

AAVS POST



The latest news & updates from the Asian Association of Veterinary Schools



Zebra anesthesia as a part of African horse sickness virus surveillance and monitoring.

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IN THIS ISSUE

MESSAGE FROM THE PRESIDENT 2

MESSAGE FROM THE SECRETARY GENERAL 3

MEMBERS' REPORTS 4

National networks of veterinary educational institutions

- Introduction to the Indonesian Association of Veterinary Schools (AFKHI) 4
- Japanese Association of Establishments for Veterinary Education (JAEVE) 6
- Veterinary Medicine Model Core Curriculum in Japan 7
- Philippine Association of Vet Schools boosts education programs 8
- Thailand Veterinary Dean Consortium (TVDC) 9

National and international collaborations

- Colloquium on One Health in One Environment 10
- VEE's contribution to the community during and after covid-19 11
- Strengthening TAU-CVM external linkages and consortia amidst the pandemic 13

Perspectives

- One Health education among interns- Role of Veterinary degree-awarding institutes in developing country perspective 14

OTHER ORGANISATIONS 16

- The Council on International Veterinary Medical Education (CIVME) 16

Message from the President

by Prof. Dr Abdul Rahman Omar, the University of Putra Malaysia

Working together for the betterment of veterinary education

Firstly, I would like to thank all AAVS members for entrusting me as the new president. It is truly an honor. Prof Hori has done a terrific job in leading AAVS, despite the pandemic. I would also like to congratulate National Taiwan University, the Dean Prof Dr Chang, for the appointment as the new vice president, and Seoul National University as the new EC member. AAVS is now more stable. We have revised the bylaws with a new facelift of the logo. I am pleased to see the interest in veterinary sciences in the region is growing, where we have six new members. One thing that has become obvious is how the pandemic has affected the education, research and public services in veterinary sciences.

We hope to learn from each other, strategies to ensure the quality of veterinary education and research is maintained, and explore new opportunities in innovative teaching approaches and collaborative research. The strength of our association lies in the wide variety of nationalities and cultures it holds, coupled with our readiness to work together and the diversity of members' interests, be it in academic, research or practice areas which may present the greatest challenges due to the diversity of interests, views, and opinions. If you leverage these factors, we will get a very interesting scenario, and the results can be rewarding.

AAVS is very fortunate to have with us the AAVS office for their excellent support in

facilitating the business of AAVS in effective communication, sharing information and updates with all our members and stakeholders, not forgetting the support from the OIE Regional Representation for Asia and the Pacific, Japan. I believe through them, AAVS will be more visible and optimistically attracts more opportunities for collaboration with other agencies.

As the interest of AAVS in several key educational activities, including sharing of resources and veterinary education harmonization and accreditation is growing, I hope to serve AAVS for the betterment of veterinary education in Asia as a more cohesive unit whose constituents better understand each other.

May 2022 be an intellectually stimulating and rewarding year for everyone.



Message from the Secretary General

by Prof. Takeshi Haga, the University of Tokyo

This second issue of AAVS Post, the e-Newsletter for AAVS Members, will be the last AAVS activity of 2021. Looking back on the year, the AAVS had a fruitful year: we organized [six virtual events](#), some in collaboration with our Members or partner organizations, and also initiated new activities. I am truly grateful for the support and contribution of AAVS Members.

In April 2021, we launch the [first issue of the AAVS Post](#). In this second issue, we asked our Members to share information on different ways that veterinary education establishments are collaborating. On behalf of the AAVS, I would like to express my sincere appreciation to the AAVS Members who kindly contributed articles. For questions and comments about the newsletter, please contact the AAVS Office (secretary@aavs.jpn.org).

Lastly, please allow me to remind you that we ask AAVS Members to kindly make the membership fee payment for the year 2022 and update the contact information by **15 January 2022**.

I look forward to collaborating with you again next year to further strengthen the AAVS network and its activities.

Happy holidays!

SAVE THE DATE!

The next AAVS event is the **“Second AAVS Virtual Meeting on Veterinary Education in the time of COVID-19 --- Coping mechanisms and recovery plans from “learning and teaching loss” in the new normal”** to be organized virtually on **21 January 2022 11:00-13:00 JST**.

