

Panorama

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[Élaboration d'un programme d'études vétérinaires en Éthiopie reposant sur les compétences « au premier jour », harmonisé par l'OIE : modèle de partenariat pour l'évaluation et la mise en œuvre du programme]

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La [Faculté de médecine vétérinaire et des sciences animales de l'Université de Gondar](#) (Éthiopie) et la [Faculté de médecine vétérinaire de l'Université de l'Ohio](#) (États-Unis d'Amérique) ont mis au point une méthodologie objective pour évaluer les programmes d'enseignement vétérinaire et appliquer les changements appropriés afin que les programmes soient harmonisés par rapport aux [normes de l'Organisation mondiale de la santé animale \(OMSA, fondée en tant qu'OIE\)](#) et correspondent aux besoins et à la réalité de Gondar et de l'Éthiopie en général. Le présent article décrit cette méthodologie, développée avec le concours du Programme de jumelage de l'OMSA pour l'enseignement vétérinaire, avec le souhait qu'elle soit appliquée par d'autres pays désireux d'améliorer leurs Services vétérinaires grâce à l'amélioration des programmes d'enseignement en faculté.

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RESSOURCES

▶ RESSOURCES EXTERNES

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

MOTS-CLÉS

#domaine vétérinaire, #enseignement, #Éthiopie, #norme internationale, #Organisation mondiale de la santé animale (OMSA), #Programme de jumelage de l'OMSA pour l'enseignement vétérinaire, #renforcement des capacités.

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-CVPMAS) and the Ohio State University College of Veterinary Medicine (OSU-CVM) developed an objective methodology to create 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 Organization 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 training team consisted of an in-depth curriculum assessment and development process, which resulted three consecutive steps: Stage 1 (Curriculum Assessment) included site design and development of an Institute that fit OIE Day 1 Graduating Veterinarian Competencies in recent graduates, and the mapping and evaluation of the current UGV-CVPMAS 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 2023. 151 first-year students started the professional program at the UGV-CVPMAS 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,¹ strive to develop and implement gold standard veterinary competencies to enable recognition around the world.²

Organizations such as the Food and Agriculture Organization of the United Nations (FAO), the World Bank, and the World Organization 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 initiatives have followed a "One Health" approach to develop and implement best practices in veterinary higher education including multiple countries in Africa.³ Additionally, a partnership model between developed and developing countries has increasingly been used for mutual benefit in all animal institutions.⁴ In 2013, the OIE created its Veterinary Education Training Programme (the "Training Programme") to enhance a more

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