define the roles and activities of VPPs, and suggest recommendations on how VEEs and VSBs can facilitate clearer recognition and utilization of VPPs through improved VPP training and standard for registration and licensing.

#### **2. Control of antimicrobial resistance (AMR)**

AMR is emerging as one of the most serious and urgent public health threats at a global level. Use of antimicrobials in the veterinary sector contributes to this threat, which has significant impacts on animal health and welfare, food safety, security and trade, and human health. Veterinarians and Veterinary Para-Professionals need to observe and follow practice principles that reduce AMR, primarily through antimicrobial prudent use, but also biosecurity. They also need to demonstrate the leadership necessary to affect required attitudes and practices throughout the animal health sector by awareness raising, outreach and extension. VEEs have an important role, as training in AMR science and avoidance is the key to changing attitudes and knowledge. Similarly, regulation is important in guiding veterinary practices, so VSBs need to actively engage in setting and enforcing regulatory frameworks and standards of practice for use of antimicrobials by veterinarians and VPPs.

The discussion aims to consider what the major causes of AMR development are in various member countries, and use this to outline training and regulatory approaches to optimize practices and inspire leadership associated with AMR risk mitigation.

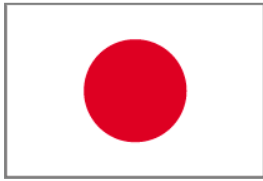
#### **3. Developing continuing education (CE) program for veterinary services**

Capacity building for veterinarians is essential for strengthen veterinary service. Different types and formats of continuing education are available in various programs, for example degree program, certificate program, training course and online program. Collection of credits, compulsory training or other incentives such as mechanisms of CE delivery could be a strategy to encourage continuing education.

This topic aims to share experiences and needs for continuing education, in terms of available program or efficiency of the offered program and mechanisms of CE delivery. This discussion will better understanding the needs of CE and provide the opportunities for collaborations in the region.

#### **4. Curriculum Development and Implementation**

Curriculum development and its implementation lie on the core to promote competent day-one graduates and delivery of quality veterinary service. With the diversity of categories of veterinary



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service providers and demands of sphere of activities in veterinarian careers under objectives of regional and global harmonization, it is important to have an authorized party to identify needs of scopes, duties and tasks base on skill, knowledge and ability of each category of veterinary service providers. Thus, the involvement of VEEs to keep improving their curriculum and implementation shall be indispensable as will the potential role of VSBs in evaluating curriculum to ensure that they continue to serve the needs of the county. Recognizing the importance of veterinary paraprofessionals (VPPs) for sustainable delivery of quality veterinary service due to insufficient number of veterinarians to be distributed to countryside, OIE took the initiative to establish model core curriculum guideline for member countries to assure minimum competency of graduates. In this context, curriculum development and implementation of VEEs shall be included for both day-one graduates/veterinarian and graduating VPPs, which are recommended to be under the same umbrella of one national VSB.

The discussion aims for participant to address how VEEs and VSBs can involve in improving the curriculum and implementation, meet the changing veterinary human resource and skill needs in the country, identify the benefits and challenges of implementing OIE guidelines / recommendations in curriculum development and the role of VSB in these initiatives.

#### 5. Enhancing in-country collaboration among VEEs, VSBs and Veterinary Authority

Close cooperation among VEEs, VSBs and the Veterinary Authority in a country can potentially lead to mutually beneficial outcomes such as: development of veterinary educational curriculum and research priorities that meets a wide range of social expectations, effective delivery, ready access to and evaluation of continuing education and helping to define the human resources needs in the veterinary domain. Such in-country collaboration maybe established through regular consultations and dialogues.

The discussion aims for participants to share their experiences of in-country collaboration and cooperation among VEEs, VSBs and/or Veterinary Authority including the benefits and challenges and to define the gaps needed to be filled with appropriate measures. The group will then identify suggestions to key stakeholders on ways to enhance in-country collaboration.

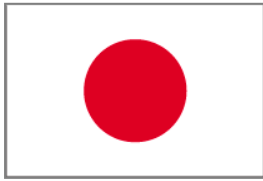
#### 6. Establishing of VSB

The Veterinary Statutory Body, VSB is an autonomous regulatory body with the authority for the standard of veterinarians and responsible for the quality of the veterinary profession in the country. A strong, efficient and competent VSB is essential in establishing and maintaining of good governance and functioning of National VSB. That leads to the quality of the veterinary services for the consumers and the animal.

