

International Conference on Veterinary Eligibility and Education

hosted by the Japanese Society of Veterinary Science (JSVS) and
jointly convened with 17th Asian Association of Veterinary School (AAVS) Meeting

Abstracts

Date: November 21 and 22, 2018

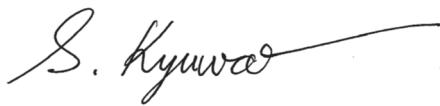
Venue: Ito International Research Center, The University of Tokyo, Japan

Official Invitation to the International Conference on Veterinary Eligibility and Education in Asia

We believe that it would be the exact time to collaborate each other of Asian veterinarians and stand up against the difficult issues occurring in Asia including outbreaks of emerging infectious diseases, critical problems to the tropical rain forest environments, and so on. To consider these situations, the Japanese Society of Veterinary Science (JSVS) will hold an international conference that will set out major goals for promoting globalization. This conference seeks to determine current and future problems regarding the education and qualification of veterinary experts in Asian countries, as well as to understand and share essential information for fostering veterinarians on a global stage. This conference will be held at the Ito International Research Center, the University of Tokyo on November 21 and 22 in 2018. The theme of this conference is “Veterinary Eligibility and Education in Asia”. The plan includes keynote lectures, reports on veterinary eligibility and education and an open symposium. The conference is hosted with the Asian Association of Veterinary Schools (AAVS).

In understanding of the ideals of this international conference, we are inviting all of you to the conference and requesting to share an opportunity to consider the globalization of veterinary eligibility and education.

Your cooperation is very much appreciated.

A handwritten signature in black ink, reading "S. Kyuwa" with a long, sweeping horizontal line extending to the right.

Shigeru Kyuwa, DVM, PhD

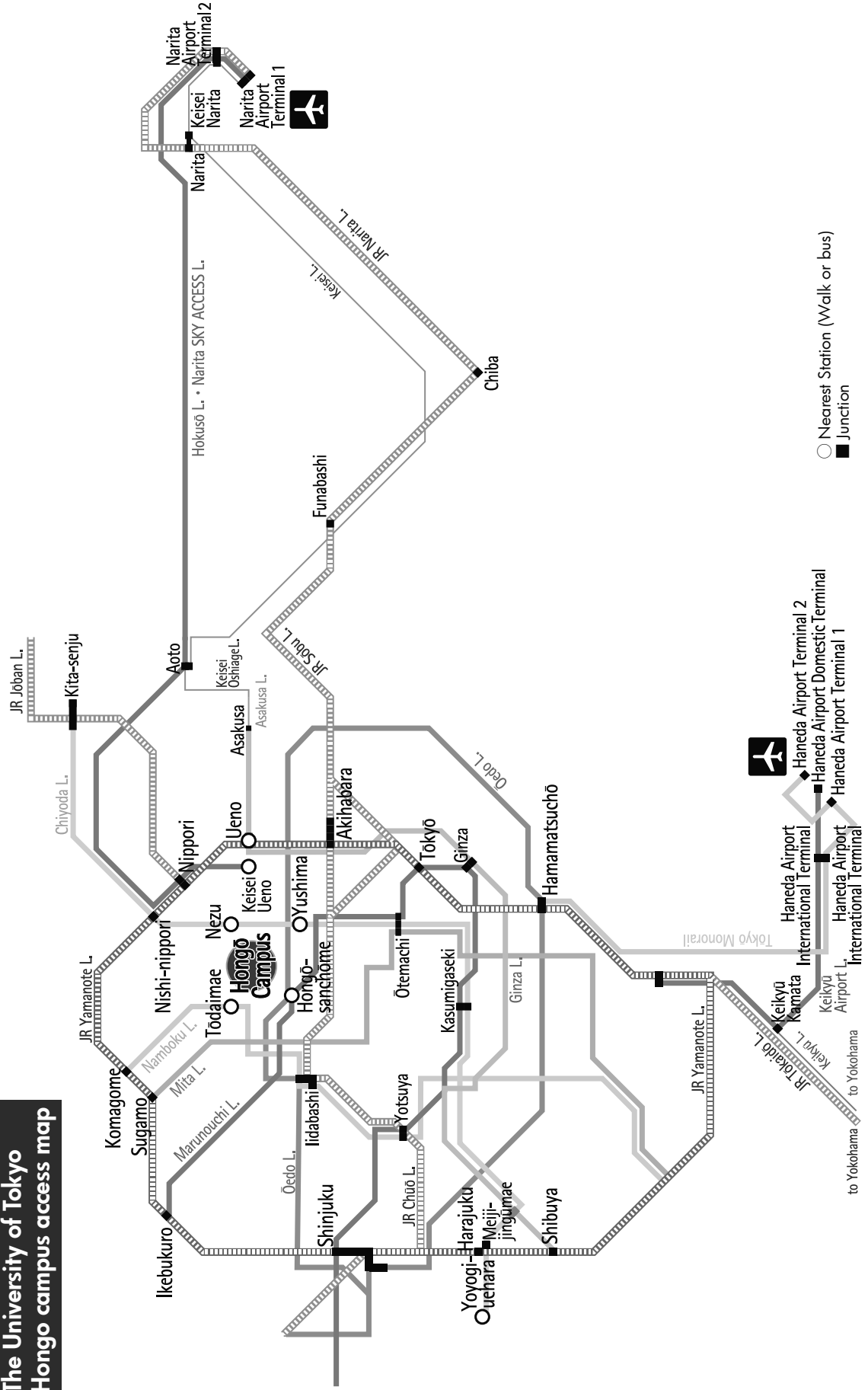
President of the Japanese Society of Veterinary Science
Professor of Biomedical Sciences, Graduate School of Agricultural and Life Sciences,
The University of Tokyo.