We would like to ask AAVS Members' kind participation in the pre-meeting questionnaire which will be shared by email, just like the pre-meeting questionnaire for [this year's meeting](#) on a similar topic.

We look forward to your participation in the event!

Introduction to the Indonesian Association of Veterinary Schools (AFKHI)

by Prof. Srihadi Agungpriyono, Bogor Agricultural University, President of AFKHI 2013-2020 & Prof. Siti Isrina Oktavia Salasia, Gadjah Mada University, President of AFKHI 2020-2021, Indonesia

The Indonesian Association of Veterinary Schools (Asosiasi Fakultas Kedokteran Hewan Indonesia, AFKHI) was established in 2010 in Surabaya, Indonesia, formed in response to, and accommodating the increasing number of veterinary schools in Indonesia. Working in an archipelago of more than 13 thousand islands divided into 34 provinces, 514 districts, and around 75,000 villages, Indonesia's veterinarians are currently limited to primarily supporting the development of the livestock industry, while addressing animal and public health issues. In 2008, there were only 5 veterinary schools in Indonesia. Since then, the government supported the opening of several schools to meet the demand for more veterinary professionals; today there are a total of 11 veterinary schools (see [Table 1](#)), from which around 1,000 veterinarians graduate each year.

The AFKHI association has become a forum for cooperation among Indonesian veterinary schools in the academic field, including strengthening the learning process of new schools, setting academic standards, compiling a national veterinary medical curriculum, and facilitating student and lecturer exchanges. The association organizes a Dean's meeting biannually to discuss matters related to these activities.

The AFKHI also actively collaborates with various institutions, including the National Higher Education Accreditation body (BAN-PT), the Indonesian Accreditation Agency for Higher Education in Health (IAAHEH/LAMPT-Kes), and the Indonesian Veterinary Medical Association (PDHI), to prepare standards and documents for the accreditation of Indonesian veterinary schools.



Fig 1. The locations of 11 veterinary schools in Indonesia

Table 1.
List of Veterinary Schools in Indonesia
Please click the link below:
https://aavs.jpn.org/wp/wp-content/uploads/2021/12/AFKHI_Table-1-.pdf

The association also collaborated with FAO and the Ministry of Agriculture in the development of One Health, poultry disease, and AMR-related curricula. Together with the Indonesian Ministry of Education and Culture, the Association drafted a law on Indonesian Veterinary Medical Education, as well as on the National Veterinary Competency Exam system. The association has a good academic collaboration with Japanese Veterinary Schools through AJIVE (Association of Japan Indonesia Veterinary Education), initiated by Yamaguchi University in 2017. A prominent event under AJIVE collaboration is the annual Symposium on Veterinary Science.

During the Covid pandemic 19, AFKHI also responded actively by providing online general lectures to students of all the veterinary schools. These lectures were given by lecturers of each school who are experts in their field. The online lectures were conducted in a 2-part series format from June to November 2020. The lectures are recorded and videos are available in the link of our YouTube channel below:

https://www.youtube.com/channel/UCbiMohHKEJPmSXXreKkcU_Q/videos



Fig 2. Nine out of eleven Veterinary School Deans at an AFKHI meeting in Yogyakarta in November 2020. Srihadi Agungpiyono IPB (a), Siti Isrina UGM (b), Kholik UNDIKMA (c), Kerta Besung UNUD (d), Dwi Kesuma Sari UNHAS (e), Mirni Lamid UA (f), Dyah Ayu Octaviane UB (g), Rochiman Sasmita UWKS (h) and Teuku Ferasyi USK (i)



Fig 3. Deans of eleven veterinary schools and team members from the associations and the Ministry of Education and Culture established a new system and procedures for the national competency exam for veterinarian graduates.



Fig 4. Prof. Teguh Budipitojo, DVM, PhD, Dean of the Faculty of Veterinary Medicine, University of Gadjah Mada, the present president of Indonesian Association of Veterinary School (AFKHI). Courtesy of UGM

Japanese Association of Establishments for Veterinary Education (JAEVE)

*by Prof. Motohiro Horiuchi, Chair of JAEVE,
Hokkaido University, Japan*

The Japanese Association of Establishments for Veterinary Education (JAEVE) was established to promote veterinary education and research at veterinary universities in Japan and has a history of about 60 years. Currently, there are 17 veterinary education establishments (VEEs) in Japan including 10 national universities, 1 public university, and 5 private universities, and the JAEVE is made up of representatives from each VEE.