This topic aims to share experiences and needs for the inputs among the countries in supporting the establishment of fully functioning National VSB, currently without VSB and VSB are being developed in the region and provide the opportunities for collaborations on the establishment in the regions.

#### 7. Understanding human resources needs in the veterinary sector

It is a common observation in the region for veterinary professionals to have imbalanced distribution in terms of their specialty areas (companion animal practice, civil servants, food animal practice etc.) as well as geography (countries, rural vs. urban). By understanding the human resources demands in different veterinary professional areas, identifying gaps in the workforce, and factors related to veterinary workforce decisions, it could help the veterinary profession, government, veterinary boards



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and others in addressing the potential provision of veterinary services and anticipating future trends and changes.

The discussion aims to address the factors affecting human resources needs and gaps in different veterinary professional areas in order to develop recommendations for key stakeholders on the ways VEEs and VSBs can better contribute to improving the current veterinary workforce situation in a country, and in the region.

#### **8. International harmonization/recognition of veterinary training and/or registration**

Migration of veterinarians across national boundaries, which is increasingly necessary for core OIE functions of the veterinary service, as well as the career aspirations of individual veterinarians, requires mechanisms by which veterinary qualifications can be recognized at a broader level than that of the national VSB. Conversely, there are national emphases (e.g. species of importance, level of agricultural development, language) that must also be met, even when processes of international/regional recognition of degrees are extant.

This discussion aims to seek opinion on how diversity in national needs for, and levels of advancement in, veterinary education and international mobility of veterinarians meeting domestic requirements for registration be managed, whether international/regional harmonization of veterinary education and recognition of veterinary qualifications are feasible and/or desirable, whether international/regional accreditation of VEEs should underpin such harmonization / recognition how should be managed etc..

## **Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs)**

### **Session 2**

#### **How VEEs and VSBs can better contribute to strengthening of Veterinary Services?**

#### **Group Discussion Summary and Recommendations**

In session 2, the participants were divided into eight groups and discussed about 2 assigned topics among the 8 topics related to VEEs, VSBs, and VS. The description of discussion topics and questions were introduced (refers to **Annex 3** for topic description) and the participants were encouraged to share their ideas and experiences.

#### **Topic 1: Veterinary Para-Professionals (VPP): Role and training**

##### **Discussion summary:**

- Although the importance of linking private and public roles of VPP was suggested (e.g., private VPPs may contribute emergency response for emerging animal diseases), some member countries informed that they do not have clear private versus public practice, highlighting the diverse situation among member countries in the region.
- Surgery and other procedures as well as ability to prescribe may differentiate working roles between VPP versus veterinarians. Practical functions may be performed by VPPs while signed off by veterinarians, but situations are highly variable by countries.
- Approach to improving requirements for registration of VPPs include: legislation e.g., phased registration (start with voluntary), different levels of registration according to different VPPs; consideration of workforce and market pressures; distinct training and graduate competencies; and possibly national examinations.

##### **Recommendations:**

- Require better definition of VPP versus other roles
- Require registration and enforcement
- Promote framework approach:
  - o Each member country define its own needs and plans, within a broad framework
  - o Facilitated by OIE
- Consider role of Vet/VPP professional associations
- Consider national versus State/Provincial registration (?)
- Explore the possibility of regional registration



## **Topic 2: Control of Antimicrobial resistance (AMR)**

### **Discussion summary:**

- Major drivers for AMR development include: lack of regulations; lack of political commitment; lack of prescription for sales of AM; misuse of AM; non-adherence of withdrawal period; use of AM as growth promoters; poor quality of AM; inadequate farm biosecurity/management; lack of regulations for private sector.
- Required knowledge and skills include: Understanding of the importance of AM and impact of misuse; laboratory skills; good husbandry practices, biosecurity, vaccination; communication skills to bring behavioural changes to stakeholders.
- Knowledge and skills may be provided through raising awareness for stakeholders, identifying the needs for training and including in curriculum and CE, focus on behaviour change methods.
- VSB should understand farmers' needs; collaborate with livestock associations and VEEs; monitor AMU; strengthen education by endorsement of curriculum; regulate vets and VPPs through licensing, and get involved in drug administration committee.

