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**THE OHIO STATE
UNIVERSITY**

COLLEGE OF
VETERINARY MEDICINE



World Organisation
for Animal Health
Founded as OIE

UoG-OSU Twinning Project

CLOSING CONFERENCE

Promoting WOAHA Day 1 Competencies
to Improve the Quality of Veterinary Education in Ethiopia

September 23, 2022
Gondar, Ethiopia



Closing Conference

PROGRAM

SEPTEMBER 23, 2022

Gondar, Ethiopia

WELCOMING REMARKS

DR. SHIMELIS DAGNACHEW

OPENING SPEECH

DR. ASRAT ATSEDEWOYNE

MINISTRY OF EDUCATION
KEYNOTE SPEECH

MOE REPRESENTATIVE

MINISTRY OF AGRICULTURE
KEYNOTE SPEECH

DR. FIKRU REGASSA

TWINNING PROJECT LEADER
KEYNOTE SPEECH

DR. ARMANDO HOET

DEVELOPMENT & IMPLEMENTATION
OF THE UOG-OSU VET EDUCATION
TWINNING PROJECT

DR. ACHENEF MELAKU

ACHIEVEMENTS OF UNIVERSITY OF
GONDAR-OHIO STATE UNIVERSITY
VETERINARY EDUCATION TWINNING
PROJECT ON CURRICULUM
DEVELOPMENT AND
IMPLEMENTATION

DR. TSEGAW FENTIE

Closing Conference

PROGRAM

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Gondar, Ethiopia

CONTRIBUTION OF THE TWINNING
PROJECT TO THE NATIONAL DVM
CURRICULUM

DR. SHIMELIS DAGNACHEW

CAPACITY BUILDING/ONE HEALTH
SUMMER INSTITUTE

DR. SELESHE NIGATU

IMPACT OF THE UNIVERSITY OF
GONDAR-OHIO STATE UNIVERSITY
STUDENT EXCHANGE PROGRAM ON
DAY 1 VETERINARY
GRADUATES/VISITORS

DR. ANDNET YIRGA ASSEFA

ENGAGEMENT OF VETERINARY
MEDICINE UOG STUDENTS IN
EXTRACURRICULAR ACTIVITIES AND
IMPACT ON VETERINARY
EDUCATION PERFORMANCE

DR. REHMET KEMAL

IMPACT OF TWINNING ON
EMPLOYMENT IN THE
PRIVATE SECTOR

DR. FASIL MESAFINT

Closing Conference

PROGRAM

SEPTEMBER 23, 2022

Gondar, Ethiopia

IMPACT OF THE UOG-OSU OIE
TWINNING PROGRAM ON
EMPLOYMENT IN THE
PUBLIC SECTOR

DR. TAMIRU TESSEMA

IMPACT OF THE UOG-OSU OIE
TWINNING PROGRAM ON OTHER
ETHIOPIAN VETERINARY SCHOOLS

DR. BIRESAW SEREDA

IMPACT OF THE UOG-OSU OIE
TWINNING PROGRAM ON THE
VETERINARY PROFESSION IN
ETHIOPIA

DR. TEWODROS TESFAYE

THE FUTURE OF
OSU-UOG COLLABORATION

DR. AMANDA BERRIAN

WOAH/OIE PERSPECTIVE ON THE
TWINNING PROJECT

DR. DAVID SHERMAN

AWARD CEREMONY FOR
TWINNING PROJECT TEAM

DR. GETACHEW ASSEFA

CLOSING REMARKS

DR. KASSAHUN TEGEG



WELCOME MESSAGES

Dr. Armando Hoet
Director, Veterinary Public
Health Program

The Ohio State University

The idea for the Twinning Program between the veterinary schools at University of Gondar and The Ohio State University began in the fall of 2014 when I met with Dr. Alain Dehove, the Finance Director of the World Organisation for Animal Health (WOAH, formerly OIE) and his team at the WOAH Paris headquarters. When we were discussing a proposed partnership between these two universities, we were focused on helping to design a program to help produce young veterinary professionals that were better prepared to serve in their country's veterinary services. At the time, when we were presenting this very modest goal, we could never have imagined how successful the project would be and the impact that it would have, not just at University of Gondar, but throughout Ethiopia and around the world. This conference, "Promoting WOAH Day 1 Competencies to Improve the Quality of Veterinary Education in Ethiopia," will feature a wide range of speakers, who will discuss the achievements of the program and important lessons for other institutions wishing to pursue a similar process to improve the quality of their Day 1 veterinary graduates following the WOAH guidelines.