Time Table

11/21/18 Wed		11/22/18 Thu	
	Ito Hall	Event Space	
8: 00			8: 00
9: 00	Opening Address		9: 00
10: 00	Keynote Presentations: What are International Veterinarians and What is Necessary for the Training of International Veterinarians		10: 00
11: 00			11: 00
12: 00		Lunch	12: 00
13: 00			13: 00
14: 00	Reports from Asian Countries on Veterinary Eligibility and Education		14: 00
15: 00			15: 00
16: 00	Group Photo		16: 00
17: 00	AAVS General Assembly		17: 00
18: 00			18: 00
19: 00		Official Dinner	19: 00
20: 00			20: 00
21: 00			21: 00

Access Map

The University of Tokyo
Hongo campus access map



Access from airports

Narita Airport

Keisei Narita (Keisei Line)~Aoto (Keisei-oshiage Line)~Oshiage (Subway asakusas Line)~Kuramae (Subway Ohedo Line)~Hongo-sancyome

Haneda Airport

Haneda Airport Terminal (Keikyu Airport Line)~Keikyu Kamata (Keikyu Line)~Shinagawa (JR Yamanote Line)~Tokyo (Subway Marunouchi Line)~Hongo-sancyome

Access by train or bus

Access from the nearest station

Hongo-sanchome St. (Subway Marunouchi Line)

Hongo-sanchome St. (Subway Oedo Line)

Yushima St. or Nezu St. (Subway Chiyoda Line)

Todaimae St. (Subway Namboku Line)

Kasuga St. (Subway Mita Line)

