Learning today, preserving our future

4th OIE Global Conference on Veterinary Education
Implementing OIE guidelines to ensure the excellence of the veterinary profession

Bangkok (Thailand), 22-24 June 2016

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Veterinary education in Asia, Far East and Oceania
Outline

• Background of the Region
• The Awareness and Implementation of “OIE Day 1 Competencies”
• Activities in the Region
• Veterinary Para-Professionals
• Conclusion
WORLDWIDE DISTRIBUTION OF VEES
Number of VEEs (Based on authors’ survey)
More than 30: India (44), China (31)
10 or more: Iran (23), Japan (16), Philippines (11), Indonesia (10), Republic of Korea (10)
0: Brunei, Timor-Leste, Micronesia, New Caledonia, Papua New Guinea, Singapore, Vanuatu

32 Member Countries
Duration of the study in VEEs 4-6 years, which may include pre-vet coursework.

VEEs (Asia, Far east, and Oceania)

Reported to OIE 158
TYPES OF VEES

- **PUBLIC / PRIVATE / COMBINATION**

**ASIA**
- Public: 91%
- Private: 8%
- Combination: 1%

**TOTAL**
- Public: 88%
- Private: 11%
- Combination: 1%
THE GROWTH OF VEES

THE YEAR OF CREATION
THE SIZE OF VEES

<table>
<thead>
<tr>
<th>Size Range</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-50</td>
<td>67</td>
<td>42.4%</td>
</tr>
<tr>
<td>51-100</td>
<td>55</td>
<td>34.8%</td>
</tr>
<tr>
<td>101-150</td>
<td>23</td>
<td>14.6%</td>
</tr>
<tr>
<td>151-200</td>
<td>6</td>
<td>3.8%</td>
</tr>
<tr>
<td>&gt; 200</td>
<td>7</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

[ref] Worldwide figure

THE NUMBER OF GRADUATES

[Image of OIE logo]
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The Awareness and Implementation of “OIE Day 1 Competencies”

Questionnaire replies from 14 Countries (one VEE/Council from each)

• Australia
• New Zealand
• India
• Pakistan
• Sri Lanka

• Nepal
• Indonesia
• Iran
• Korea
• Viet Nam

• Chinese Taipei
• Mongolia
• Japan
• Thailand

1) Does your VEE know “OIE Day 1 Competencies”?
2) Does your VEE modified its curriculum to reflect “OIE Day 1 competencies”?
3) What challenges experienced in adapting “OIE Day 1 competencies”?
4) What effects have you seen on the students?
The Awareness and Implementation of “OIE Day 1 Competencies”

Analysis of questionnaire replies

1) 93% of VEEs (13/14) know “OIE Day 1 competencies.”
   - “OIE Day 1 competencies” are well recognized.

2) 86% of VEEs (12/14) modified its curriculum to reflect “OIE Day 1 competencies.”
   - Including the answer such as “not directly, but the new curricula generally meets OIE Day 1 competencies”

   - VEEs often start their new curricula modified to reflect OIE Day 1 competencies, but the curriculum review to ensure that “OIE Day 1 competencies” is necessary.
The Awareness and Implementation of “OIE Day 1 Competencies”

Analysis of questionnaire replies

3) Challenges experienced in adapting “OIE Day 1 competencies” include

• “the limited manpower, budget and facilities”

• “problem-based, case-based learning”
  • Faculty Development

• “difficulties in obtaining agreement from faculty members who do not want to change the current states”.

To be overcome
The Awareness and Implementation of “OIE Day 1 Competencies”

Analysis of questionnaire replies

4) What effects have you seen on the students? [if your VEE has already reflected, either partially or fully, “OIE Day 1 competencies” in its curriculum]

• “students seem to appreciate the new curriculum”
• “more job opportunities”

Generally, well received, and good outcome

“growing livestock industries predominantly led by vet”

Showing contribution of veterinary profession to the society
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Associations Regarding Veterinary Education in the Region

• Australasian Veterinary Boards Council (AVBC) (Australia, New Zealand)

• The Asian Association of Veterinary Schools (AAVS)

• The South East Asia Veterinary School Association (SEAVSA)