### **Recommendations:**

- Regional collaboration: Regional training module for prudent use of antimicrobials for initial and continuous education
- VEE: Promote AMR topics and inclusion in the curriculum through One Health Initiative
- VSB: New Law, Communication, CE
- VS: Residue testing, policy change, communication, new regulations
- OIE: Standards, discussion platform, CE, lab training

## **Topic 3: Developing Continuing Education for Veterinary Service**

### **Discussion summary:**

- Abilities (skills and knowledge) that need to be strengthened for veterinary service that may be covered by CE include: communication; epidemiology; early detection and laboratory technique; GIS application; education skills to clients/farmer; update on emerging situation e.g. ASP & FMD; new tools and technology; law and regulation
- Useful format of CE include: online; face-to-face; and hands-on workshop or combination. Delivery methodology will depend on context of each country and content of the topics.
- To encourage more vets to take CE, legislation requiring veterinarians to receive CE may be needed (e.g., for renewal). Further, it is important to provide topic that is useful/practical/interesting to the local veterinarians. Other incentives (e.g., promotion at work place) may also be helpful.

### **Recommendations:**

- Communication and collaborations among VEEs and VSBs will help identify and understand the need of Veterinary service.

- VSBs: ensure the quality and quantity of the CE, and clearly inform the veterinarian about the CE requirement
- Government: sponsor CE program

#### **Topic 4: Curriculum Development and Implementation**

##### **Discussion summary:**

- Stakeholders of curriculum development and implementation include: field vets; government; industry; universities; farmers; community; VSB/legislators; and NGOs.
- Benefits of implementing OIE guidelines include harmonization of curriculum; addressing individual country specific & global priority; competent and qualified graduates; facilitate international recognition.
- Challenges of implementing OIE guidelines include: the guidelines being focused on livestock (consistent with OIE mandate); needs on respecting cultural difference; duplication of topics; additional manpower complement; and additional training requirement (cost and human resources consideration)
- VSB roles are: recognise needs for change; setting the tone; facilitate consultation/dialogues; identify human resources needs; address country-specific roles.

##### **Recommendations:**

- Encourage stakeholders to get involved in discussion
- Conduct regular capacity building programmes
- Need to be aware the performance of existing curriculum (e.g., implementation, outcome)
- Recognise the need to bring change to attitudes, skills and knowledge

#### **Topic 5: Enhancing in-country collaboration among VEEs, VSBs and VS**

##### **Discussion summary:**

- In order to establish & sustain good collaboration, collaborators need: to support law amendment concerning animals/one health that will compel the government; clear tasks among VEE-VSB-VS should be identified and linked to support each other; involve relevant parties to take up responsibilities and acknowledge each other's counterparts; regular forum of stakeholders on implementation of policies concerning veterinary service (communication).
- Legislation is important to enhance collaboration, because: law gives specific tasks & responsibilities for collaboration; provides basis for specific policies, standards & guidelines; allows harmonization among VEEs, VSBs and VS.
- Collaboration among VEEs, VSBs, and VS can lead to mutual beneficial outcomes: such as identification & prioritization of the needs & gaps for each sector; understanding the requirements of the countries and other counterparts for good practices; and addressing priority concerns such as AMR.

### **Recommendations:**

- Ensure proper and more representations from each players in consultations
- Promote good governance
- Promote holistic approach; should consider people, animal, environment
- VSB to recognize regulation and accreditation can lead to optimize curriculum development and reduce the gaps on recommendations of OIE in VEEs.