One of the key achievements of the Twinning program was the development of

the Assessment and Implementation of Day 1 Competencies (AID-1C) model, which guides veterinary schools through the process of assessing their program based on the WOAH guidance documents on veterinary education. This process was developed and applied at University of Gondar and resulted in the 2017 launching of a new veterinary curriculum that was harmonized with the WOAH Day 1 Competencies and WOAH Veterinary Core Curriculum. This new curriculum was the first of its kind, not only in Ethiopia, but in Africa as a whole (article link: <https://doi.org/10.3138/jvme-2019-0115>), and it went on to serve as the model for the new Ethiopian National Veterinary Curriculum, which was approved for use throughout the country in 2019.

Through the WOAH/OIE Twinning program we also successfully implemented 6 different continuing education courses with multiple editions over the years, that provided advanced training for over 150 academic staff from the UoG and other Ethiopian veterinary schools, as well as representatives from different government agencies and practicing veterinarians. The impact of these trainings extended well beyond the University of Gondar; one in four

continuing education participants was from other academic institutions and veterinary schools across Ethiopia. Many of them are probably attending this conference today.

While this event marks the formal end of the Twinning Program at the University of Gondar, the strong partnership between The Ohio State University and the University of Gondar will go on, continuing to support efforts to ensure that Ethiopian veterinary graduates are well prepared to protect human and animal health and provide strong support the veterinary services of the nation. For example, in June 2022, we successfully launched the “Needs Assessment Survey for Implementing the 2019 Nationally WOAHOIE Harmonized Veterinary Curriculum in Ethiopia” in partnership with the UoG. The survey is the first step in a two-step process consisting of 1) a survey of all veterinary colleges in Ethiopia to identify the challenges that they face in implementing the new national curriculum and 2) an in-person workshop to share results and prioritize possible solutions using the Focus Forward methodology. The results of the Needs Assessment will be used to inform the national strategy to support all Ethiopian veterinary colleges in effectively implementing the new national curriculum harmonized with the WOAHOIE Day 1 Competencies.

Even as the Needs Assessment is expanding the impact of the Twinning Program in Ethiopia, the techniques developed at the University of Gondar are also being applied to veterinary education programs more than 5000 km away in Southeast Asia. In June 2022, representatives from 37 SE Asian veterinary schools were trained on the AID-IC methodology. The workshops took place in three countries (Cambodia, Thailand, and

Philippines), eight countries participated, and we welcomed over 70 participants representing 37 Veterinary Education Establishments in SE Asia. In October, the first three SE Asian veterinary schools will perform curriculum assessments using the AID-IC methodology, and representatives from the remaining 34 schools will attend as observers, with the goal of completing the same process in their own institutions in the future. This is just one example of the global impact of the Twinning program. The main objectives of the UoG-OSU Twinning program were to 1) Strengthen Ethiopia’s Veterinary Services by aligning the DVM curriculum with the WOAHOIE Day 1 Veterinary Competencies and WOAHOIE Veterinary Education Core Curriculum, 2) Develop a standardized assessment tool to identify training gaps in veterinary education, 3) Increase the number of competent, newly trained veterinarians whose education fulfill the WOAHOIE Day 1 Competencies to promote and protect the health of people, animals, and the environment, and 4) Provide continuing education and professional development opportunities to improve the current veterinary workforce.

We can say without doubt we accomplished those objectives and more, as you will see in our conference today. However, much work remains to be done, and we will continue working with all our partners to keep increasing the number of competent, newly-trained veterinarians in Ethiopia to support the national veterinary services and help to improve the well-being of the country’s human and animal populations.

WELCOME MESSAGES

Dr. David Sherman
Programme Coordinator,
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Twinning Programme



World Organisation of Animal Health

The World Organisation for Animal Health (WOAH) (founded as OIE) was established in 1924 as the intergovernmental organization responsible for improving animal health worldwide. To safeguard animals from disease and prevent the spread of zoonoses to humans, WOAHA directs considerable energy and resources toward helping its 182 Members strengthen their national veterinary services (VS). WOAHA recognizes that the foundation of a strong VS is well qualified and capable professional staff with the necessary knowledge, skills, and attitudes to perform effectively and efficiently.

