Introduction
- Veterinary science and the profession are undergoing profound scrutiny and change
- Veterinary education is shaped by current and future internal and external influences (PEW, Vet 2020, Foresight report)
- Number of veterinary schools per country affect the scope and responsibility of the school
- Veterinary programme needs constant review

Evolution of the profession
- Differs markedly among schools in educational style
- Veterinary programmes vary from 5 – 6 y leading to either a BVM, BVSc, BV/MCh, DMV, DVE, DVM degree
- The number of veterinarians graduating per year vary from 15 – 135 per faculty
- Generally resource deficient – poorly funded, low numbers of academic staff & limited infrastructure
Veterinary education in sub-Saharan Africa

- Training disciplinary-based with production of an omni-potent veterinarian
- Focus on veterinarians for livestock and public sectors with more attention recently given to private practice
- Considerable unevenness in quality of education with no formal accreditation system – quality assurance restricted to external examination
- Limited PG training programmes

Influences on future provision of veterinary services

- Emergence of new diseases & increase in new pathogens
  - Global warming
  - Immunodeficiency
  - Drug resistance
  - Environmental degradation
  - Disease Reservoirs
  - TADS

- Technological advances
  - Information technology has flattened the globe
  - Global animal & human health
  - Public good
  - Speed of global travel
  - Convergence of animal, public and environmental health
  - Transfrontier parks

Global trends in veterinary education

- Philosophy
- Structure - Core/ elective approach and dual degrees
- New skills
- Convergence of animal, human and environmental health
- Educational and pedagogic approaches

Principles

- Veterinary practice must remain relevant to the changing needs of society
- Veterinary education must reflect the existing and anticipated diversity in society
- Response only possible through creating areas of professional focus (national plan)
- To seek greater collaboration and cooperation with human health in the public health area
- Acceptance that veterinary licensure will not cover all areas of professional focus but will rather lead to public assurance of competency in a selected area of veterinary science
Future educational perspectives in Africa

- Africa can not divorce itself from global trends
- Locally relevant to the specific problems of animal husbandry in Africa
- Scope and focus of training
- Consideration of global animal health and public health i.e., global trade, transboundary diseases
- Structure of curriculum

Possible structure veterinary training programme designs

- Pre-Vet
  - Prerequisite training with defined specifications
- Standardized veterinary core programme
- Elective programmes
- Intern programme in an area of professional focus

Future educational perspectives in Africa

- Additional skills
- Education Technology and pedagogics
- Funding
- Admission and enrolment requirements
- Harmonisation and accreditation
  - Needs of society differ according to the development and economy of countries and will influence the ease with which curricula in Africa are harmonized
  - Acceptance of the concept of an expanded veterinary science programme through provision of areas of professional focus – centres of emphasis
  - Regional centres

Conclusions

- To remain relevant education must prepare veterinarians for what may come in future
- Pivotal point in time for the veterinary profession and for veterinary education
- Decision to broaden the scope and potential of veterinary science education is fundamental for profession to navigate the future transition
- Veterinarians to be recognised and remunerated for their knowledge

Recommendations

- Africa can not isolate itself of global trends and must take into consideration of global animal and public health issues
- Must be locally relevant to professional requirements, societal needs, political expectation and environmental changes
- Regional collaboration and partnerships – development of sites of competence
- Participate in global accreditation initiatives
- Foresight study to envision future of veterinary education in Africa