The JAEVE shares a variety of information on veterinary education and research, and promotes initiatives for the advancement and standardization of veterinary education in Japan and for ensuring its international acceptance. The JAEVE is also working on quality assurance initiatives to promote continuous educational improvement.

In addition to sharing information at regular meetings held twice a year, a total of nine committees for Veterinary Education Improvement, Common-Text Editing, Internationalization, Veterinary Teaching Hospital, Clinical Clerkship, Joint Practical Training, Animal Substitution Method, Animal Welfare, and Public Relations have been set under the JAEVE, and faculty members from the 17 VEEs are contributing to these committees on a daily basis.

Society's demands and expectations for veterinary medicine and veterinary services are increasing in a variety of fields including advanced veterinary medicine, countermeasures against zoonotic and transboundary infectious diseases, food safety and security, public health, and the promotion of life sciences. The JAEVE has a responsibility to respond to the ever-changing circumstances and demands of society for veterinary medicine and veterinary services.

We are continuing our activities in cooperation with organizations related to veterinary medicine, such as the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Ministry of Agriculture, Forestry and Fisheries (MAFF), Ministry of Health, Labor and Welfare (MHLW), Ministry of Environment (MOE), the Japanese Veterinary Medical Association (JVMA), and the World Organisation for Animal Health (OIE), with the aim of producing qualified veterinarians and providing high-quality veterinary services not only to Japan, but also to the international community.

For more information:

<https://www.jaeve.org/en/>

Veterinary Medicine Model Core Curriculum in Japan

by Prof. Koichi Sato,

Dean, Joint Faculty of Veterinary Medicine, Yamaguchi University, Japan

In the last two decades, the environment surrounding veterinary medicine has drastically changed around the world, with a growing need to establish veterinary education to develop and strengthen Public Veterinary Services.

In Japan, there are various societal needs such as ensuring food safety, taking countermeasures against zoonotic diseases, providing sophisticated small animal veterinary medicine, securing human resources for civilian veterinarians and veterinarians for livestock animals. To respond to these demands, Japanese veterinary schools had to provide specific content and set the required quality standards for veterinary education. To do so, the Ministry of Education, Culture, Sports, Science, and Technology, through JAEVE, established the "Council for Research Collaborators on Improvement of Veterinary Education (CRCIVE)" in 2008 to develop guiding documents to support the strengthening of education and training of veterinary students.

A key decision by CRCIVE was to standardize educational items to be taught in Japanese veterinary schools. The council

also pointed out that it is essential to develop a detailed syllabus and educational methods that clearly indicate "the specific learning goals" of the students. In response to this, the "Veterinary Education Model Core Curriculum (VMMCC) Establishment Project" started, and VMMCC was published in 2011.

VMMCC is an indispensable guideline on veterinary educational content to be acquired by the time of graduating. It aims to secure the educational content and level in each area of study by clarifying specific learning goals. Therefore, this curriculum shows the essential educational content that veterinary students should acquire in lectures (51 subjects) and practical training (19 subjects), a common goal imposed on all universities in Japan.

VMMCC has undergone minor revisions in 2012 and 2019. We translated the 2019 edition into English, so please visit the following URL:

https://www.mext.go.jp/content/20200721-mxt_gaigakuc3-000008719_4.pdf

Philippine Association of Vet Schools boosts education programs

by Prof. Virginia M. Venturina, President, PAVMES
Dean, Central Luzon State University, Philippines

With 22 institutions offering the DVM program in the Philippines, an organized body to uphold the interest of veterinary schools in pursuit of excellence in veterinary education is vital. This paved the way in the establishment of the Philippine Association of Veterinary Medicine Educators and Schools (PAVMES) in 2004.