## **Topic 6: Establishment of VSBs**

### **Discussion summary:**

- Country status vary in the region : there are 2 groups – countries without VSB and countries with VSB
- Countries without VSB which all have intention on establishment of VSB: Mongolia, Singapore, Lao PDR and Bhutan;
  - o All the countries have plans/drafted legislation in the pipeline except Singapore. The stakeholders in the countries are different.
  - o The priorities on establishing VSB are: 1. legislation; 2. funding; 3. human resources; 4. technical expertise; 5. stakeholders.
- Challenges from Countries with VSBs: Australia (AVBC), Malaysia and Thailand
  - o AVBC: the harmonization between autonomous states with different amount of resources
  - o Malaysia: the updates of Act takes time
  - o Thailand: strengthening roles of VSB (OIE PVS evaluation, 2012 and PVS Gap Analysis, 2014) and has planned to do twinning VSBs with AVBC since 2016.

### **Recommendations:**

- Countries with VSBs: Improve the resources, update the act and the capacity building on strengthening VSB's role
- Countries without VSB: Implementation of legislation and how to make the VSB in autonomy.
- Other points for consideration for VSBs: Veterinary school accreditation, regional harmonization of veterinary education, licensing of VPPs, mechanism for renewal of license, technical support and collaboration among member countries etc.

## **Topic 7: Understanding human resources needs in veterinary sector**

### **Discussion summary:**

The structure of the veterinary sector, and current and future human resource needs, vary considerably across different countries in the region and it is not practical to try to define a single 'one size fits all' solution that will suit all countries. In several countries the private practice veterinary sector is either non-existent or at very early stages of development and the delivery of veterinary services to livestock holders is dependent on support from national or regional governments. There is a general trend in many, and perhaps all, countries towards expansion of pet ownership, increased emotional attachment

to companion animals and greater emphasis on animal welfare which is leading to growing demand for small animal veterinary services, particularly in the more affluent urban areas.

The distribution of veterinarians is not well aligned with regional needs and delivery of good quality veterinary services to rural areas, especially for small scale livestock farmers, is problematic and in many cases inadequate. Some delegates reported a bias among students (and perhaps their parents) insofar as working with livestock was considered dirty, dangerous and required too much hard work in comparison to small animal practice which is viewed as being closer to human medicine and more acceptable. There was notable variation in different countries between the rate at which the veterinary workforce is being feminized. In Australia and NZ, females account for 80-85% of students, several countries in South and East Asia reported ratios of around 50:50, while in a few, males continue to account for 80-85% of students.

Attempts to monitor and predict future human resource needs within the veterinary sector also varied between countries. India has adopted a systematic approach applied every five years to collect data on livestock populations in all sub-regions, calculate the veterinarians that are needed and then use this information to regulate the intake of veterinary students. Several countries aimed to have a prescribed number of veterinarians and VPPs at regional and local levels however the number of graduates being produced was often inadequate and data about the number and distribution of current veterinarians incomplete.

### **Recommendations:**

Several recommendations emerged. Steps need to be taken to encourage new veterinary graduates to provide services to the livestock sector in rural areas. Incentives that might help include providing scholarship support while studying for students to specialise in large animal courses, and/or a salary subsidy or other benefit after graduation. There is a need for better and more reliable data about the current distribution of veterinarians and VPPs and changes in animal populations. Census data should ideally be collected and analysed by independent authorities. In view of the trend towards increased feminization of veterinary workforces, there needs to be a more concerted effort throughout the region to develop flexible employment options that help female veterinarians remain active in the workforce, and return to it, during and after the temporary absences that many of them will take in order to have and rear children.

## **Topic 8: International harmonization and recognition of veterinary training and registration**

### **Discussion summary:**

- Considerations on international mobility of vets include: specific national needs; diversity of veterinary degree courses; requirements for domestic registration; and recognition of vet qualification.
- Considerations on registration of experts include experts vs general vets; definition of experts and special arrangement within the Act/Regulations. Many developing countries need more experts, but not generalists. VSB need support (although it is not clear 'from whom' this support should come) to manage processes such as how to define an expert (e.g in terms of primary or subsequent qualifications).
- Consideration on registration of foreign vets include: reciprocity with another country; constraints imposed by national legislation; and language barrier. Many countries' legislation currently does not permit registration of non-nationals. Fluency in the local language is essential – including for taking the National Veterinary

Examination. It might be acceptable to have an ‘international’ language for registration to work in non-public facing areas (such as corporates/universities etc).  
Need for special regulations to allow registration of foreign vets.

