

Panorama

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Editorial
Perspectives
Dossier
Around the World
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Building Leadership in Veterinary Services



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The [University of Gondar College of Veterinary Medicine and Animal Sciences](#), Ethiopia, and the [Ohio State University College of Veterinary Medicine](#), United States of America, developed an objective methodology to assess the curriculum of veterinary institutions and implement changes to create a curriculum that is harmonised with the [World Organisation for Animal Health \(WOAH, founded as OIE\) standards](#) while also covering the needs and realities of Gondar and Ethiopia. The process, developed under the sponsorship of the WOAHP Veterinary Education Twinning Programme, is outlined in this article with the hope that it can be applied by other countries wishing to improve national veterinary services through the improvement of their academic programmes.

[[Read the article](#)]

RESOURCES

▶ EXTERNAL RESOURCES

Development of an OIE harmonized Day 1 Competency-based Veterinary School Curriculum in Ethiopia: A partnership model for curriculum evaluation and implementation

KEYWORDS

#capacity building, #education, #Ethiopia, #international standard, #veterinary domain, #WOAH Veterinary Education Twinning Programme, #World Organisation for Animal Health (WOAH).

INSTITUTIONAL POLICY

Development of an OIE Harmonized Day 1 Competency-Based Veterinary School Curriculum in Ethiopia: A Partnership Model for Curriculum Evaluation and Implementation

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ABSTRACT

The University of Gondar College of Veterinary Medicine and Animal Sciences (UGV-CVMA) and the Ohio State University College of Veterinary Medicine (OSU-CVM) developed an objective methodology to assess the curriculum of veterinary institutions and implement changes to create a curriculum that is harmonized with OIE standards while also covering the needs and realities of Gondar and Ethiopia. The process, developed under the sponsorship of the World Organisation for Animal Health (OIE) Veterinary Education Training Programme, is outlined in this article with the hope that it can be applied by other countries wishing to improve national veterinary services (NVS) through the improvement of their academic programs. The plan created by the local-OIE/teaching team consisted of an 18-month curriculum assessment and development process, which resulted three consecutive steps: Stage 1 (Curriculum Assessment) included site design and development of an Institute that for OIE Day 1 Graduating Veterinarian Competencies in recent graduates, and the mapping and evaluation of the current UGV-CVMA curriculum based on the OIE Veterinary Education Core Curriculum Stage 1 (Curriculum Development) consisted of the identification and prioritization of possible solutions to address identified curriculum gaps as well as the development of an action plan to revise and update the curriculum. Finally, Stage 2 (Curriculum Implementation) focused on the process to launch the new curriculum in September 2021. US frequency students represent the professional program at the UGV-CVMA, as the first cohort to be accepted into the newly developed OIE Harmonized Curriculum, the first of its kind in Africa.

Key words: curriculum assessment, curriculum evaluation, veterinary curriculum, OIE Day 1 Competencies, curriculum development, OIE curriculum

INTRODUCTION

Veterinary services are indispensable to the health and well-being of animals, humans and agricultural economies worldwide. The delivery of these services is increasingly accepted as a global public good that has increased awareness and scrutiny of the veterinary profession and veterinary training programs. Low- and middle-income countries have the greatest burden of disease and also the lowest level of disease management resources and skills. Recognizing this problem, several international organizations have undertaken efforts to enhance veterinary education worldwide. These efforts, many of which have specifically targeted Africa, aim to develop and implement gold standard veterinary competencies to enable recognition around the world.¹

Organizations such as the Food and Agriculture Organization of the United Nations (FAO), the World Bank, and the World Organisation for Animal Health (OIE), have taken the lead in updating and harmonizing veterinary curricula across Member Countries. Recognizing the global threat of emerging infectious diseases, zoonotic zoonoses, and pandemic zoonoses, many recent institutions have followed a "One Health" approach to develop and implement best practices in veterinary higher education including multiple countries in Africa.² Additionally, a partnership model between developed and developing countries has increasingly been used for mutual benefit in all animal institutions.³ In 2013, the OIE created its Veterinary Education Training Programme (the "Training Programme") to enhance a more

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