8 minutes' walk

6 minutes' walk

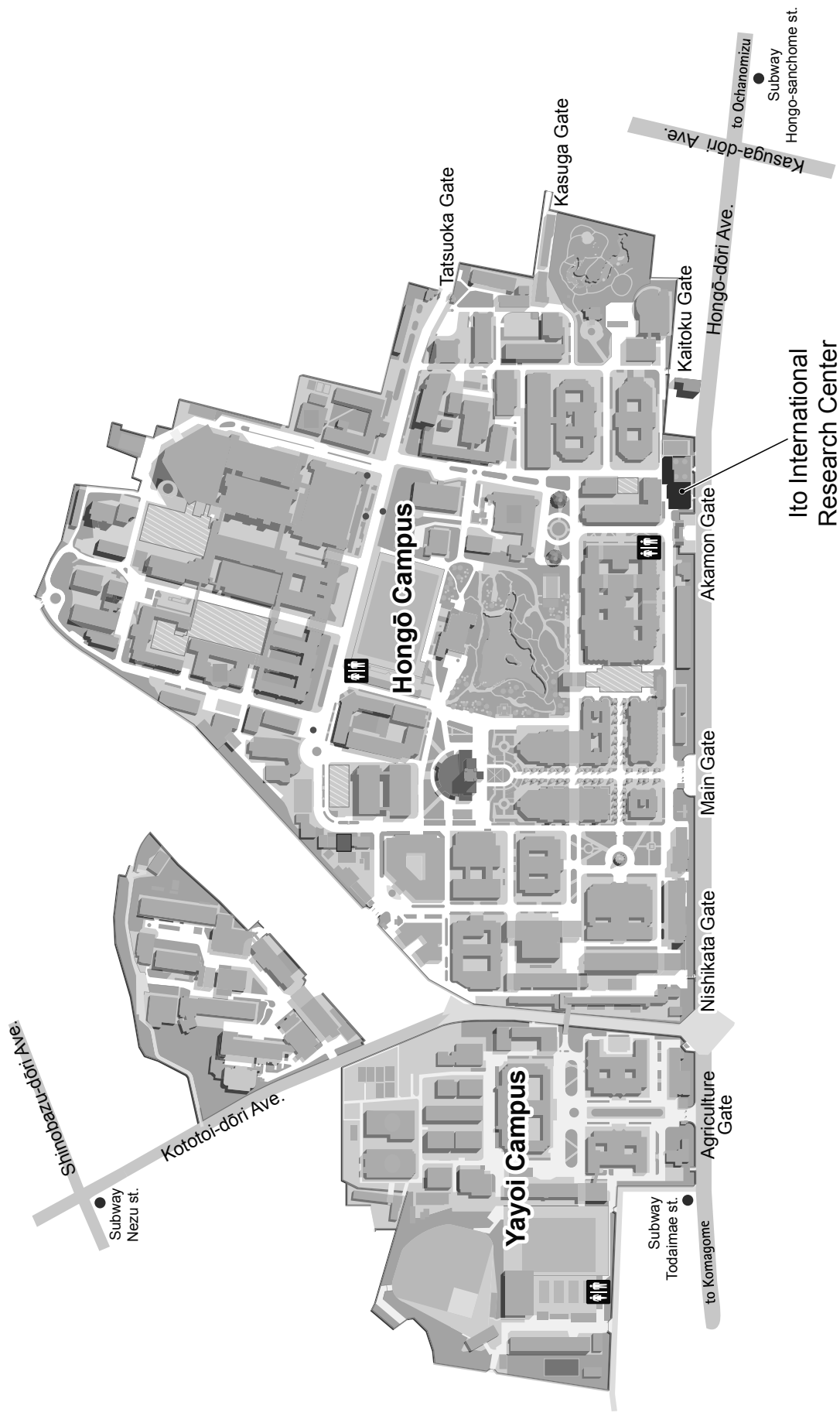
15 minutes' walk

11 minutes' walk

11 minutes' walk

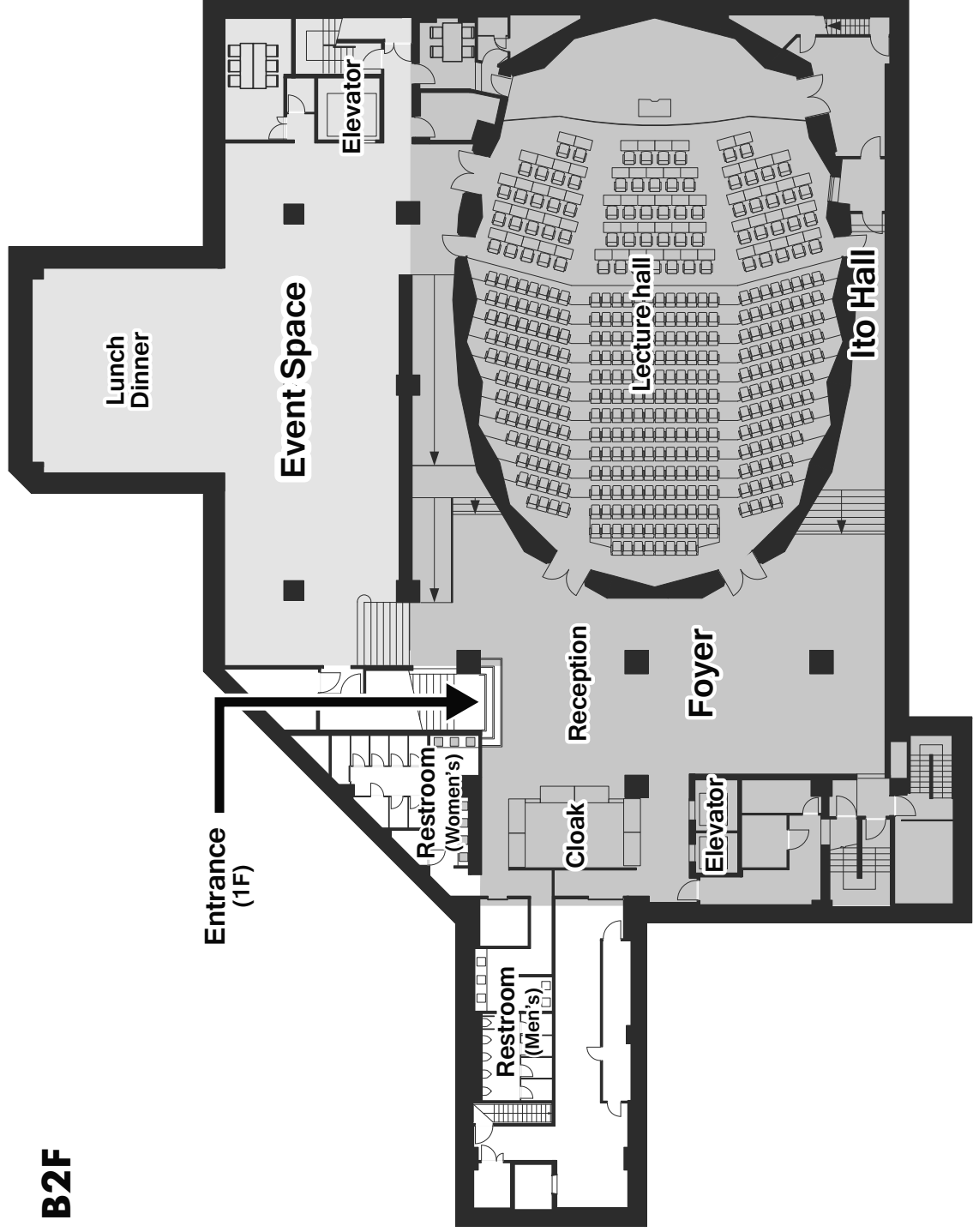
The University of Tokyo

Hongo Campus Map



Ito Hall

B2F



Programs

November, 21, 2018 (Wed)

International Conference on Veterinary Eligibility and Education hosted by JSVS and AAVS

Opening Address

Ito Int'l Res Center, Ito Hall

Opening Address

9:00–9:05

Dr. S. Kyuwa, JSVS

Opening Address

9:05–9:10

Dr. H. J. Woo, AAVS

What are International Veterinarians and What is Necessary for the Training of International Veterinarians

Chair: Hiroyuki NAKAYAMA

Ito Int'l Res Center, Ito Hall

Keynote Presentation 1

9:10–10:05

OIE initiatives and activities on veterinary education

Dr. H. Kugita, OIE

Keynote Presentation 2

10:05–11:00

The future of veterinary Medical education: How should we prepare today's students for tomorrow's challenges?

Dr. A. T. Maccabe, AAVMC

Keynote Presentation 3

11:00–11:55

EAEVE's perspective on quality of education to train international veterinarians in European countries

Dr. A. Bravo del Mora, EAEVE

Lunch (JSVS)

12:00–13:30

Reports from Asian Countries on Veterinary Eligibility and Education

Chair: Jyoji YAMATE, Tanu PINYOPUMMINTR
Ito Int'l Res Center, Ito Hall

Report from Indonesia: 13:30–13:50

Faculty of veterinary medicine in Indonesia: Perspective and future challenges
Dr. Pudji Astuti (GMU), Indonesia-Academia

Report from Malaysia: 13:50–14:10

Veterinary education in Malaysia
Dr. M. Hair-Bejo (UPM), Malaysia-Academia

Report from Thailand: 14:10–14:30

Veterinary eligibility and education in Thailand
Dr. Chenphop Sawangmake (Chula. Univ.), Thailand-Academia

Report from Philippines: 14:30–14:50

Veterinary eligibility and education in the Philippines
Dr. Virginia M. Venturina (CLSU), Philippines-Academia

Break 14:50–15:00

Report from Vietnam: 15:00–15:20

Regulations of the organization, function, responsibility and power of
the Veterinary Council in Vietnam
Dr. Trinh Dinh Thau (VNUA), Vietnam-Academia

Report from Korea: 15:20–15:40

Development of learning outcomes of day 1 competencies for graduating veterinarians in Korea
Dr. P. D. Ryu (SNU), Korea-Academia

Report from Taiwan: 15:40–16:00

Veterinary educational systems and continuing professional education in Taiwan
Dr. C. R. Jeng (NTU), Dr.C.-C. Chang (NCHU), Taiwan-Academia

Report from Japan: 16:00–16:20

Veterinary eligibility and education in Japan
Dr. R. Nishimura (Utokyo), Japan-Academia

Group Photo 16:20–16:30

AAVS General Assembly 16:30–18:30

Official Dinner (JSVS) 18:30–20:30

November, 22, 18 (Thu)

Quality Assurance and Harmonization of Veterinary Education in Asian Countries

Chair: H. J. Woo, Toshio TSUBOTA
Ito Int'l Res Center, Ito Hall

Symposium 9:30–10:40

Accreditation system for veterinary schools in Thailand 9:30–9:50
Dr. Theera Rukkwamsuk (Kaset. Univ.)

Accreditation system for veterinary education in Korea 9:50–10:10
Dr. Sang-Soep Nahm (Konkuk University)

Accreditation system for veterinary education in Japan 10:10–10:30
Dr. H. Nakayama (UTokyo), JSVS

AAVS Website as a platform for exchange information on veterinary education 10:30–10:40
Dr. T. Haga (UTokyo), AAVS

Break 10:40–11:00

Symposium	11:00–12:10
Activities of the JICA project (2014–2019) and OIE twinning program (2017–2019) in Mongolia Dr. T. Umemura (HU), JSVS	11:00–11:20
Student exchange program between Japanese vet schools (Hokkaido University, Rakuno Gakuen University and the University of Tokyo) and Kasetsart University Dr. M. Ishizuka (HU), JSVS	11:20–11:40
The ASEAN Veterinary Student Volunteer Project (AVVP) Dr. T. Pinyopummintr (Kaset. Univ.)	11:40–12:00
Joint meeting of veterinary science in East Asia Dr. J. Kimura (SNU), KSVS	12:00–12:10
General Discussion	12:10–12:35
Closing Remarks Dr. M. Takiguchi (HU), JSVS	12:35–12:40
Closing Remarks Dr. M. Hori (UTokyo), AAVS	12:40–12:45
Lunch (JSVS)	12:45–13:40

