



Compilation of the selected Questions and Responses

OIE Virtual Workshop for Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs) in South Asia and Iran

19 and 20 April 2022

Questions	Answer/response (by OIE, invited speaker or resource person) <i>*some responses are personal views and do not necessarily reflect OIE position.</i>
Session 1	
<p>Could you kindly share the information of Parent Universities and the SOP of Twinning with them for our further consideration. Can we have the information of Parent Universities already accepting twinning.</p>	<ul style="list-style-type: none"> • Twinning guideline: https://www.oie.int/app/uploads/2021/03/vetedutwinguide-final2016.pdf • For Asia and Pacific Region VEE twinning, they are listed here: https://rr-asia.oie.int/en/projects/vee/veterinary-education-twinning-in-the-region/ • More information on twinning projects: https://jvme.utpjournals.press/toc/jvme/47/s1 (2nd article of the issue has a table that lists all the twinning projects)
<p>We kindly request OIE colleagues and member countries and organizations to support us to have twinning program and exchange program for capacity building of our faculties and updating our current Vet Curriculum</p>	<ul style="list-style-type: none"> • Sharing of information, experiences, and resources could be one potential opportunity through building networks such as the current workshop OIE is organising. • For OIE twinning programme, the country OIE delegate should write officially to the OIE DG following the guidelines provided in the link https://www.oie.int/app/uploads/2021/03/vetedutwinguide-final2016.pdf
<p>How to establish twinning programmes between countries or different universities for faculty development programmes?</p>	<p>Criteria - i) whether you need to revise DVM curriculum and like to reflect the changes in the light of OIE core curriculum, ii) Need to identify a reputed parent veterinary institute (from an OIE Reference Centre/or recognised institution) if you have established collaboration with any of parent institutes that would be helpful, iii) need approval of the country OIE delegate (e.g., CVO) and the dean of your faculty. Then you need to prepare application by working with the parent institute and submit to the OIE. OIE will give you feedback time to time to revise the proposal.</p>
<p>I believe that it is essential for competent veterinary authorities such as Iran Veterinary Organization (IVO) to</p>	<p>Close engagement between VA and VEEs for need-based research is very much desirable. National need assessment, stakeholder / institutional analysis, and feasibility will be pre-</p>



<p>establish some research centers within their structure to implement researches in collaboration with VEEs. What is your idea? What's going on in the world in this matter?</p>	<p>requisite for setting up an independent authority with a mandate of augmenting collaborative research involving VEEs. I understand that AREEO (Agricultural Research, Education & Extension Organization) of the Ministry of Agriculture-Jahad, Government of Iran, has a system to engage with both VAs and VEEs. Countries in the sub-region have national institutions such as the Indian Council of Agricultural Research (ICAR), Pakistan Agricultural Research Council (PARC), Bangladesh Agricultural Research Council, etc. They work closely with VEEs and help address the research need of VAs. It is also possible for VAs (National / Provincial authorities) and VEEs to enter into a specific memorandum of understanding for need-based research and support for the veterinary extension over and above any dedicated mechanism to augment research within the veterinary domain.</p>
Session 2	
<p>Question 1 to Dr Md. Ahasanul Haque - Could you please tell the criteria of receiving funding from OIE and its limitations.</p> <p>Question 2 to Dr. Rajdeep Kaur Sidhu regarding curriculum revision. How do you revise your curriculum at national level or sub-national level? If it is just sub-national level or University level than what is role of Veterinary Medical Council.</p>	<p>OIE is not a funding agency however, if there are any pertinent activities requested by the OIE delegate of a country, OIE can provide technical and wherever feasible some fund support to implement such specific requests. But it all depends on the proposal submitted by the Member including its commitment to implement and also budget availability at OIE.</p> <p>We are in the process of revising the curriculum as well as finding the gaps in the curriculum towards preparing the vets for Day 1 competency. We are taking into consideration the OIE guidelines for the competency along with the tenets of the veterinary education which is a must for all VEEs. After the findings from the VEE twinning programme VCI will be shared with relevant information if VCI needs to consider any modifications to be incorporated in the curriculum for setting minimum standards.</p>
<p>How to establish twinning programmes between countries or different universities for faculty development programmes etc</p>	<p>The OIE delegate will have to write to OIE DG. There is template to write the request and also guidelines as to how to do it. Twinning guideline: https://www.oie.int/app/uploads/2021/03/vetedutwinguide-final2016.pdf</p>
<p>What initiatives are taken to tackle the increasing frustrations, anxiety and mental health issues among VEE</p>	<p>See slide #34 of this presentation: https://rr-asia.oie.int/wp-content/uploads/2022/05/civme-aavmc-2021_full.pdf</p>