Early in the implementation of the WOAHA Performance of Veterinary Services (PVS) Pathway, which is WOAHA's platform for providing support to Members for strengthening their veterinary services, PVS Evaluation mission assessments indicated that in many countries, the training of veterinarians was inadequate. In response, WOAHA organized the 1st Global Conference on Veterinary Education in Paris, France, in October 2009. The conference addressed inequalities and shortcomings in veterinary curricula worldwide and identified the need for the development of minimum competencies expected of all graduate

veterinarians in all countries in both private and public components of the VS. In accordance with the recommendations adopted at that conference, WOAHA convened an ad hoc group on veterinary education in 2010 with the support of selected deans of Veterinary Education Establishments (VEEs) from the five continents. In 2012, the ad hoc group produced the OIE Recommendations on the Competencies of Graduating Veterinarians ('Day 1 graduates'). This set of recommendations provides an overview of the competencies necessary for the Day 1 veterinary graduate to be adequately prepared to participate in the public good functions of national VS at the entry level. In 2013, the ad hoc group produced the Veterinary Education Core Curriculum OIE Guidelines. WOAHA developed these guidelines to serve as a companion to its recommendations on the competencies of graduating veterinarians ('Day 1 graduates') to assure the quality of both public and private sector veterinarians contributing to the public good functions of national VS.

These guidelines are meant to serve as a tool for VEEs to use when developing curricula to educate veterinary students to the expected level of competency. In this

context, it was also intended that use of the documents would help to identify a reference threshold for initial training of veterinarians, as the initial training periods for veterinarians vary widely around the world. Thus, an outcomes-based approach, with the development of curriculum to deliver specific competencies for graduating veterinarians, was promoted.

The WOAH Veterinary Education Establishment (VEE) Twinning Programme was also established in 2013. The overall objective of the program is to create a better understanding of the threshold of initial veterinary education worldwide so that assistance can be directed toward increasing the capacity of VEEs that are falling below this threshold. This can be achieved by strengthening compliance with the WOAH guidelines and recommendations on veterinary education through the “twinning” of VEEs. The WOAH VEE Twinning Programme thus provides the opportunity for VEEs in developing and in-transition countries to modernize their curricula and the ways in which they are delivered. Each twinning project under the program is a partnership between a recognized (and preferably accredited) VEE, known as the Parent, and a beneficiary VEE, known as the Beneficiary.

To date, 14 VEE Twinning Projects have been initiated with 12 of them so far been completed. These projects have yielded clear benefits to both the Parent and Beneficiary partners involved and have produced noteworthy outcomes in curriculum reform and teaching methodologies. Many of these successes have been described in a special issue of the Journal of Veterinary Medical Education on the WOAH Veterinary Educational Twinning Programme (Volume 47 – Supplement, September 2020). The success of the Twinning between the Ohio State

University and the University of Gondar is especially noteworthy. As you will hear during this closing conference, not only did the partners achieve all of their intended objectives for curriculum reform, but the curriculum improvements developed at Gondar as a result of the Twinning project are being adopted by all the veterinary faculties in Ethiopia and the tools developed for curriculum assessment during this Twinning project are now being applied for curriculum assessment and reform in other regions of the world. From the WOAH perspective, this Twinning has been a remarkable success. Congratulations to all participants for a job well done.

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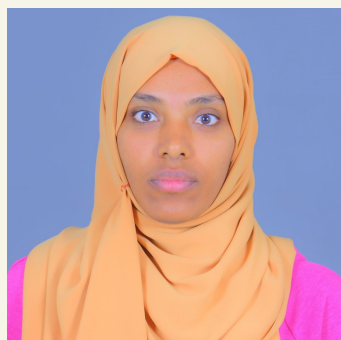


