

RESOLUTION

of the first regional meeting

“Kazakhstan’s experience in the implementation of the twinning of education in the preparation of veterinary specialists”

CONSIDERING

- the need to maintain national veterinary health systems able to early detect, notify and provide rapid response to any animal disease outbreak;
- the increase of the emergence of transboundary animal diseases, the impact of environmental changes, the globalisation of commodities and people movements, the new demands in food safety, veterinary public health, animal welfare and the increasing importance of the ‘One Health’ concept;
- strengthening veterinary education worldwide is a key to the sustainable improvement of Veterinary Services (VS) and veterinary profession,
- the OIE guidelines for improving the veterinary education systems worldwide, such as the “*OIE recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure National Veterinary Services of quality*”, and the “*OIE Guidelines for a Veterinary Education Core Curriculum*”
- the improvement of the new technologies of communication and data exchange accessible in almost all parts of the world;
- the need for increased regional integration and transboundary mobility of veterinarians, veterinary students and teachers among Veterinary Education Establishments (VEEs);
- the discussions that have taken place at this meeting on the results of twinning educational projects between the French National Veterinary School of Toulouse (ENVT) and Kazakh National Agrarian University (KazNAU) in Kazakhstan, and between VetagroSup (Lyon, France) and Bila Tserkva Agrarian University (Ukraine),

THE FIRST REGIONAL MEETING “KAZAKHSTAN’S EXPERIENCE IN THE IMPLEMENTATION OF THE TWINNING OF EDUCATION IN THE PREPARATION OF VETERINARY SPECIALISTS”

RECOMMENDS THAT

a) the veterinary authorities of the 11 participating countries:

1. harmonize the objectives of veterinary education to implement OIE standards and guidelines supported by all OIE member countries;
2. pursue their efforts to enhance curricula, both through regional cooperation mechanisms and by using the Twinning tool provided by OIE;
3. update curriculum content by the adoption of interdisciplinary education, not only reflecting research and technical information, but also meeting social expectations of stakeholders, including veterinarian authorities;
4. to evaluate innovative teaching methods applied in other trainings, to adopt educational best practices in veterinary teaching curricula and to facilitate their implementation when training the trainers;
5. encourage the dialogue between Veterinary Statutory Bodies (VSBs) and VEEs to search for an appropriate balance between the demand for high quality vets and the number of graduates that VEEs can offer annually;
6. encourage their VEEs to promote continuing education programs for veterinarians;

b) OIE regional and sub-regional offices in Europe (Moscow, Astana, Brussels):

1. promote the implementation of the veterinary education global conferences' recommendations;
2. continue to give their support to the countries in order to implement the guidelines of OIE on veterinary education, such as the “OIE recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure National Veterinary Services of quality”, and the “OIE Guidelines for a Veterinary Education Core Curriculum”;
3. facilitate the regional cooperation and harmonization between the VEEs, using existing regional mechanisms and with OIE support.