The organization focuses in upgrading the quality of services by veterinary educators in the performance of their academic functions particularly in areas of instruction, research, extension and production among others. It coordinates and cooperates with the Philippine Veterinary Medical Association (PVMA), the Commission in Higher Education (CHED) and the Professional Regulation Commission (PRC), for the promulgation of lawful orders towards the advancement of veterinary education in the Philippines. It also represents the country in engagements with international veterinary associations.

The major activities of PAVMES in the past months have focused on pushing for limited face-to-face classes for surgery and internship classes including the conduct of thesis.

Recently, PAVMES created the Expert's Pool

for the different courses of the DVM curriculum. They developed the Table of Specifications as reference for the national Veterinary Licensure Examination administered by the Professional Regulation commission. They are also tasked to harmonize the content of the course syllabi for the curriculum.

PAVMES continues to foster cooperation and strong linkages between veterinary schools in the Philippines and those in other countries.

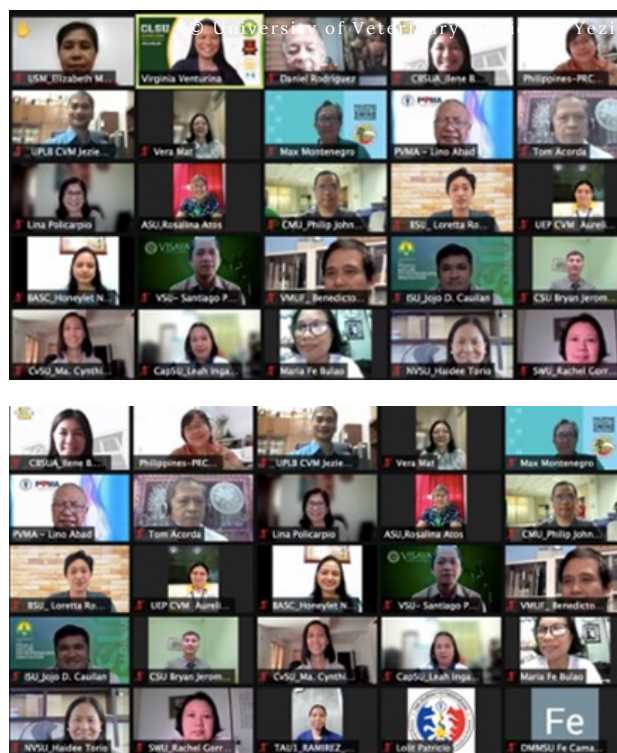


Fig 1.
Public consultation meeting on the Enhancement of Table of Specifications for the Veterinary Licensure Examination

Thailand Veterinary Dean Consortium (TVDC)

by Prof. Khongsak Thiangtum, Chairman of TVDC

Faculty of Veterinary Medicine, Kasetsart University, Bangkok, Thailand

The Thailand Veterinary Dean Consortium (TVDC) was established in 1987. Currently, TVDC comprises of deans from 14 veterinary schools in Thailand including Chulalongkorn University, Kasetsart University, Khon Kaen University, Chiang Mai University, Mahidol University, Mahanakorn University of Technology, Mahasarakham University, Rajamangala University of Technology Tawan-Ok, Rajamangala University of Technology Srivijaya, Western University, Prince of Songkla University, Walailak University, Chulabhorn Royal Academy and Maejo University. The main objective of the consortium is to promote improvement of veterinary study in Thailand by sharing information and facilities, exchange staffs and students for practices and training, and developing consensus in applying regulations related to veterinary school operations.

TVDC also supports the Veterinary Council of Thailand (VCT) and the ASEAN Veterinary Statutory Body Network (AVSBN) in many academic aspects such as improvement of veterinary professional standards and veterinary school accreditation. Moreover, TVDC usually leads Thai society through social activities for better health and welfare of animals such as stray dog population management, rabies elimination projects, and setting pet ownership responsibilities.

In addition, TVDC was recognized from other health science associations in the country by working together in some important health issues such as Rational Drug Use (RDU) and Antimicrobial Resistance (AMR).

In order to plan and follow up activities, TVDC meetings are held regularly every two months meanwhile working groups assigned by TVDC work together closely in particular aspects. Due to Covid-19 situation, the meeting was conducted through online platform. In conclusion, I can say that collaboration among veterinary schools in Thailand via TVDC has impacted to enhance the quality of veterinary study and veterinary profession in the country.