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ABSTRACTS

1 Development & Implementation of the UOG–OSU Veterinary Education Twinning Project | Dr. Achenef Melaku

In the last 15 years, there was a rapid expansion of veterinary education establishments in Ethiopia which was not supported by the necessary teaching facilities and capacities. To address such gaps, the College of Veterinary Medicine and Animal Sciences (CVMAS) at the University of Gondar was trying to boost its teaching capacities. Building local or international collaboration among universities and research institutes has been given much attention since it is helpful to acquire experiences and share resources. The college was looking for collaborating opportunities and pursuit a veterinary education twinning project with The Ohio State University (OSU). Hence, this presentation will elaborate on the development and implementation of the project. In 2014, the College learned about WOAHOIE Twinning Program and immediately established a committee and prepared a very rough proposal which was

followed by searching for a parent institute in developed countries as per the guideline of the World Organization for Animal Health (WOAH/OIE). Professors from OSU volunteered to work with us and the final submitted proposal was prepared and submitted to OIE by OSU in early 2015. By May 2015 the project was approved and started its immediate implementation. Several achievements and successes were registered through the implementation of the project. It was commenced by identifying gaps and formulating and implantation of solutions. The veterinary college at UoG and other Universities in Ethiopia should work to scale up the impacts of this program by implementing recommendations to get the sustainable improvement of veterinary education in the country.

2 Achievements of University of Gondar–Ohio State University Veterinary Education Twinning Project on Curriculum Development and Implementation | Dr. Tsegaw Fentie

The World Organisation for Animal Health (WOAH, formerly OIE) acknowledges the quality of veterinary education in many of the developing countries is deficient to develop the aptitude and proficiency of veterinary graduates to work across the multiple disciplines of the profession. The WOAHOIE provides the requirements needed for graduating veterinary professionals to be competent in the delivery of animal health services. However, significant differences in veterinary curricula across countries, attributable to differing animal health priorities and predominant types of veterinary practice, provide a challenge for veterinary education establishments to address these competencies adequately. As part of the WOAHOIE's Veterinary Education Twinning Program, the University of Gondar College of Veterinary Medicine and Animal Sciences (UoG–CVMAS) in Ethiopia and College of Veterinary Medicine in the Ohio State University (OSU) undertook a curriculum mapping and gap analysis to assess the extent to which the veterinary curriculum addresses WOAHOIE's Day 1 Competencies for graduating veterinarians. Results of the analysis indicated that three WOAHOIE Day 1 Competencies (General

Certification Procedures, Inspection and Certification Procedures, and International Trade Framework) were missed; four WOAHOIE competencies (Risk Analysis, Outbreak Investigation and Management, Environmental Health and Biological Waste Management, Drug Withdrawal Times and Drug Residues) were missed major WOAHOIE contents; and three WOAHOIE competencies (Animal Welfare, Biostatistics and Communication Skill) were misaligned/taught in different sequences. Gaps in the depth and breadth of instruction were found for a number of competencies in WOAHOIE specific and advanced competency categories. These findings indicated the need for addressing the gaps in the UoG veterinary medicine (DVM) curriculum and develop human resource. As a result, the UoG–OSU twinning project worked out on the development and implementation of an WOAHOIE standard curriculum that efficiently meets the national and international animal health requirements. Faculty and student development through exchange and continuous professional development programs were in place to motivate and strengthened the veterinary educational process in the UoG–CVMAS.