- For Management of recognition of degrees, countries need to consider national characteristics / priorities. This could be managed at a regional level with reasonable alignment of expectations & confidence in standards of degrees.
- International recognition: may be managed by VSB (on veterinary standards) and/or Higher Education authority (on educational standards).
- For broader regional management of recognition of degrees, countries need to assess how much of the local standard a foreign degree meets

**Recommendations:**

- Member countries need to explore mechanisms for defining and registering foreign vets as experts
- Member countries or regional groups need to explore mechanisms that permit intra-regional mobility of professional registration
- At (sub-)regional level, reasonable alignment of expectations and confidence for veterinary qualification are needed.
- Regional centres for development of curriculum as a whole, or curricular components, may be developed.
- Twinning of VEEs and VSBs within a region could promote confidence in curriculum standards and facilitate accreditation of intra-regional VEEs

## **Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs)**

### **Session 4**

#### **Parallel Session – Priorities and Way Forward by Sub-Regions**

#### **Summary**

##### **1. East Asia**

Discussion topic: Progress since 2017 workshop and how to further strengthen quality of VEEs and VSBs

##### **Progress Updates**

##### ◆ **Chinese Taipei**

- Application for PVS evaluation was submitted in August 2018, official audit date is still pending from OIE HQs.
- A new private vet school was established in the Taichung:
  - 4-year post-graduate course
  - No veterinary teaching hospital at the moment, student will be expected to get practical training in other hospitals outside the school
  - Quality and quantity of practical training of the students are of concern
- Practical skills cannot be assessed by national examination (a computer-based multiple choices examination):
  - Trying to establish more communication between VEEs and VSBs to solve the problem in a few years
  - Initiative for introducing technical examination?
- The veterinary education committee will address the issue of curriculum development, registration of graduate, etc.

##### ◆ **Japan**

- A new VEE (private school) was established in 2018 with capacity of 140 students every year
- Currently producing ~930 graduates per year in the country, would be expanded to ~1070 after the establishment of the new VEE
- The Government will launch a 10-year national plan for veterinary service.
- A research was carried out to find out the supply of manpower in the veterinary industry:
  - Majority of veterinarians works in veterinary clinics
  - Insufficient veterinarians working in the rural area and in the livestock sector
  - A surprising finding is that veterinary students consider job interest over salary
- National Accreditation Agency has established the core curriculum 5 years ago, and will review the curriculum in order to incorporate OIE guidelines
- 4 universities in Japan are now applying the accreditation from the EAEEVE, the next progress is scheduled in July 2019 and final decision will be made probably by end of 2019

##### ◆ **Korea (Republic of)**

- Representative stress the importance of legislation and shared the experience in the country with legislation in place
- The veterinary practice act has granted governmental support for VSB and VEE

- Financial support has been provided to accreditation of VEEs and other various veterinary activities like animal vaccination
  - The problem of insufficient veterinarians in the livestock sector is also faced by Korea
    - Incentive for veterinarians to get into the livestock sector is required.
  - It is recently noted by Korea (Republic of) that Korea (D.P.R.) also has a VEE offering a 6-year programme
  - 2nd round of veterinary accreditation will be conducted next year for all vet school based on OIE guidelines and recommendations
    - The standard will be specified and each school will need to report on how they apply OIE guideline into their curriculum
  - A national model is being planned to be developed for each school to develop their learning outcomes and curriculum
- ◆ **China (People's Republic of)**
- There are currently over 70 vet schools, of which only 4 are supported by the national government, and the rest are supported by the local (provincial or state) government
  - The Veterinary Education Committee (formed by Ministry of Education and deans of vet schools) will conduct an assessment project next year
    - It is expected the number of VEEs will be decreased after the assessment
  - It is planned to restructure the current veterinary degree to a 6-7 years programme, similar to the America DVM programme
    - Graduates will be required to practice in veterinary hospital for 1 year before practising outside
- ◆ **Mongolia**
- New legislation is enacted in June 2018.
    - Fill gaps of the old legislation
  - Establishment of VSB
  - Requirement of continuing education
- ◆ **Hong Kong (SAR)**
- Legislation for VSB election is under development
    - Planned to be enacted in next year
  - The VEE has received provisional accreditation from the AVBC since the intake of the first cohort of student in 2017
    - Full accreditation will only be considered upon graduation of the first cohort of students

