



WFC POLICY STATEMENT

International Charter for the Introduction of Chiropractic Education

Approved by the Assembly of the World Federation of Chiropractic

Tokyo, June 1997

As amended Paris, May 23, 2001

1. **Educational Rights.** Each country has the right to be provided with quality chiropractic education which has as its outcome practitioners who are competent to practise in a primary contact role and at the first professional level in the local context.
2. **Public Interest.** Chiropractic education should be provided to serve and meet the chiropractic health care needs of the local public of a country.
3. **Respect for Diversity of Structure.** The diversity of educational structures and qualifications used by different countries should be appreciated and respected.
4. **Regional and International Impacts.** The development of chiropractic education in a country where no legislation exists, whilst having regard for existing practitioners and the local need for standardization, should also recognize the responsibility of its regional impact and the desirability for meeting international standards.
5. **Goal of One International Standard.** Chiropractic programs throughout the world should aim to produce graduates who meet the core professional competencies for entry level chiropractors which exist in countries with well-established chiropractic education.^(iv)

6. **Staged Program Development.** The ultimate aim of all chiropractic educational programs introduced by an appropriately accredited institution from one country to another should be to establish local university level chiropractic education at the recognized standard for international reciprocity. This may require, as an interim measure, transitional staged development and/or innovative models of education.
7. **Governance.** First professional chiropractic programs being developed in a country should be under the local direction of chiropractors and academics who are appropriately qualified and who meet administrative and academic requirements of the foreign institution assisting in the development of the program.
8. **Prior Approval of Profession.** First professional chiropractic programs in a country must only be established on the basis of prior consultation with and approval by the national association or other chiropractic organization recognized by the World Federation of Chiropractic as representing chiropractors in that country or, if there is no such national association or organization, the regional organization recognized by the World Federation of Chiropractic.
9. **Participation in Comprehensive Undergraduate Programs Only.** Educational institutions from a foreign country must not participate in one or more segments of a chiropractic educational program in another country unless those administering the program in that country satisfy the foreign institution that the segment or segments are part of a comprehensive chiropractic undergraduate educational program that is in accordance with the principles of this charter.
10. **Language - National Health Sciences Standards.** Chiropractic education in a country should preferably be provided in an accepted teaching language for higher education in that country.
11. **Standard of Best Primary Contact Practice in Local Context.** Implementation of the curriculum should be competency-based, focus on best practice and should at all times be sensitive to local cultural and language requirements. The content of the curriculum should meet the requirements for primary contact chiropractic practice at the first professional level, and should be sensitive to local public needs and professional scope of practice.

EXPLANATORY NOTES

1. The purpose of this Charter is to provide principles governing the introduction and development of undergraduate chiropractic education.
2. Chiropractic colleges, national associations and other organizations and individuals contemplating introduction of undergraduate chiropractic educational courses in a country should note:
 - (i) Any component of chiropractic undergraduate education (e.g. a basic science course such as a dissection course in anatomy, or a clinical science course) is subject to the principles of the Charter. (*Section 9*).
 - (ii) Any new proposals for education must have the ultimate goal of meeting and maintaining one minimum international standard in chiropractic education. (*Section 4, 5 and 6*).
 - (iii) However it is recognized that local conditions may create the need for interim staged development (*Section 6*) and that the international chiropractic community must respect the autonomy of, and diversity of conditions in, each country. (*Sections 3, 4 and 11*).
 - (iv) Consistent with the principle of autonomy in each country, educational courses should only be established on the basis of prior consultation with and approval by the national association of chiropractors in that country or other organization recognized by the World Federation of Chiropractic.
3. Work on the Charter commenced after the WFC's 1993 Assembly in London, England. At the time of the Assembly chiropractic education was being developed for the first time in a number of countries, including Korea, Mexico and New Zealand and there was a forum on appropriate standards. Some speakers supported the need for transitional development, having regard to the educational and political realities of each country, with concessions in content and form of education. Other speakers thought all new programs should meet minimum international standards.

The Charter was developed to resolve these and related issues. There was wide consultation with the membership and relevant experts as follows:

- An Ad Hoc WFC Education Committee comprising Dr. Andries Kleynhans, School of Chiropractic, RMIT University, Melbourne, Dr. Rod Bonello, School of Chiropractic, Macquarie University, Sydney and Dr. John Sweaney, WFC Vice-President prepared a first draft Charter which was circulated to the membership then debated at the 1995 Assembly in Washington DC, producing a second draft Charter.
- The WFC Council referred the second draft Charter to a Task Force on Education which consulted with members and educational authorities. This consultation ended with a meeting in Phoenix, Arizona in January 1997 attended by delegates from Bolivia, Brazil, Canada, England, Hong Kong, Japan, Korea, Mexico, New Zealand, Philippines, Singapore, Slovakia, United States and Venezuela. This meeting produced a proposed final draft Charter.
- The proposed final draft Charter was referred to the membership in a final consultation and then, following minor amendment, was unanimously approved at the 1997 Assembly in Tokyo. There was a further minor amendment, again unanimously approved, at the 2001 Assembly in Paris.