Fig 1.
Logo of Thailand Veterinary Dean Consortium (TVDC)



Fig 2.
Location of 14 veterinary schools in Thailand

The orange points are the locations of Veterinary Schools in Thailand. To view the names of Veterinary Schools, please click the link below:
<https://aavs.jp/wordpress/wp-content/uploads/2021/12/Location-of-veterinary-schools-in-Thailand-2.png>

Colloquium on One Health in One Environment

by Dr. Yongbaek KIM, Director, Office of Planning & Research & Prof. Ho Jae HAN, Dean,
College of Veterinary Medicine, Seoul National University, Republic of Korea

On October 8th (KST) and October 7th (EST) 2021, the Colloquium with six esteemed speakers under the theme of **“One Health in One Environment”**, focusing on a “Challenge for Sustainable Global Health” was held as a virtual meeting. It was sponsored by the BK 21 Four Future Veterinary Medicine Leading Education and Research Center, housed in the College of Veterinary Medicine, Seoul National University (SNU CVM).

In the first session focusing on ‘Diseases and One Health’, three presentations about biosecurity, antimicrobial resistance and global health were given by Drs. Salman Mo (Colorado State University), Sid Thakur (North Carolina State University), and Shu-Hua Wang (Ohio State University), respectively. In the second session focusing on ‘Environment and One Health’, three presentations about environmental issues affecting global health were offered by Drs. Maria Schneider (Georgetown University), Bryan Brooks (Baylor University), and Kyoung-Duk Min (Seoul National University).

In the 21st century, new challenges such as climate change, urbanization, environmental pollution, globalization, and terrorism have emerged. Therefore, scientists recognize that human health is threatened by changes in the environment and animals, and seek to find an integrative way to respond to them. Additionally,

various international organizations have formed a strategic framework and cooperate closely.

One Health in One Environment

Challenging Issues for Sustainable Global Health



Dr. Ho Jae Han, Dean of SNU CVM, mentioned that this Colloquium serves as an opportunity to unite us more strongly, and that these efforts should be an example of how to meet national demands required for the public interest. Dr. Haechon Choi, Vice President for Research of SNU, and Dr. Kiyoungh Lee, Dean of Graduate School of Public Health, also emphasized that One Health requires experts from more diverse fields, and hoped that the Colloquium can serve as a platform for presenting new paradigms for convergence education and research, through the exchange of ideas and discussions.

Recorded presentations and contents of the colloquium are available online:

<http://vetgrad.snu.ac.kr/popup/20211101/popup.html>

Fig 1.

To View the flyer of the Colloquium on One Health, please click the link below:

https://aavs.jpnp.org/wp/wp-content/uploads/2021/12/NL_SNU_Program.jpg

VEE's contribution to the community during and after covid-19

by Dr. Tithipong Plangsangmas, Dr. Nitima Tatiya-aphiradee, & Assoc. Prof. Dr Parntep Ratanakorn.
Faculty of Veterinary Medicine and Applied Zoology, HRH Princess Chulabhorn College of Medical Science, Chulabhorn Royal Academy, Thailand

The Faculty of Veterinary Medicine and Applied Zoology, HRH Princess Chulabhorn College of Medical Science, Chulabhorn Royal Academy (CRAVA), Thailand, was established in 2019 with a mission to assure the health of all lives by producing veterinary graduates to meet global expectations as well as the domestic demand in Thailand for veterinary services in certain fields including but not limited to veterinary research, public health, laboratory animal medicine, livestock production and medicine, marine and coastal sciences, fisheries, environmental and wildlife conservation with a focus through a One Health approach.

We aim to respond to national and international problems through scientific facts and social norms for the benefit of humans, animals, and the environment. Since the start of the pandemic during 2020, we have **assisted in human vaccination** (fig.1) by lending our scientific knowledge through a Covid-19 hotline, assistance in vaccination, and propagation of covid-19 knowledge in pets and wildlife throughout the pandemic. Apart from covid-19, other emerging diseases of concern such as lumpy skin disease (LSD) and African horse sickness (AHS) surfaced in Thailand.