### **Conclusions and way forward**

- Members all find the sub-regional meeting very informative and useful to keep being updated of the latest development of VEEs and VSBs in the sub-region
- Members appreciated to learn from other countries experience and will report the findings for review and self-improvement
- Members agreed that regional assembly is very important in East Asia where no sub-regional veterinary association is available for better communication and harmonization of sub-regional activities
  - OIE established East Asia CVO forum as communication channel – veterinary education has been identified as one of the priority areas
- Expecting the next East Asia CVO forum to be held in September 2019 in Sendai, Japan, during the OIE Regional Workshop on Implementation of OIE Terrestrial Animal Health Standards

- Suggestion had been made for OIE to set up sub-centre of OIE Collaborating Centre for Veterinary Capacity Building in East Asia if possible to offer training programmes

## 2. **South Asia**

Discussion topic: Current situation, benefits and challenges in implementing OIE recommendations in South Asia sub-region

### **Major challenges faced by each member country**

#### Bangladesh

- Lack of government funding to support to veterinary sector
- Lack of manpower
- Lack of facilities for training of veterinary service

#### Bhutan

- No VSB
- No continuing education programmes
- No veterinary school
- Need VPP curriculum

#### India

- Human resources for VEEs

#### Nepal

- Lack of funding
- Lack of regulation for VPPs
- Shortage of teaching staff

#### Sri Lanka

- Lack of funding
- Insufficient trained teachers
- Lack of standards for continuing professional development

#### Iran

- Too many VEEs and graduates
- Emergence of new diseases => more training needed
- Insufficient funding

#### Afghanistan

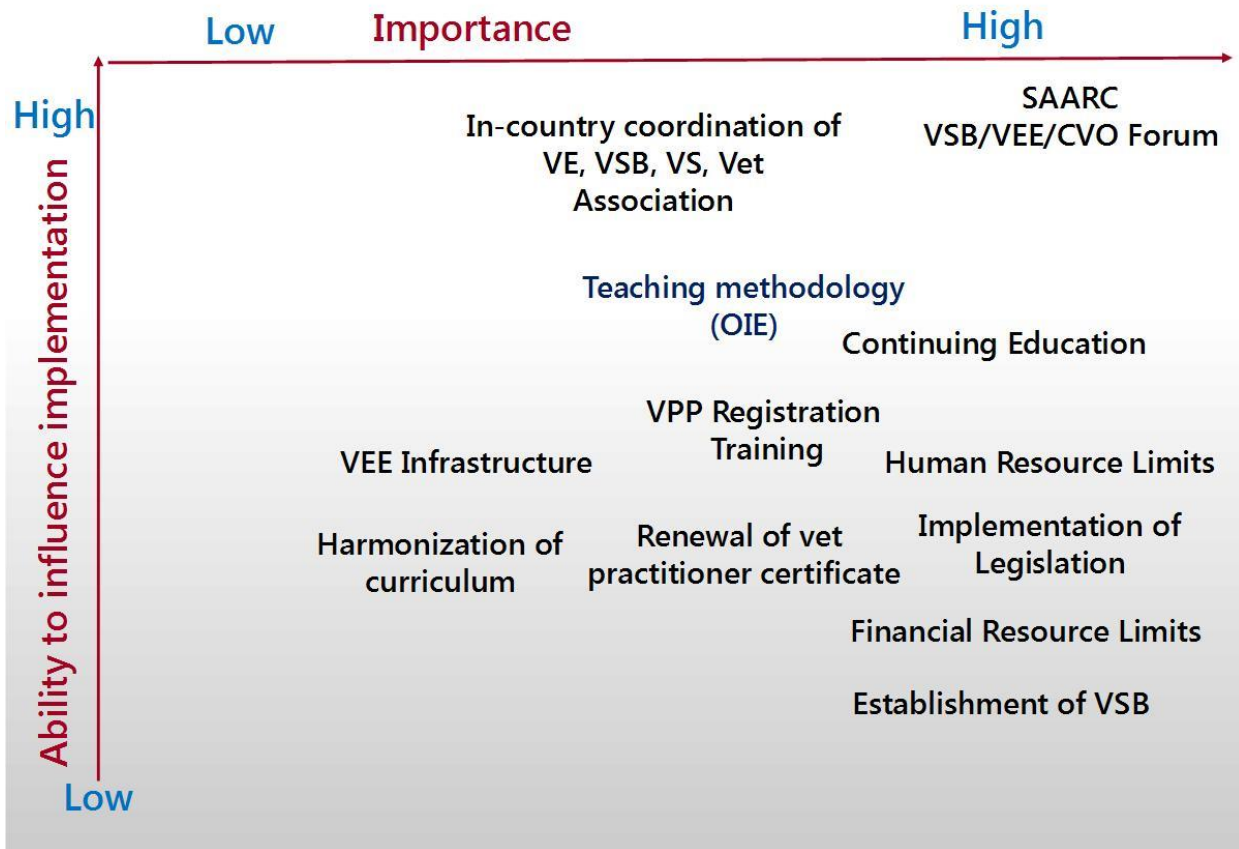
- Too many VEEs; not meeting the need of country
- Lack of funding to revise curriculum
- No facility for practical training (theoretical training only)
- Lack of coordination among VEEs, government, NGOs