Japanese Veterinarians Actively Working in the World (in Japanese) cohosted by Japanese Association of Veterinary Students (JAVS)

Chair: Masayoshi KUWAHARA
Ito Int'l Res Center, Ito Hall

Open Symposium: 13:40–15:50

Opening Remarks (in Japanese) Dr. S. Kyuwa (UTokyo), JSVS	13:40–13:45
Treasure every meeting (in Japanese) Dr. F. Hasebe, Nagasaki Univ- Vietnam	13:45–14:25
Animal health and welfare: Identifying true goals of veterinary education and specialty training (in Japanese) Dr. K. Hayashi, Cornell Univ- USA	14:25–15:05
At the scene of international veterinary technical collaboration (in Japanese) Dr. K. Inui, FAO-Vietnam	15:05–15:45
Closing Remarks (in Japanese) Dr. M. Takiguchi (HU), JSVS	15:45–15:50

Meat Hygiene in Asian Countries supported by the Ito Foundation

Chair: Tsutomu SEKIZAKI
Ito Int'l Res Center, Ito Hall

Satellite Symposium: 16:10–18:30

Beta Agonist Control Project: A Case Study in Thailand Dr. Prawat Rattanaphumma, Department of Livestock Development, Thailand	16:10–16:45
Parasitosis Dr. Ayako Yoshida, Miyazaki University	16:45–17:20
The Outbreak of Trichinellosis papuae in Ban Rai District, Thailand Dr. Teera Kusolsuk, Mahidol University	17:20–17:55
African Swine Fever Dr. Tomoyuki Tsuda, KM Biologics	17:55–18:30

Keynote Presentation 1:

OIE initiatives and activities on veterinary education

Hirofumi Kugita

Regional Representative for Asia and the Pacific, World Organization for Animal Health (OIE)

The provision of high quality veterinary education is key to equipping potential veterinarians with the necessary knowledge to perform efficiently and to support Veterinary Services effectively. In numerous countries, however, the quality of veterinary education is failing to meet the requirements for delivering highly competent Veterinary Services.

The OIE ‘Recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure National Veterinary Services of quality’ provide a basis for advanced training and education for veterinarians wishing to pursue a career in the public or private components of national Veterinary Services and are applicable to all OIE Member Countries.

To support these recommendations, the OIE has developed ‘Guidelines for a Model Core Veterinary Curriculum’. It is recommended that the guidelines be consulted by veterinary education establishments in OIE Member Countries when developing veterinary medical education.

In furthering the implementation of these recommendations and guidelines, the OIE has initiated “Veterinary Education Twinning Programme” and “Veterinary Statutory Bodies Twinning Programme”.

In addition, recognizing that Veterinary Para-Professionals (VPP) have a vital role to play in supporting the work of the Veterinary Services, in particular veterinarians in many developing countries, OIE is also working on developing relevant guidelines for VPPs.

In Asia-Pacific region, OIE regional offices have organized series of meetings inviting representatives of National Veterinary Services, Veterinary Education Establishments (VEEs) and Veterinary Statutory Bodies (VSBs), to advocate the OIE initiatives, share current situation, experiences and challenges, and encourage them to engage in the implementation of those recommendations and guidelines.

Keynote Presentation 2:

The future of veterinary medical education: How should we prepare today's students for tomorrow's challenges?

Andrew T. Maccabe

Chief Executive Officer, Association of American Veterinary Medical Colleges (AAVMC)

The exponential rate of technological change threatens to disrupt the way that veterinary medical services are provided. How should we prepare today's students for the challenges they will face over the next 40 years? This presentation will focus on how technology will transform the future of health care, the future of food, the future of companionship, and the future of teaching and learning. The recently published AAVMC Competency Based Veterinary Education (CBVE) framework will be presented as a means to promote innovation in curricular development and time-variable education. Information on veterinary eligibility and education in the United States will also be presented, as well as an overview of AAVMC's core programs and services.

Keynote Presentation 3:

EAEVE's perspective on quality of education to train international veterinarians in European countries

Ana M^a Bravo Moral

Professor of Veterinary Pathology, Veterinary Faculty in Lugo, University of Santiago de Compostela, Spain and the Past President of EAEVE

In 1988 Veterinary Education Establishments (VEEs) in European Countries funded the European Association of Establishments for Veterinary Education (EAEVE) as the accrediting agency in Europe to evaluate the quality of Veterinary Education. For more than 30 years EAEVE has developed the European System of Evaluation of Veterinary Training (ESEVT) as the only Europe-wide profession specific evaluation system.

To be accredited by EAEVE each VEE has to provide evidence that the curriculum meets all the standards to be compliant with the EU Directives establishing the minimum training requirements for veterinarians and the Guidelines for Quality Assurance in the European Higher Education Area.

ESEVT evaluates VEEs against standards to ensure that they are well managed, have adequate financing, appropriate resources (staff, facilities, animals), provide up-to-date professional curriculum, operate a fair and reliable students' assessment as well as a functioning Quality Assurance System.

Compliance of a VEE with all ESEVT Standards guarantees that its graduates acquire the relevant knowledge, skills and competences required for the entry-level of a veterinarian in Europe.

ESEVT has proved to be more focused on the acquisition of professional skills by undergraduates, and better adapted to the market and needs of our society, than the current National Accreditation Systems that are not profession specific.