<p>family? Are there any protocols or strategy in place or in pipeline?</p>	<p>Further, there may be country or VEE-specific initiatives within the sub-region. Sharing of such initiatives is limited as of now. Educational institutions, in general, are increasingly setting up counseling facilities with qualified persons to help with such issues. According to World Veterinary Association, there is a need to understand better the mental and physical burdens veterinarians face and the opportunities to provide more significant support. You may be aware that the theme of the World Veterinary Day this year is to 'strengthen veterinary resilience.' You may like to follow the WVA website https://worldvet.org/news/world-veterinary-day-2022-theme-announcement)</p>
<p>I believe that there are more than 40 VEEs in India. Does the Veterinary Council of India consider the recommendation of single college or University for amendment in curriculum because it is unified at National Level.</p>	<ul style="list-style-type: none">• The Veterinary Council of India with the prior approval of the National Government frame the Minimum Standards of Veterinary Education (MSVE) under the provisions of Indian Veterinary Council Act. The MSVE Regulations prescribes the curriculum which is adopted by all recognized veterinary colleges, as constituent or affiliated colleges, of the respective universities. As such any amendments in the curriculum will be applicable to all veterinary colleges under the universities.• VCI has prescribed uniform curriculum through its Minimum Standards of Veterinary Education Regulations that is mandatory to all VEEs. Having a common paper through a Licensing Exam at National level is being discussed. Harmonisation is the need of the hour in the changed perception of One Health approach
<p>When we talk about harmonization, is it in terms of expected day-1 competences or in terms of uniform prescribed curriculum?</p>	<ul style="list-style-type: none">• Harmonisation of curriculum in a country or sub-region will enhance the competition between VEEs in countries and sub-region. Harmonisation is for day one competency and could take up OIE' Day 1 competency as a standard which could cater to the local as well as global needs of the societies.
<p>How is the OIE's Day One Competency being implemented in various partner countries?</p>	<ul style="list-style-type: none">• This is being implemented in VEEs where an OIE VEE Twinning programme has been done, e.g. Chattogram Veterinary and Animal Sciences University (CVASU) in Bangladesh.
<p>What will be the strategy for One Health education?</p>	<p>Inter-disciplinary, Inter-institutional and International collaborations and communications in subjects like Medical, Veterinary and Environment will pave the way towards One</p>



	<p>Health Education. We should introduce One Health education in the undergraduate course and more advanced course for graduate level training.</p> <p>Strategy is context-specific, and I understand that you are seeing it from the point of view of a VEE. To begin with, we will have to do a proper assessment of a VEE's mandate, capacity, and environment (External / Internal). The National guideline, where available, always helps. The strategic focus or priority can be the achievement of One Health-related competency amongst students by addressing the gap in the curriculum and other academic / field activities. If the research is also a core mandate of the VEE, it can additionally explore focus on collaborative multidisciplinary research. In addition, depending on the mandate, capacity, and infrastructure, VEEs can also prioritize strategic support to Veterinary and Health authorities in capacity building of field workforces and conducting joint campaigns and investigations. The desk review prepared as a part of the workshop highlighted some country-level 'One Health' activities initiated by VEEs.</p>
<p>What would be a good mechanism to have collaborative activities between Vet schools and medical schools on One Health approach?</p>	<p>Example of a network “Southeast Asia One Health University Network” (https://www.seaohun.org/)</p>
<p>How do you integrate the environment component (Eco Health) of One Health concept in the curriculum?</p>	<p>VEEs need to orient graduate veterinarians to appreciate cross-cutting issues and confidently prepare and approach any problem with a One Health lens. To integrate eco-health components into the veterinary curriculum (graduate and postgraduate), one can begin with a functional analysis of veterinarians in different job situations (National context), followed by a review of the existing curriculum vis a vis suggested competencies for environmental health practitioners. In this context, some of the referral resources include work of the Environmental Health Competency Project: Recommendations for Core Competencies for Local Environmental Health Practitioners, available on the CDC website (Recommendations for Core Competencies EHS CDC)</p>
<p>Session 3</p>	