Fig 1. CRA staff assisting in vaccination centers during the pandemic

We cooperated with national authorities including the department of livestock development (DLD) and the department of national parks, wildlife, and plants conservation (DNP) to tackle these devastating diseases, maybe not to human health but affects their well-being by ecological and mental disruption. We facilitated monitoring, surveillance, and prevention of the disease within the time of the pandemic. Online video meetings and physical distancing during veterinary activities were not easy but necessary during these times. Adaptation to working in these circumstances is not easy, but highly recommended for future unexpected disease occurrences.

Faculty website: <https://veterinary.cra.ac.th>



Fig. 2 Zebra anesthesia as a part of African horse sickness virus surveillance and monitoring



Fig 3. CRA veterinarian injecting lumpy skin disease vaccine to local cattle

Strengthening TAU-CVM External Linkages and Consortia amidst the Pandemic

by Dr. Lavina Gracia M. Ramirez, OIC-Dean,
College of Veterinary Medicine, Tarlac Agricultural University, Philippines

As the College of Veterinary Medicine adheres to the University's **Strategic Internationalization Plan (SIP)**, which serves as a toolkit to assist the academic and research community in the development, scrutiny, and management of collaborative activities, strong international linkages are established with Universities in Asia particularly Indonesia and Taiwan Universities, and various national institutions in the Philippines with the purpose of faculty and students involved for academics, cultural, and research exchange.

Since the COVID19 pandemic has restricted physical mobility, opportunities for collaborative activities with our academic partners on national and international have also shifted to a VIRTUAL platform. This now makes mobility more accessible and inclusive. Students attended various international webinars and summer short courses. With the widening internationalization activities of the university, students enrolled in the program are also exposed to internationalization at home. This year, 62 outbound students were involved, 13 inbound students were exchanged, 14 regular Indian students, and 3 exchange students from Indonesia.

Consequently, various international faculty engagements were also participated in. These are the speakerships in the International Conference on One Health, 3 in 1 Online Guest Lecture Program on SDGs, invited reviewers for student researches, and various oral paper presentations held in national and regional fora. The college together with regional and national partner institutions also conducted local e-trainings to the communities such as relevant webinars on Animal Health and Production, Awareness Campaigns on Antimicrobial Resistance, and other topics under the umbrella of various research outputs from the students and faculty researchers. Hence, despite the challenges that this "NEW NORMAL" bring about, the college never ceases to uphold its mandate of quality education and excellent public service with the strong collaboration of both national and international stakeholders.



One Health Education among Interns: The Role of Veterinary Degree-awarding Institutes from a Developing Country Perspective

by Prof. Dr. AMAM Zonaed Siddiki, Former Director, One Health Institute
Chittagong Veterinary and Animal Sciences University (CVASU), Bangladesh

For the full article, please visit: <https://aavs.jpj.org/wp/wp-content/uploads/2021/12/Article-by-AMAM-Siddiki.pdf>

The importance of One Health concept in medical and veterinary education has been appreciated over last decades. A common educational platform is crucial to promote the concept among the young learners who are preparing to enter their professional career. When sufficient exposure to the common problem solving skills will be ensured, the new generation veterinarians can play a significant role in promoting One Health throughout their job tenure and beyond. It should be noted that although developed and developing country has different perspective in preparing syllabus and curricula for veterinary interns, they should appreciate the need for common thematic areas under One Health issues such as **emerging infectious diseases (EIDs), zoonoses, antibiotic resistance etc.** Significant advances in the field of veterinary medicine can be achieved through recognizing the interrelatedness of animal and human medicine along with other subject areas. Therefore the principle of One Health can be incorporated in the existing curricula in different veterinary schools. This can be done by both preclinical and clinical level by sharing the success stories of One Health implementation in different countries.

With a well-developed curricula for interns it would be possible to motivate them in advance so that they can be proactive in their professional life where multisectoral One Health focused approach would be crucial for their eventual success. There need a strong cultural shift in developing country educationists and think-tanks which can make a progressive and forward looking scientific approach to ensure One Health education among veterinary graduates.