Faculty of veterinary medicine in Indonesia: Perspective and future challenges

Pudji Astuti¹⁾, Siti Isrina Oktavia Salasia²⁾, Agung Budianto³⁾, Srihadi Agungpriyono⁴⁾

¹⁾Senior Lecturer Faculty of Veterinary Medicine, Universitas Gadjah Mada, Yogyakarta, Indonesia

²⁾Dean Faculty of Veterinary Medicine, Universitas Gadjah Mada, Yogyakarta, Indonesia

³⁾Vice Dean for Academic and Students Affairs, Faculty of Veterinary Medicine, Universitas Gadjah Mada, Yogyakarta, Indonesia

⁴⁾President of Association of Indonesian Veterinary Schools

In Indonesia, demand for veterinarians is growing as development of breeding and raising livestock, poultry, and fish for food security. Disease control programs especially for transmissible diseases and zoonosis is also contributing to the need for more veterinary professionals. Since 2016, there are 11 Faculty of Veterinary Medicine (FoVM) in Indonesia run by Universitas Gadjah Mada (UGM), Bogor Agricultural University (BAU), Syah Kuala University (SKU), Airlangga University (AU), Udayana University (UU), Hasannudin University (HU), Nusa Cendana University (NCU), Brawijaya University (BU), Wijaya Kusuma University (UWKS), Nusa Tenggara Barat University (UNTB) and Padjajaran University (PU). Besides UWKS and UNTB, those Universities are managed by the Indonesia government. The first FoVM was established in 1920 in BAU and lastly PU. The majority of FoVM have been accredited by The National accreditation from Ministry Research, Technology and Higher Education, such as BAN PT, International certification by Asean University Network (AUN-QA), and IKTIRAF from Malaysia. Moreover currently, two of FoVM are going to apply International accreditation from Germany (ASIIN). The teaching and learning methods and process adopted and benchmarked to national and international standard, as well as to achieve the OIE Day-1 graduate competency.

In order to accomplish the degree, a student must comply a total credit of 144-160 for bachelor program in eight semester, followed by 36-40 credits of Veterinary Profession Program in three semester. The teaching and learning method for undergraduate study is obtained in regular class which consists of 40-50 students. Then, to achieve better understanding of theory, practical skill in Laboratory would be given after teaching class. UGM has designed special curriculum which include Focus Group Discussion after 3 times of teaching class. Also, a mandatory community services program equal to three credits.

In order to escalate the quality of academic activities, collaboration with abroad universities especially with Japan universities (Hiroshima University, Miyazaki University, Yamaguchi university and Kagoshima University) have been intensify. The collaboration is not limited to research but also lecturer and student exchange program, join International Seminar, internship and community services. Nevertheless, new collaboration with more Japan universities is highly expected.

Keywords: FoVM, Indonesia, credits, collaboration, academic

Veterinary education in Malaysia

M. Hair-Bejo

Faculty of Veterinary Medicine, Universiti Putra Malaysia

The Faculty of Veterinary Medicine (FVM) in Malaysia was first established in 1972 at Universiti Putra Malaysia (UPM) with the first student intakes to enroll Doctor of Veterinary Medicine (DVM) programme in 1973. The veterinary services were previously served by mainly veterinary graduates from Australia, Canada, India, Pakistan, UK and USA. In 2009, FVM, Universiti Malaysia Kelantan (UMK) was established as the second veterinary school in the country. Both DVM programme in UPM and UMK are accredited by Malaysian Veterinary Council (MVC). The curriculum is based on British, Canadian, Australian and American system with some component of animal production (10-15%) and critically reviewed once in every 5 years. A 5 years programme with English as the medium of instructions and follows semester system. The curriculum emphasis on learning outcomes based on teaching and learning taxonomy: cognitive, psychomotor, affective and social domains, and soft skill elements. The admission for both the national and international students are very competitive and only highly qualified candidate with good academic achievements, high interest and pass the interview will be successfully enrolled into the programme. Currently, about 110 and 40 places per year are available for new student intakes in UPM and UMK, respectively. The veterinary education in Malaysia is recognised globally and accredited by MVC. It is in the process for international accreditation and transformation to meet challenges in a today borderless world.

Veterinary eligibility and education in Thailand

Chenphop Sawangmake

Assistant Dean in Veterinary Education and Accreditation Affairs, Faculty of Veterinary Science, Chulalongkorn University, Bangkok, Thailand

History of veterinary service in Thailand has been started since 1912 as a veterinary sector in the army. Then, the first veterinary school in Thailand, Chulalongkorn University, has been established in 1935. Nowadays, there are 9 accredited veterinary schools, and 3 schools are in the process.

The Veterinary Council of Thailand (VCT) serves as a Veterinary Statutory Body (VSB) with the following responsibilities; i) licensing and registering veterinary professionals and paraprofessionals, ii) providing standards for initial and continuing education, iii) providing and regulating standard for veterinary professional conduct, iv) upholding unity, welfare, and justice according to the law, and v) giving recommendation for government issues. Veterinarians graduated from accredited schools are eligible for the national license/qualification examination. The 5-year license can be renewed by using at least 100 continuing education (CE) credits. Since 2017, VCT has granted specialty board examination and certification in 5 major areas (medicine, surgery, pathology, theriogenology, and veterinary public health).

All veterinary schools use 6-year curriculum comprising; 1-year basic science study, 2-year pre- and para-clinical studies, and 3-year clinical study (theory and rotation). The Thailand Veterinary Dean Consortium (TVDC) is coordinating with VCT for standardizing and globalizing Thailand's veterinary education toward international standard.

Report from Philippines

Veterinary eligibility and education in the Philippines

Virginia M. Venturina

College of Veterinary Science and Medicine Central Luzon State University

The country is currently in transition following the first cohorts of freshmen under the new 12-year basic education program. There are 21 veterinary education establishments (VEE) in the country, and only three of these are privately-owned. The total number of graduates each year ranges from 350-500.

The statutory bodies for veterinarians consist of the Technical Committee in Veterinary Medicine of the Commission on Higher Education (CHED) and the Professional Regulatory Board (PRB) of Veterinary Medicine under the Professional Regulation Commission (PRC).

The PRB schedules and administers the veterinary licensure examination to an average of 790 examinees each year. These are held simultaneously in seven examination areas spread across the country. The Special Professional Licensure Examination (SPLE) of PRC allowed the administration of exam overseas for Filipino professionals working abroad. The average national passing percentage for veterinary licensure examination takers is only 42%.

CHED has authority over public and private VEEs. It sets policies, standards and guidelines (PSG) for the DVM programs as recommended by designated panel of experts in the field. It monitors and evaluates the performance of programs and institutions which is the basis for withdrawal of accreditation or program termination. CHED's new PSG for DVM program implemented this year has minimum total of 229 units which cover one year general education units and five-year professional veterinary medicine courses. Courses were designed to ensure that the Day One competencies prescribed by OIE in the Veterinary Education Core curriculum are incorporated.

Corresponding Continuing Professional Development (CPD) unit requirements have been mandatory for renewal of PRC license since 2017. The CPD law aims to promote and upgrade the practice of veterinarian in the country.