### **Key Issues and Challenges in the Sub-Region**

- Resource limitations
- Human and Financial
- In-country coordination (VSBs, VEEs, VS, Professional Assoc)
- VPP Regulations, training
- VEE infrastructure and harmonization of curriculum
- Continuing Veterinary Education
- South Asia VEE/VSB forum
- Maintaining competencies of Vets (life-long certification in some countries)
- Teaching methodologies
- Implementation of legislations



## Priority of the Issues in the Sub-Region



### 3. South-East Asia

Discussion topic: Harmonisation of veterinary curriculum for transboundary mobility of veterinarians within ASEAN

Following the discussions held earlier in other platforms, South East Asian countries identified the need to establish the ASEAN Mutual Recognition Agreement (MRA) for transboundary mobility of veterinarians within ASEAN. To achieve this, a key area to be considered is the harmonisation of veterinary curriculum of the VEEs within ASEAN. The followings are the priorities and way forward for the Sub-Region:

- Year 2019 the priority activities include:
  - VEEs to do self-evaluation on VEE accreditation using the criteria of Australasian Veterinary Boards Council Inc. (AVBC) which can be downloaded from its website as a reference
  - Organise a workshop under the twinning project between the AVBC and the Veterinary Council of Thailand to train the VSBs and key educators of ASEAN Member States (AMS) on curriculum accreditation
  - Develop description of standards for VEE accreditation
- VEEs and national VSB work together to address gaps identified in the self-evaluation on VEE accreditation.
- Only the qualified VEEs to be proceeded into the MRA for free movement of veterinarians.
- Encourage all VEEs in ASEAN to be member of SEAVSA

## **Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs)**

Tokyo, Japan, 19 – 20 November 2018

### **DRAFT CONCLUSIONS AND RECOMMENDATIONS**

The Participants of the Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs)

#### **Noted that:**

1. The OIE continues to support the strengthening of the Veterinary Services (VS), Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs) globally and regionally through its global programme for PVS pathway, VEE and VSB twinning projects, global and regional conferences, establishments of recommendations and guidelines as well as other initiatives such as Veterinary Legislation Support Programme (VLSP);
2. Members are increasingly gaining experiences of using the OIE recommendations and guidelines on veterinary education, namely Day 1 Competencies and Core Curriculum, to improve the existing programmes and curricula, as well as recognising the newly published OIE Competency Guidelines for Veterinary Paraprofessionals;
3. High quality veterinary education and efficient VSBs will preserve the good governance and function of Veterinary Services to deliver a global public good;
4. The capacity, needs and priorities of VS in different sub-regions vary considerably. Sub-regional discussions identified priority issues to be addressed as well as the way forward for VEEs, VSBs, and VS in the near future in South Asia, East Asia and South-east Asia sub-regions;
5. Significant progress has been obtained among ASEAN Member States on networking and/or harmonization of VEEs and VSBs through series of workshops organized by OIE SRR SEA. Discussion towards supra-national accreditation of veterinary education provided insights on future networking and/or harmonization activities for VEEs and VSBs within the Asia-Pacific region;
6. Veterinary paraprofessionals (VPP) play crucial roles in VS, training and regulation are needed to enhance their contribution to VS;
7. OIE has been collaborating and will continue to collaborate with global or regional VEEs / professional organisations such as Asian Association of Veterinary Schools (AAVS) to provide forum for information exchange and to promote implementation of OIE standards;
8. Members have provided information for the situation of VEEs and VSBs in their countries as well as benchmark data for veterinary professions and VPPs, which is

