

**THE 1ST INTERNATIONAL CONFERENCE OF ADVANCED VETERINARY SCIENCE AND TECHNOLOGIES FOR
SUSTAINABLE DEVELOPMENT (1ST ICAVSS), 28-29 March**

Day 2, AAVS-OIE-UGM Session

Chat & Discussions

Questions and answers:

OIE Support to Strengthen Veterinary Curriculum

- Does the OIE currently have any initiatives for South Asia region, particularly Pakistan?
→(OIE) The OIE has been conducting activities targeting South Asia Members e.g., Rabies training . VEE twinning involving India is on-going. More details can be found on the OIE regional website: <https://rr-asia.oie.int/en/>

- I saw Food Hygiene in booth Basic and Advanced competencies. Could you explain that?
→(OIE) The details of competencies are different. Please refer to “OIE recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure National Veterinary Services of quality”:
https://www.oie.int/fileadmin/Home/eng/Support_to_OIE_Members/Vet_Edu_AHG/DAY_1/DAY_ONE-B-ang-vC.pdf

- Do the OIE twinning programme between a developed country university and a veterinary institute in developing country like VEEs in Asia, allows students to directly practice in developed country, USA for example, or allow students to skip any step in multi-step licensing exams?
→(OIE) The OIE Veterinary Education Twinning Programme provides the opportunity for VEEs in developing and in-transition countries to modernise their curriculum and the ways in which it is delivered. For more information, please take a look at:
https://www.oie.int/fileadmin/Home/eng/Support_to_OIE_Members/docs/pdf/VetEduTwinGuide_final2016.pdf

Experience Sharing Part 1:

- To Dr Meeyam, are your curricula courses same like Minnesota, the parent facility of the Twinning Programme?
→(Dr. Meeyam) No, the structure of curriculum is different. From curricular mapping and exchanges, we have identified different gaps and teaching styles. And I think that is how we learn and improve our existing DVM curriculum.

- Are there any specific curriculum delivery strategies that you employ in teaching?
→(Dr. Meeyam) In the Twinning Programme, we had learnt from each other how to deliver the curricula, but we didn't focus on one specific strategy.

Brief introductions on FAO/WHO/OIE Reference/Collaborating Center system

- Dr. Gongal, is there already any specific programs in Asia or in each country that involve VEEs?
→(Dr. Gongal/WHO) We are working together with OIE to serve veterinary institutions in Asia and we have several activities together with Hokkaido University.

- Do you have regular OIE/FAO/WHO funded training programs that can be offered to person from other Asian countries?
→(Dr. Gongal/WHO) So far, we are working together for advocacy workshops and production of information, education and communication materials on AMR, parasitic zoonoses and rabies. We may have to think about joint training programme in the future.

- Is there any document on international standard for safety and biosecurity in veterinary Institutions?
→ (AAVS) We are not aware of such standards. Veterinary institutions should follow guidance from national/local authorities in their countries.

Experience Sharing Part 2:

- To Dr Yokoyama, what are the challenges in managing your laboratory as a Reference Laboratory? How do you get financial support?
→(Dr Yokoyama) Limited time, high costs and workload, particularly limited human resource, are the main challenges in running the RL. We cannot expect direct financial support from OIE. We get some support from the University and Ministry of Agriculture, Forestry and Fisheries in Japan. However, getting sustainable budget from the University is not easy.
→(OIE) The answer of Prof. Yokoyama is correct. OIE Reference Centres cannot expect direct financial support from OIE. They are basically to be supported by host country or self-reliant. But OIE is always happy to work together with Reference Centres with our available fund e.g. conduct training for OIE Members.
→(Dr. Gongal/WHO) Same principle applies to WHO Collaborating Centers (CC) and they should be self-funded (institutional) or host country or partners. However, WHO supports sponsorship of participants for training or expert service from WHO CC for capacity building in Member States.

- To Dr Chuanchuen, what are the positive impacts of being a Reference Center?
→(Dr Chuanchuen) We can collaborate with other Universities and governments not just regionally but also globally, by sharing information, collaborative projects and research.

- To Dr Chuanchuen, how can you manage the manpower?
→(Dr Chuanchuen) Human resource is the hardest part. We need to keep training staff and high skill staff can always leave the team. However, we have a good team including Professors from public health, microbiology and AMR, scientists and students. With great teamwork, we discuss, address issues and work hard to manage the workload.

Other

- After we establish standards on education system, how can we initiate several program collaboration on education, for example double degree program, exchanging student and etc?

→(Dr Acharya, ASEAN VSB Network) How to make a standard in education in the region is a very important issue given that different education systems are challenging for gap analysis and harmonization in our region. After we establish an accreditation body, we can proceed to double degree program and etc. On behalf of ASEAN veterinary Statutory Body Network, we are now working for ASEAN accreditation body and looking forward to work together with Veterinary Education Establishments in Asia.