Regulations of the organization, function, responsibility and power of the Veterinary Council in Vietnam

Trinh Dinh Thau

Dean, Faculty of Veterinary Medicine, Vietnam National University of Agriculture

In 2016, Minister of Agriculture and Rural Development issues the Circular that set up Veterinary Council at all levels in Vietnam. This Circular included 10 Articles: Scope of adjustment, Subjects of application, Establishment of VSB at the levels, Functions of the VSB at all levels, Composition of the VSB at all levels, Duties and powers of the VSB at all levels, Funding for operation of the VSB at all levels, Working regime, Responsibilities of the chairman of the VSB and its members, The time of enforcement.

Development of learning outcomes of day 1 competencies for graduating veterinarians in Korea

Pan-Dong Ryu

Education Committee, Korean Association of Veterinary Medical Colleges, Seoul National University

Recently Korean Association of Veterinary Medical Colleges (KAVMC) developed the minimum competencies for the students graduating the 6-year veterinary education programs in Korea, called ‘Veterinary Education Exit Outcomes 2016’. The exit outcomes are composed of five domains, 13 core competencies, and 39 achievement standards. However, the specific learning outcomes that can be easily adopted by the teachers in the KAVMC member schools were not available. Early this year, the Education Committee of KAVMC started to work to develop a national model of the specific learning outcomes. These learning outcomes are similar to the ‘learning objectives’ in the OIE recommendations on the competencies of Day 1 graduates to assure high-quality of national veterinary services. The learning outcomes of KAVMC has three layers: 1) scientific concept- and principle-centered, 2) clinical competency-centered, and 3) animal and society-centered. The first layer covers the competencies achieved through the basic and preventive veterinary medical courses. The 2nd layer covers the competencies about 100 common clinical presentations. The 3rd layer covers non-technical competencies essential to successful veterinarian. The draft of the learning outcomes prepared by Education Committee, will be further revised based on the comments from veterinarians in the clinic, industry, and academia. KAVMC hopes that these learning outcomes will further facilitate the establishment of outcome-based education in 10 veterinary schools in Korea.

Veterinary educational systems and continuing professional education in Taiwan

Chian-Ren Jeng¹⁾, Chao-Chin Chang²⁾

¹⁾School of Veterinary Medicine, National Taiwan University

²⁾College of Veterinary Medicine, National Chung Hsing University

In Taiwan, there are four Universities currently responsible for offering the 5-year undergraduate program to educate students who are interested in veterinary medicine. Recently, one University in Central Taiwan, Asia University, offers the 4-year post-baccalaureate program. About 250 veterinary graduates will go to the market annually. To be eligible for doing clinical practice work, they need to attend and pass the national computer-based board examination, which includes 6 main subjects relevant to veterinary medicine. In order to maintain the quality of licensed veterinarians in Taiwan, the substantial breakthrough was made since 2015, as veterinarians must undergo continuing education and renew their practice licenses every 6 years according to the amended Veterinary Act. Regulations Governing Veterinary Practice Registration and Continuing Education (RGVPRCE) was also formulated in 2016, and Bureau of Animal and Plant Health Inspection and Quarantine (BAPHIQ), Taiwan, with central competent authority, is responsible for implementing RGVPRCE through consultations by Veterinary Education Committee in Taiwan. Guidelines for verification of courses and recognition of credits of veterinary continuing education has also been developed and executed by Taiwan Veterinary Medical Association through the authorization by BAPHIQ. In our presentation, the brief introduction of veterinary education in Taiwan from several aspects will be made for reference, from the current veterinary educational system, core courses for fulfilling the needs of day-one competency as veterinarians in Taiwan, national board examination, several established systems for clinical specialist qualifications in veterinary teaching hospitals or relevant veterinary associations, to continuing professional education.

Veterinary eligibility and education in Japan

Ryohei Nishimura

Chairman of Veterinary Affairs Council, Japan,
Graduate School of Agricultural and Life Sciences, The University of Tokyo

In Japan, no person except a veterinarian shall engage in veterinary practice for rearing animals (cattle, horse, sheep, goat, pig, dog, cat, chicken...), and a person who wishes to become a veterinarian shall pass the National Examination for Veterinarians and receive a license from the Minister of Agriculture, Forestry and Fisheries. A person who has studied in and graduated from a formal program in veterinary science at a university under the School Education Act is eligible to take the National Examination for Veterinary Practitioners. There are 34,536 active veterinarians in Japan in 2016. In those veterinarians, 39% for small animal clinic, 24% for public officials, 14.3% for private organizations and corporations and 11.0% for farm animal clinic. The curriculum for veterinary medicine is 6 years (after graduation from high school). There are total of 17 universities offering curriculum for veterinary medicine (10 national, 1 prefectural and 6 private universities). Recently, some of universities of national and prefectural ones have cooperated or joint curriculums. 30 to 40 students are admitted to each national or public university one year, and 80–140 to each private university (at present nearly half of the students are female). The curriculum for veterinary medicine consists of the core and advanced curriculum. Veterinary medicine core curriculum consists of 51 subjects and 19 practices. Examples of the advanced curriculum are molecular biology, hospital management or internships for clinics and applied veterinary medicine. Students at 4th or 5th year must pass the achievement test (CBT and OSCE) to take participative practices (clinical rotation).

Accreditation system for veterinary schools in Thailand

Theera Rukkwamsuk

Faculty of Veterinary Medicine, Kasetsart University
Veterinary Council of Thailand

The Veterinary Council of Thailand (VCT) shall accredit academic degrees, certificates or diplomas in the field of veterinary medicine of institutions for the benefits of member application. Under the section 24 of the Veterinary Professional Act B.E. 2545 (2002) to issue rules of the veterinary council within the scope of objectives or authority of the VCT, the VCT has established the Veterinary Council Subordinate Legislation on Accreditation of the Degree of DVM Program of Academic Institution 2552 B.E. as accreditation standard guidelines. The Veterinary Professional Standard Executive Committee and the Subcommittee for Evaluation of Veterinary Curriculum and Institution are responsible for the process on accreditation of the degree of DVM Program before submitting the results to the Board of the VCT for final consideration. In brief, the Subcommittee will evaluate the curriculum according to the standard guidelines and submit the results to the Executive Committee before presenting to the Board. The Board of VCT shall consider the results and make a decision as “approved, or approved with conditions, or disapproved” on the curriculum. After curriculum approval, the Subcommittee shall visit the school for certifying the institution according to the standard guidelines. The Subcommittee will assess the institution and submit the results to the Executive Committee before presenting to the Board. The Board of VCT shall consider the results and make a decision on the institution as “certified, or certified with conditions, or uncertified”. Accreditation of the veterinary school requires both approved curriculum and certified institution, and the accreditation period is 5 years. Currently, 9 veterinary schools in Thailand have been accredited by the VCT, and 3 are still ongoing.