With the wider global context, One Health is not merely a public health focused thematic area. A number of other cross-professional issues like anthropology, biodiversity, socioeconomics, environment, agri-based industries and climate change are also directly or indirectly linked with One Health. While these all are associated with better animal and human health, one would assume the extraordinary role of this new concept where veterinary graduates can play crucial role. Therefore One Health should be **at the forefront of veterinary education** which should be in line with the global emerging issues so that the veterinary graduates can contribute effectively in their profession.

They will be able to recognize the collaboration with other relevant people like physicians and researchers who will join their workforce towards common problem solving.

Leadership is an integral part of new generation veterinarians and it is expected that the veterinary interns should have basic skills of facing new challenges in their profession along with decision making through rational and scientific means. Moreover, organizing teamwork and **problem based learnings (PBL)** can help them practicing brainstorming at early stages which helps them to be a successful vet in the long run. It would be useful if the syllabus of Interns can incorporate some PBL exercises focused on One Health issues which can indirectly develop communication skills among the learners. They will also develop self confidence and leadership through these practices which will be a step change for them towards 21st century challenges.

The educators do have multiple challenges to develop best suitable educational platform on One Health for new generation vets who have limited access to resources especially **in developing countries like Bangladesh**. Novel innovative approach is therefore necessary to employ to incorporate One Health education and practices that will eventually help them cope with modern cutting edge technology of this time and how to use them efficiently in their career. In recent times, many emerging challenges are in the frontline and some of the main focus areas where veterinary interns can be involved to practice One Health concept are as follows:

- **Emerging infectious diseases, especially zoonotic diseases**
- **Food safety, food production and the security of the food chain**
- **Understanding the role of modern genomics and genomic technologies**
- **Antibiotic resistance**
- **Biodiversity and climate change**

With some of the above thematic areas, the interns can take part in different field visits where students from other disciplines can team up to learn and exercise One Health related issues which will have significant impact in their learning process. In addition, several didactic teaching modules can be developed focused on collaborative projects. Each student groups can be allowed to choose a project where cross-professional issues can be discussed with ultimate problem identification and management plan. One Health focused intercalated courses can be offered for undergraduates or organizing summer camps or externship placement in community clinics and NGOs can create more learning opportunities. With a clear vision and forward thinking mind, a strong One Health focused curricula can be implemented in veterinary undergraduate course which will ultimately create new generation of graduates with self-confidence and leadership skills to face the challenges of 21st century.

Fig 1. "10th One Health Bangladesh Conference 2019"



The Council on International Veterinary Medical Education (CIVME)

*by Prof. Pan-Dong Ryu, CIVME Council Member, Professor Emeritus,
College of Veterinary Medicine, Seoul National University, Republic of Korea*

CIVME is a committee of the American Association of Veterinary Medical Colleges (AAVMC) founded in 2016. Its goal is to promote collaboration and foster innovation on a worldwide scale, to advance the quality of teaching and learning in veterinary medical education.

CIVME's goals are congruent with the United Nations' 2030 Agenda for Sustainable Development, which lists 17 sustainable development goals (SDGs) structured upon an urgent call for action by developing and developed countries working together in a global partnership. These goals call for an end to hunger, good health and well-being, quality education, clean water, economic growth and, responsible consumption and production. Veterinary medical professionals have a large role to play in many of these.

CIVME comprises representatives from eight (8) major global regions: Africa, Australia/New Zealand, Asia, Continental Europe, Latin America/Caribbean, Middle East/North Africa, and UK/Ireland.

CIVME's 2020-2022 Operating Plans are 1) Strengthening a globally connected council (CIVME) dedicated to improving veterinary educational outcomes internationally; 2) Supporting an international community of practice for veterinary educators; 3) Promoting and advancing collaborative international educational research; and 4) Facilitating partnerships to align global accreditation and quality standards in veterinary education.

Please, visit the [CIVME website](#) for more information and activities of the council, and for subscription of [CIVME newsletter](#).



FOR MORE INFORMATION ABOUT AAVS

Please visit AAVS website (<https://aavs.jp.org/>).

FOR COMMENTS AND QUESTIONS

Please contact us via [AAVS website contact form](#) or secretary@aavs.jp.org