<p>Is there any project activity with OIE in assessing veterinary education and work force assessment, planning and development?</p>	<ul style="list-style-type: none"> • Yes. Some National Workforce assessment/planning workshops are planned for some countries from the sub-region based on the requests from the member countries. • Work on some tools to help countries are also going on. Keep checking OIE website • Evaluation of VEEs/ workforce is included in PVS evaluation. https://www.oie.int/en/what-we-offer/improving-veterinary-services/pvs-pathway/ • Specialized courses are fast emerging in the market place. OIE focuses on supporting capacity building need of member countries on areas related to public goods.
<p>For proper regulation of VPP, it is essential to define the VPP job profile and VPP education/curriculum standard with expected competencies</p>	<p>VPP training is not focus of this workshop, but OIE has developed OIE Competency Guidelines for VPPs (for selected tracks) and Curricula Guidelines - https://www.oie.int/en/what-we-offer/improving-veterinary-services/pvs-pathway/targeted-support/veterinary-and-veterinary-paraprofessional-education/ . The OIE’s initiative on Veterinary Workforce Development tool would be helpful to address these aspects.</p>
<p>Is there a mandatory provision for a single VSB for both Veterinarian and para-veterinary professionals, or a country could have separate VSB for veterinarians and VPP? what model is going on in Asian countries?</p>	<ul style="list-style-type: none"> • It is not mandatory but having a single VSB for both Vets and VPPs may be beneficial in terms of quality education and cohesion between the two groups. Things depend on country context. • OIE’s VSB Twinning guide may be referred: https://www.oie.int/app/uploads/2021/03/vsb-twinning-guide.pdf
<p>We need workforce assessment as a sub-region based for Afghanistan</p>	<p>The externship specific program is suggested for a country like Afghanistan. Also a mentoring system for new undergraduates once they pass out from the Universities will be good practice to follow.</p>
<p>VEE may target to achieve professional confidence developing approach to teaching and training. VSB may link renewal of registration for licensing to practice with mandatory CVE programmes to enhance their skill and advancement of knowledge. (Comment)</p>	<ul style="list-style-type: none"> • Periodically revisiting of curriculum to the changing expectations and requirements and upgrading the skills of existing workforce by way of orientation skill upgradation programmes under CVE umbrella. Workforce demand & supply assessment needs to be in place and CVE to be integral part of workforce development • Thanks for your suggestion that VSB may link renewal of registration for licensing to practice with mandatory CVE. Developing the national consensus in this regard will go a long way in improving Veterinary Services. We can take incremental approach?.



<p>What are the ways and means to improve the quality of teacher, then? That too in a scenario of the 3 mandates of a teacher, i.e. teaching , research and extension</p>	<p>In my opinion, a VEE must strategize to attract the best talent as a teacher, essentially creating and sustaining a competitive, transparent environment for continuous learning and career growth for them. Access to infrastructure, educational tools, and adoption of advanced pedagogical approaches is crucial to improving teacher quality. In addition, VEEs should make investments in regular need-based faculty development, exchange, and exposure programs.</p> <p>Improved stakeholder collaboration and incentive to participate in competitive grants allow teachers to undertake targeted need-based research and extension programs.</p> <p>May also refer the Journal of Veterinary Medical Education (JVME) https://jvme.utpjournals.press/</p>
<p>In veterinary practice especially in our region we do not have specialized vets like medical profession such as orthopaedic, eye, ENT, general surgeon specialist etc is OIE considering this aspect of veterinary profession to be developed?</p> <p>As per OIE, the Veterinary Science PG & PhD course in clinical subjects, needs to be bifurcated. As like that of Medical sciences, it should be General Surgery, Orthopaedic surgery, Anaesthesiology, Diagnostic Imaging, Special Surgery, Ophthalmology, Wild life Sciences, Clinical Medicine, Preventive Medicine, Gynaecology, Obstetrics, Onchology</p>	<p>OIE focuses on the 'public goods' functions of Veterinary Services, such as disease control, safe trade, animal welfare, etc. It supports capacity building training that can help national veterinary services create a cadre of a specialist capable of providing such services. In addition, OIE encourages member countries to conduct workforce assessments and create an enabling environment (adequate and updated legislation, regulation, education, and coordination/collaboration mechanism.) to ensure the availability of a mix of trained veterinary personnel (including specialists) to effectively perform the 'public good' functions of National Veterinary Services.</p> <p>Refer OIE's guidelines on Day 1 Competency https://www.oie.int/app/uploads/2021/03/dayone-b-ang-vc.pdf and Core Curriculum https://www.oie.int/app/uploads/2021/03/af-core-ang.pdf . At this point, OIE does not plan to provide additional recommendations/guidelines for specialized trainings for veterinarians.</p> <p>The current OIE PVS Evaluation Tool also covers Veterinary Clinical Services under its Critical Competency III-7 regarding availability and quality of veterinary clinical services to</p>