Keywords: accreditation, education, veterinary medicine

Accreditation system for veterinary education in Korea

Sang-Soep Nahm

College of Veterinary Medicine, Konkuk University

Accreditation system for veterinary education in Korea aims to improve professional competence of veterinary graduates by assuring quality of educational program in veterinary medicine. The Korean accreditation system was first proposed in 2004, then actively discussed among members of veterinary association, faculty members and the government until 2010. Finally, establishment of the Accreditation Board of Veterinary Education in Korea (ABOVEK) as a government-recognized corporation was authorized by Ministry for Food, Agriculture, Forestry and Fisheries in 2011. The ABOVEK is responsible for accreditation of veterinary colleges in Korea. ABOVEK also supports research and policy development for all levels of veterinary education and veterinary licensing examination. The ABOVEK organization consists of board of directors, an executive director with secretariat and five committees (executive, evaluation, accreditation, appeals and standard committee). A typical accreditation process takes about 9 months. First, evaluation committee reviews a self-evaluation report provided by an applying college followed by an on-campus review. Secondly, accreditation committee reviews the report of the evaluation committee to make final decision. The categories of accreditation are; accreditation (up to 5 years), limited accreditation (2 years), provisional accreditation (less than 2 years), denied accreditation. Currently, 10 veterinary colleges are established in Korea. Among them, five are accredited (Chungbuk, Gyeongsang, Jeju, Konkuk, Seoul), three are under review process (Chonbuk, Chonnam, Chungnam), and one (Kangwon) has just applied for accreditation.

Accreditation system for veterinary education in Japan

Hiroyuki Nakayama

The University of Tokyo

Japanese veterinary schools (10 national, 1 prefectural and 5 private schools, and 1 brand-new private has been established in 2018) are now in a big storm of educational innovation. There are 4 innovation processes including 1) Model core curriculum, 2) Participative practices after the evaluation by achievement tests, 3) External evaluation for each education system, and 4) Implementation of collaborative education.

Of the 4 innovation processes, I will mention here the 3rd one, the external evaluation system of veterinary education by the Japan University Accreditation Association (JUAA). The first evaluation has been conducted for a veterinary school in 2017. Other 4 veterinary schools will be evaluated in 2018. The evaluation standards consist of 8 categories as 1) Mission and purpose, 2) Curriculum and learning outcomes, 3) Student enrollment, 4) Faculty, 5) Student support, 6) Education and research environments, 7) Social cooperation and contribution, and 8) Self-study and information disclosure. Each category has, then, “Main text” and “Perspectives of evaluation” parts. Actual evaluation is conducted through filling up worksheets based on the information submitted by the school undergoing the evaluation. The result of the first evaluation and evaluation commission are also mentioned.

AAVS Website as a platform for exchange information on veterinary education

Takeshi Haga

The University of Tokyo

The Asian Association of Veterinary Schools (AAVS) is an international organization for veterinary educational institutions in Asia that was established in 2001 for the purpose of advancing and enhancing the education, research and public services in veterinary sciences. The University of Tokyo (Japan) maintains the registered office of AAVS. The association convenes a meeting annually and the first AAVS meeting was held in Seoul, Korea in 2001. Currently, AAVS includes 50 member schools in 14 countries and regions.

AAVS official website was launched in 2016 (<http://www.aavs.jpn.org/>). The website has been operated by Department of Veterinary Medical Sciences at The University of Tokyo with an assistance of OIE Asia Pacific Regional Office. Before 2016, AAVS annual meeting had been announced by the host institution of the year thorough individual website, but now it can be checked and updated on this website. The presentation slides from each AAVS meeting are available though this website after getting approval from the speakers/authors (<http://www.aavs.jpn.org/about/aavs-meeting-reports/>).

The veterinary education in Asian countries differs a lot depending on countries reflecting different development of livestock industry as well as educational system in this huge continent. In addition to the face-to-face annual AAVS meeting, this website is expected to utilize as a platform for promoting quality assurance of veterinary education, as well as further understanding of individual culture surrounding veterinary education in each country. Member institutions are strongly encouraged to provide related information and utilize this website.

Activities of the JICA project (2014-2019) and OIE twinning program (2017-2019) in Mongolia

Takashi Umemura

JICA Long-Term Expert Dispatched to the Project
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Animal husbandry is the major industry as well as the mining sector in Mongolia, and one third of its 3 million population belongs to nomad. The country rears more than 60 million domestic animals and veterinary services have been required to reach the international standard. A five-year JICA project was commenced in May 2014 to improve veterinary services in Mongolia. For the first two years, the project had focused on improving education in Veterinary School of Mongolian University of Life Sciences, and then moved into capacity building of three veterinary research institutions in the third year. The total project budget was approximately 4.5 million USD and the equipment granted to the school and the institutions reached 1.3 million USD. The total of 127 Japanese veterinary experts were dispatched to Mongolia, and the Graduate Veterinary School of Hokkaido University (HU) accepted fifty-five Mongolian teachers, technicians and researchers as trainees. HU also trained nine Mongolian teachers and researchers in its PhD course.

A two-year-self-funding OIE Twinning Program started in November 2017. This program aims to enhance practical education at the Veterinary School getting technical support from two veterinary institutions of HU. The teachers are responsible for practicing to achieve their goals, such as practice using glass slides in a histology class and fecal examination in a parasitology class, and required to report the OIE the degree of their attainment. Practical education is extremely important in “Day One Competence” of OIE and the twinning program will stimulate incentive of Mongolian teachers to enhance practical education.

Symposium

Student exchange program between Japanese vet schools (Hokkaido University, Rakuno Gakuen University and The University of Tokyo) and Kasetsart University

Mayumi Ishizuka

Faculty of Veterinary Medicine, Hokkaido University

The CVE (Collaboration of Veterinary Education) program was the “NEW” educational network of committed veterinary education institutions in Japan (HU, RGU and UT) and Thailand (KU), which fosters human resources with competencies that are essential for developing practical solutions to issues concerning the veterinary sciences. This program was established in 2014. The CVE program was conducted based on AIMS (ASEAN International Mobility for Students Programme) and supported by MEXT (Ministry of Education, Culture, Sports, Science and Technology, Japan) during FY2015-2018. We exchanged our students between Japan and Thailand for three months in every year. From Thailand, Chulalongkorn University (CU) also joined the CVE consortium and sent their students to Hokkaido University (but not based on AIMS). The CVE program was designed to give advanced veterinary medical education to the undergraduate 5th or 6th year students who have already taken the core veterinary education. The total number of exchanged students in this program was more than 200 (including CU activity). In addition to the student exchange activities, this program also accelerated to exchange staff and helped to produce new collaborative researches between Japan and Thailand. We would like to introduce CVE activities during 2015-2018 and current post-CVE program.