• The South Asian Association for Regional Cooperation (SAARC)
Examples of Activities in the Region

- OIE VEE Educational Twining
  - Thailand, Bangladesh, Vietnam and Sri Lanka

- Bilateral Cooperation
  - Mongolia: Japan International Cooperation Agency (JICA) & Animal Health Project (AHP) of Swiss Agency

- ASEAN International Mobility for Students (AIMS) Program
  - Japan-Thailand

- Various Internship Programs
  - East Asia
Cooperation in Mongolia

- Faculty Development and Providing Training Facilities with Japan International Cooperation Agency (JICA)

- New curriculum (started in 2015) with Animal Health Project (AHP) of Swiss Agency for Development and Cooperation

Photo from Dr Otgontugs Bat

The School of Veterinary Medicine, Mongolian University of Life Sciences
Development of facilities and faculties by JICA Project

English Textbooks are provided for Veterinary Students

Photos from Dr Takashi Umemura
New Curriculum from 2015:The School of Veterinary Medicine (SVM), Mongolian University of Life Sciences

Renovated on the basis of cooperation between the SVM and the Royal Veterinary College (RVC), London, UK in the frame of the Animal Health Project (AHP) of Swiss Agency for Development and Cooperation.

Goal
Develop and implement a new curriculum which close to international veterinary education standards incorporating to traditional nomadic attributes.

Basis
- D1C list from OIE
- OIE core curriculum
- Curriculums for veterinarian education of the Royal Veterinary College, UK; Cornell University, USA; Bern University, Switzerland; Hokkaido University and Obihiro University, Japan
- Survey on Mongolian Veterinarian education by Mercy Corp International Organization
- Survey from teaching staff of the School of veterinary Medicine
- Survey from graduate students of the SVM
- Survey from herders, professional NGO including research institutes, Private veterinary units as well as from employers of Milk and meat industry owners/ and producer.

Information from Drs Otgontugs Bat and Gombojav Altangerel
Student Exchange under **ASEAN International Mobility for Students (AIMS)** Programme

A government supported multilateral educational program to promote a vibrant student mobility in Southeast Asian nations: expanding throughout Asian counties, and Japan became a member in 2012

**Student mobility:** one of the key strategic elements of cooperation leading to the development of a **harmonised higher education environment** among countries.

The 9th Review Meeting of AIMS Programme
Tsukuba, JAPAN
(November, 2015)

Between VEEs in Thailand and Japan
Credit transfer started in 2014
Collaboration of Veterinary Education (CVE) between Japan and Thailand for Sound Evolution of Asia

**OUTPUT**
- Veterinary leaders in Thailand
- Global perspective of Japanese students

**OUTCOME**
- Intensification in Veterinary Field
  - Level up of veterinarians
  - Improvement of veterinary education
  - Leadership of Japan in Veterinary field
  - ...One Health

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First collaboration in the field of veterinary education under the AIMS Programme

Supported by Re-Investing Japan Project
Japanese students join the clinical rotation class for Thailand students, to learn veterinary medicine of companion animals, wildlife, large animals, etc...
## Credit exchange in FY2014

### Japanese students in Thailand

<table>
<thead>
<tr>
<th>University</th>
<th>Time (hours)</th>
<th>Credit in Thai</th>
<th>UCTS</th>
<th>Credit in Japan</th>
<th>UCTS</th>
<th>Credit in Japan</th>
<th>UCTS</th>
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</thead>
<tbody>
<tr>
<td>Hokkaido Univ</td>
<td>540</td>
<td>12</td>
<td>17.8</td>
<td>9</td>
<td>16.2</td>
<td>210</td>
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<tr>
<td>Rakuno Gakuen Univ</td>
<td>420</td>
<td>14</td>
<td>20.7</td>
<td>7</td>
<td>13.9</td>
<td>315</td>
<td>7</td>
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<tr>
<td>Univ of Tokyo</td>
<td>630</td>
<td>14</td>
<td>20.7</td>
<td>11</td>
<td>17.6</td>
<td>585</td>
<td>13</td>
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</table>