	meet the needs of animal owners, including their access to animal disease or injury diagnosis and treatment.
Is there any support from OIE with respect to student exchange program in the University in the region and also on veterinarian visit program with member country in the region	OIE currently does not have such programs but we are facilitating communications among Member countries and VEEs via workshops, networks, etc. such as this networking workshop. Member country may establish bilateral dialogue with an interested university from the network.
In India Internship for BVSc & AH programme is for one year. I think we can use this period to equip the graduates to cater the needs of various stakeholders. May be in this regard VEEs should work out the modalities.	Very valid suggestion. You may be aware that IITs in India in recent years have started organizing industry-academia conclaves. VEEs should also regularly organize such conclave either alone or in partnerships.
OIE\FAO in this region should develop guidelines for usage of antibiotics for treatment of clinically ill patients (livestock/pet animals). Pharmaceutical companies operating in the region should be monitored for the launch and sale of products. So, in this regard some contents related to this should be in the syllabus.	FAO regional office in Bangkok is currently working on developing national veterinary antimicrobial therapy guidelines in South-East Asia. The plan consists of establishing regional Communities of Practice (CoPs) for the development of veterinary antimicrobial treatment guidelines in Southeast Asia under FAO technical support/Secretariat. OIE regional office is not directly working on developing antimicrobial treatment guidelines but would be happy to connect you with FAO regional office if interested.
Let us strengthen existing network first before planning new ones for we have poor records in continuity and self-sustainability with regards to VEEs	There is no existing networks currently active in the South Asia region so the need for establishing one first. In the South East Asia sub-region there is ASEAN Veterinary Statutory Body Network (AVSBN) and South East ASEAN Veterinary School Association (SEAVSA).
In ASEAN countries, we understand there are separate networks for VEEs and VSBs - how are these networks working together?	<ul style="list-style-type: none"> • Yes, we have now 1. AVSBN and 2. SEAVSA which collaborate actively on professional standard. • AVSBN and SEAVSA work as an Ad-Hoc group on the accreditation of standard
Are we considering some sort of networking among South Asian countries?	Yes. The main objective of this workshop is trigger among the participants here to initiate Network among VEEs and or VSBs in the sub-region.

Not all vet schools in Nepal have a veterinarian as head of the Institute, how does that help in the networking, so we need to do some homework first at national level.	Surely, the internal matters need to be sorted out at country level.
Till now we don't have VEE and VSB bodies and networks in Afghanistan, so we need support from OIE	The initiative will have to come from the national authority/ies through your delegate. Depending on the proposal and feasibility OIE can render needed technical support.
Comments only	
<p>Thankyou for inviting us here on this workshop. It was very insightful. We are the largest network of veterinary students from all over the world. We provide a wide range of opportunities to our members from working in companies like royal canine, and many more ! My email is asia@ivsa.org, do contact me if you want to know what we can offer to veterinary students in your country. Link to International Veterinary Students Association https://www.ivsa.org/</p>	
<p>The workshop was a good one to share experiences among different stakeholders. In India VCI is very active and well concerned about VEE's and VSB's. I am thankful to the OIE, VCI and WBUAFS for giving me the opportunity to participate this workshop.</p>	
<p>Since many infectious diseases are endemic in the region, good cooperation and exchange program will help disease control and eradication programs</p>	
<p>We need to attend and invite Veterinarians for any national events that will help foster network. Support from OIE, FAO and other sponsors will be huge boost.</p>	
<p>The expectations are changing so is the aptitude and attitude of newer generation of students. We must realise the generation gaps and address accordingly. Volunteering opportunities, values for such roles and its due acknowledgement will go long way. Newer dimensions in molecular level, artificial intelligence, ICT have to be considered and kept in mind.</p>	
<p>I think having internship and secondment procedures for Vet Profs and Vet students and also for official Vets would be helpful in harmonizing the codes of practice in Vet profession in different fields. We veterinarian in different levels from academic to executive and students and private sector do not know exactly the duties and procedures of the other group.</p>	
<p>During the recent pandemic it has been observed that the job requirements have changed. Emphasis has to be made to strengthen One Health approach. For this Veterinary education and administration needs to be completely delineated from the traditional approach of clubbing with agriculture education. As regarding the role of VSB, strict norms and implementation may have to be ensured.</p>	
<p>Entrepreneurship education has the potential to make a valuable contribution to veterinary medicine curricula. The curriculum of veterinary studies should also focus on exploring the potential for entrepreneurship education within veterinary medicine.</p>	
<p>In favour of University of Tehran, we welcome any externship or exchanging programs with all Asian vet school.</p>	
<p>Wild life/ exotic species education should be imparted in the veterinary education</p>	

Field epidemiology training of vets should be initiated for early reporting, response and control of infectious diseases like recent outbreak of LSD in Pakistan.
There is a misleading concept between food safety and food security of animal and plant origin, so it would be good if the workforce in these two topics are defined in Vet curriculum
Sub-regional networks may be considered in three tiers: (1) Network of VSBs, (2) Network of VEEs, (3) Network of veterinary educationists (individual faculties)
OIE or AAVS could be a neutral starting point to establish South Asian network
Its really a nice event. I suggest that working groups may be developed for networking between different countries.