The ASEAN Veterinary Student Volunteer Project (AVVP)

Tanu Pinyopummintr

Kasetsart University, Thailand

Heterogeneity in veterinary education clearly exists across regional and global context. Inadequate professional understanding among veterinary personnel, even in neighboring countries, is not unusual. In light of current vibrant globalization, it is critical to diminish this misreading in future veterinarians. Therefore, the Faculty of Veterinary Medicine, Kasetsart University, Thailand has initiated the “ASEAN Veterinary Student Volunteer Project (AVVP)” since 2013 to foster a better understanding and networking of staff and students from veterinary educational institutions in Southeast Asia and beyond. The project activity program was meticulously designed based on “One Health” working approach. Approximately 60 veterinary students from 18-20 universities of 10-12 countries around the world were selected and invited annually to participate in this 3-week intensive academic event in Thailand and an adjacent ASEAN member country. Besides volunteer activities, students were encouraged to scholastically explore various hypothesis and solution in topic of their own choice, covering a wide range “One Health” issues; e.g., public awareness/perception of important zoonotic diseases, food animal production from corporate farms to back yard rearing, wildlife-domestic animal-human interface, food safety/security, socio-economic, cultural and judicial impact, etc. Systematically information/data gathering from relevant stakeholders were analyzed and carefully interpreted in weekly presentation/discussion. Field sites in Thailand and another ASEAN country were selected to demonstrate and emphasize the nuance influences dictating/defying the success of implementation “One Health” approach. Working in small groups with time constrain, students were constantly tested in their educational-cultural background, communication skill including personality and character. Clearly, the AVVP provides an excellent platform for “learning by doing” to prepare students for the real working milieu and new appreciation of global diversity in veterinary profession. This is truly a most memorable experience with some everlasting acquired friendship for few privileged students.

Keywords: Veterinary Education, One Health, Volunteer, Interactive Learning

Joint meeting of veterinary science in East Asia

Junpei Kimura

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The 1st Joint Meeting of Veterinary Science (JMVS) in East Asia was successfully held at Seoul National University, Korea from May 10 to 12, 2018. The new Tri-lateral consortium was established among Korean, Japanese and Chinese (Taiwan) societies of veterinary medicine to facilitate exchange of academic information among these three countries under the MOU of these three societies. In this 1st meeting, several sessions featured topics which are important in East Asia including animal welfare, zoonosis, animal behaviour, embryonic gene therapy, diplomat system, translational research and animal nutrition. Over 150 poster presentations by junior scientists and students were made. The schedule for the next meetings are: April 25 to 27, 2019 in Seoul, 3rd meeting (2020) in Taiwan and 4th meeting (2021) in Japan. Apart from this meeting, “Joint Symposium of Veterinary Research (JSVR)” has been held annually since 2010 in these three countries by several veterinary schools including Seoul National University, United Graduate School of Veterinary Sciences, Gifu University and Yamaguchi University, The University of Tokyo, National Taiwan University and National Chung Hsing University. Committee members in Trilateral Consortium are hoping that JSVR will merge into this new Joint Meeting of Veterinary Sciences in East Asia to expand the participation for all veterinary scientists in East Asia. The cooperation among JMVS, AAVS and FAVA should be maintained to achieve the higher goals of veterinary science in Asia.

Treasure every meeting

Futoshi Hasebe

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In 1986, when I was 26 years old, I decided to go to the School of Veterinary Medicine of Zambia University as a teaching assistant under the Japanese Overseas Cooperation Volunteer (JOCV). It was a very important opportunity for me because I was able to meet people who led me to the next stages of my life. In Zambia, I met one Japanese researcher who introduced me to the interesting world of virology. And later, I met another researcher when I visited the International Laboratory for Research on Animal Diseases (ILRAD) in Kenya during my volunteer time. We chatted for just about 5 minutes. After I returned to Japan, I met him again at the National Institute of Infectious Diseases (NIID) where I worked for HIV research. With this crossing of our path again, I was linked to the Institute of Tropical Medicine (ITM, also called Nekken) Nagasaki University, where I later worked for arbovirus research until now that I am the current supervisor of Nagasaki University Vietnam Research Station under the Japan Initiative for Global Research Network on Infectious Diseases (J-GRID) Project in Vietnam which is based in the National Institute of Hygiene and Epidemiology (NIHE) in Hanoi. It is indeed amazing because that 5minute-chat has led to my destiny. The lessons I learned are on the importance of being curious, of meeting many people and of talking positively.

動物の健康と福祉：米国における獣医臨床教育の意義と目標

Animal health and welfare: Identifying true goals of veterinary education and specialty training

林 慶

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獣医学教育の制度は、世界各国で異なりますが、伴侶動物医学に関しては米国の歴史や功績には学ぶところがあると実感しております。現代の獣医学は、現実に目の前の問題、つまり病気や疼痛に苦しんでいる動物にどう対処するかという単純な問題を解決できる、知性能力向上への教育に真剣に取り組む時期にあると考えます。しかしながら、現実是最先端技術や経済的側面の話題に左右されがちで、本質的な議論をする機会が失われているように感じます。実学に基づいた獣医臨床学教育の具体的な目標設定と実践へむけての対話を始めたいと思います。

ヤバい越境性動物感染症と闘う：獣医国際技術協力の現場

At the scene of international veterinary technical collaboration

乾 健二郎

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過去 30 年間、主に発展途上国で動物感染症の予防、診断、研究、制圧に従事してきました。現場はシリアに始まり、イラク、英国、タイ、ウルグアイと続き、現在はベトナムです。この間、数々のヤバい感染症に接してきました。牛疫に始まり、PPR、口蹄疫、豚コレラ、高病原性 PRRS、鳥インフルエンザ、などなど。日本ではめったにお目にかかれないヤバい感染症も、世界の多くの国々では未だに猛威をふるっています。獣医国際技術協力の現場の様子を紹介します。