### Thailand student in Japan

<table>
<thead>
<tr>
<th>University</th>
<th>Time (hours)</th>
<th>Credit in Japan</th>
<th>UCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hokkaido Univ</td>
<td></td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>Rakuno Gakuen Univ</td>
<td></td>
<td>14</td>
<td>13.9</td>
</tr>
<tr>
<td>Univ of Tokyo</td>
<td></td>
<td>14</td>
<td>17.6</td>
</tr>
</tbody>
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**Credit Exchange in the field of veterinary education under the AIMS Programme**

**UCTS**: UMAP Credit Transfer Scheme

**UMAP**: University Mobility in Asia and the Pacific
CVE program in FY2015

- International meeting on JAN 19-23 2015 to improve the program
- Discussion on program contents, credit, period, student support, etc…

<table>
<thead>
<tr>
<th>University in Thailand</th>
<th>Universities in Japan</th>
<th>Exchange month</th>
<th>Exchange period</th>
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<tbody>
<tr>
<td>From</td>
<td>Hokkaido University</td>
<td>SEP-DEC</td>
<td>3 month</td>
</tr>
<tr>
<td>Kasetsart Univ.</td>
<td>Rakuno Gakuen University</td>
<td>SEP-DEC</td>
<td>3 month</td>
</tr>
<tr>
<td>(total 25)</td>
<td>University of Tokyo</td>
<td>SEP-DEC</td>
<td>3 month</td>
</tr>
<tr>
<td></td>
<td>Hokkaido University</td>
<td>SEP-DEC</td>
<td>3 month</td>
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<td></td>
<td>Rakuno Gakuen University</td>
<td>SEP-DEC</td>
<td>3 month</td>
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<td></td>
<td>University of Tokyo</td>
<td>SEP-DEC</td>
<td>3 month</td>
</tr>
<tr>
<td>To</td>
<td>Hokkaido University</td>
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<td>Rakuno Gakuen University</td>
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<td>3 month</td>
</tr>
<tr>
<td>(total 25)</td>
<td>University of Tokyo</td>
<td>JUN-AUG</td>
<td>3 month</td>
</tr>
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</table>
Various types of Internship Program for Veterinary Students (Tokyo-Taiwan-Seoul)

Educational exposure of veterinary students with different cultural backgrounds to be promoted

Univ Tokyo

Students from Seoul

Taipei Campus

Diagnostic Lab work in Tokyo

Animal Hospital In Taiwan
Use of Information Communication Technology (ICT) in Veterinary Education

• ICT plays an important role of sharing educational resources, which may be insufficient in individual universities.

• Digitalized educational resources are utilized through the internet in the classroom and at home.

• Active learning.

Effective use of ICT to be promoted
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Veterinary Para-Professionals (Japan)

- **Roles**: Supporting for various procedures including restraining animals, client communication, clinic management, etc. in small animal clinics (Vet Technician, Vet Nurse)
- **Recognitions**: Becomes more popular in Japan (they are working in most of small animal clinics in Japan as very important para-professionals)
- **Council for the Certification of Registered Veterinary Nurse (CCRVN) (2012-)**
  - Consolidation of 5 independent certificate agencies, representatives of educational colleges, Japanese Society of Veterinary Science and Japanese Veterinary Medical Association
  - 15,814 registered nurses (June 6, 2016)
- **Training and Education**
  - Completion of Core curriculum recommended by CCRVN
  - Duration: 2-4 years (at vocational college or college)
- **Licensure**
  - License will be given after passing the examination by CCRVN (this is not National License)
Conclusion

• “OIE Day 1 competencies” are well recognized.
• While VEEs often start their new curricula modified to reflect “OIE Day 1 competencies”, the curriculum review to ensure that “OIE Day 1 competencies” is necessary.
• There are many challenges in adapting, but the outcome of their new curricula is generally good.

• Veterinary education in Asian countries differs a lot, while Oceania has its own accreditation standard for ensuring the quality of education.
• Various activities are ongoing to enrich the curricula by international cooperation.
• Efforts for enhancing curricula and for understanding the diversity in the region need to be further promoted especially in the field of transboundary infectious diseases control, epidemiology and food safety.
Acknowledgement

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