Remarks: In this document, the term “VSBs” is used broadly to refer to any authority that oversees the quality and competence of veterinarians in a country regardless of its autonomy in view of the regional situation.

important for understanding the regional status and gaps for veterinary education and monitoring the progress.

## **RECOMMENDATIONS:**

For members (Veterinary Authorities, VEEs, VSBs, and other key stakeholders)

1. Veterinary Authorities to continue to implement programmes to strengthen Veterinary Services through the adoption of OIE standards and guidelines, taking into account the significant role of VEE and VSB in the strengthening of Veterinary Services;
2. VEEs to continue to improve curriculum development through the adoption of OIE recommendations and guidelines for Veterinary Education, learning from other VEEs in the region especially those who have experienced OIE VEE twinning projects, and encourage VEEs to explore the possibility to apply for future twinning projects;
3. Key in-country stakeholders to further discuss about the development of guidelines for continuing veterinary education in close cooperation with national and regional veterinary associations, veterinary authorities and VSB;
4. Members to establish more specific definition of VPPs based on their own needs and plans, within the framework of VPP developed by the OIE, as well as considering registration and enforcement requirements;
5. Members to continue their efforts to strengthen authority and capacity of VSBs;
6. Members to facilitate in-country communication and collaboration among VEEs, VSBs and Veterinary Authorities and Associations in strengthening capacity building for veterinarians and VPPs including curriculum development and implementation as well as continuing education;
7. Members to enhance cooperation among VEEs and VSBs in the Asia Pacific region with support of OIE, and at the sub-regional level where appropriate, through establishment of sub-regional associations, continuous exchange of expertise, information and face-to-face meetings to address sub-regional priorities and way forward in different sub-regions;
8. Members to explore the possibility of (sub-)regional recognition of veterinary training and registration in view of achieving reasonable alignment of expectations and confidence for veterinary qualification needed with support of OIE and potentially by OIE Collaborating Centres;
9. Members to collect reliable data regarding the workforce distribution of veterinarians and VPPs and changes in animal populations to identify and address the actual veterinary workforcedemand;
10. Veterinary Associations to engage in convincing the governments in the region in enhancing the recognition of veterinary professions;

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11. Members without VSB to establish a VSB (or an authority to oversee the quality and competence of veterinarians in a country);
12. Members to inform OIE when there are any major changes on VEEs information in the country for updating the OIE global list of VEEs;

For OIE:

13. OIE to continue its efforts in developing recommendations on minimum competencies for additional VPP tracks and guidelines on core training curricula for VPPs, actively communicate about the on-going work and, once such work is completed, encourage Members to use them to strengthen their veterinary services;
14. OIE to provide a platform to encourage communication including supporting CVO forums and sub-regional assembly in addressing and prioritizing issues related to Veterinary Education, especially for East-Asia sub-region where no sub-regional association is available;
15. OIE to continue to engage VEEs and VSBs for AMR control, such as publishing communication materials for veterinary students and supporting seminars on AMR for VEEs and VSBs, as well as other priority issues for awareness raising;
16. OIE to continue to work closely with existing regional and global VEE / professional organizations such as AAVS, SEAVSA, FAVA and WVA in the improvement of veterinary curriculum through the implementation of OIE guidelines and recommendations;
17. OIE to continue to support VEEs, VSBs and Veterinary Associations and facilitate information exchange and networking among the (sub-)region for further collaboration and harmonization.

## **THE MEETING THANKED:**

The funding received from the people of Japan through Ministry of Agriculture, Forestry and Fisheries (MAFF) for hosting the Regional Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs); as well as the Asian Association of Veterinary Schools (AAVS) and the University of Tokyo for their support of the workshop, and partners and observers for their active participation.

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