ABSTRACTS

3 Contribution of the UoG–OSU Twinning Project to the National DVM Curriculum | Dr. Shimelis Dagnachew

The Ethiopian higher education curricula have been continuously revised to standardize and improve quality for the production of competent professionals. The DVM program in Ethiopia delivered in all veterinary schools/faculties/colleges are used a harmonized curriculum. However, still each veterinary college's curriculum is somehow unique as there is about 20% variation among them due to specific courses that are included based on geographical locations and/or variations in practical placements of the students. For instance at the UoG, our DVM curriculum has been implementing the Off Campus Training courses with practical placement conducted out of the campus in potential veterinary facilities including veterinary clinics, veterinary laboratories, export abattoirs, vaccine production, and other livestock technology institutes; which can be significantly different from other Colleges in the country. Furthermore, the DVM curriculum in UoG was revised in collaboration with the curriculum twinning project of OSU supported by WOAHO/OIE. In the last few years, the UoG has incorporated courses that fill the identified gaps to attain the Day 1 competencies recommended by WOAHO/OIE. Accordingly, CVMAS-UoG has been implemented the Day 1 WOAHO/OIE competency revised curriculum since 2017. The first batch of students trained using the revised curriculum will be graduating in August 2022. Therefore, the objective of this presentation is to assess the contribution of the WOAHO/OIE Day 1 competency based UoG – DVM curriculum for the harmonized national curriculum in Ethiopia. The assessment was done by desktop review of documents and observation of reflections from curriculum review process by instructors, committee members, and various stakeholders. The assessment of the contributions of UoG twinning revised curriculum has got an opportunity to be used as a benchmark and endorsed in other veterinary colleges/schools during the national curriculum revision program by MOSHE (Ministry of Science and Higher Education, 2019/20). In the national harmonized curriculum review process about 100% of the courses content incorporated in UoG – WOAHO/OIE Day 1 competency based revised DVM curriculum were endorsed.

This review process underwent at different levels and stages of discussion by the dean's council meeting for the veterinary education establishment recommendations and curriculum review committee from represented colleges. According to the suggestion and comments forwarded three universities were assigned for the revision of the national DVM curriculum including University of Gondar, Bahir Dar University and Addis Ababa University. The main components included in the review process were including common courses, improving the course contents in line with WOAHO/OIE Day 1 competencies, adjusting the level and sequence of courses. Specifically, the following actions were applied; incorporation of new courses, revising the course content by adding new chapters, merging of related courses and deleting of less relevant courses. In the incorporation of new courses and revising the course contents the WOAHO/OIE Day 1 competencies have given priority and well endorsed. In conclusion, all courses and contents included in the UoG – revised DVM curriculum twinning project implemented since 2017 were incorporated in the national harmonized and revised DVM curriculum. Consequently, the revised harmonized DVM curriculum is currently implemented in 13 universities of Ethiopia and the experiences from University of Gondar revised WOAHO/OIE Day 1 competency curriculum was used as a benchmark for the harmonized DVM curriculum in Ethiopian veterinary education.

ABSTRACTS

4 Capacity Building/One Health Summer Institute | Dr. Seleshe Nigatu

The University of Gondar–Ohio State University collaborative Summer One–Health training is one of the exemplary collaborative professional development programs which created ample opportunities for students, faculties and researchers. Summer one health program provides multidisciplinary, short term need based trainings for UoG students and academic staff and experts in line sector offices (Ministry of Agriculture, Ministry of Health, National and Regional laboratories, etc.) and other universities since 2012. In this program more than 700 professionals were trained in various courses and more than 8 projects were implemented in collaboration with OSU. One of the activities of the WOAHOIE supported UoG–OSU Veterinary Education Twinning Project was to provide continuous education to UoG senior undergraduate and postgraduate students and teaching staff on selected courses related to WOAHOIE day–1 competency.

Since 2016, in addition to UoG veterinary education curriculum development, the project supported continuous professional development trainings in the following topics; international trade, risk analysis, fundamentals of animal welfare, career and professional development in veterinary medicine, modeling foodborne and zoonotic disease, concepts of economics and epidemiology in agricultural development. Senior veterinary medicine students and over 150 professionals from UoG and other universities and institutions were trained. These courses were helpful to make UoG faculties familiar with WOAHOIE standards and proper implementation of curriculum and to motivate veterinary medicine students and improve their competencies. Such a program shall be encouraged and get full support from the government to alleviate quality education challenges that may arise from knowledge gap and poor infrastructure.

5 Impact of the UoG–OSU Student Exchange Program on Day 1 Veterinary Graduates/Visitors | Dr. Andinet Yirga Assefa

Student exchange programs are among the strategies implemented by universities to develop students' intercultural skill and international knowledge. The University of Gondar–Ohio State University (UoG–OSU) student exchange program was conducted from October 31 – November 11, 2016 and from April 1–14, 2018 as a main strategy to achieve the objectives of UoG–OSU Twinning Program. A total of 16 clinical year UoG students were involved in two rounds. This presentation describes the impact of the exchange program on the participants' motivation and employment and the role of visitors in advancing veterinary education and veterinary service in Ethiopia. The exchange students attended one week on Veterinary Preventive Medicine education and one week focused on Public Health rotations twinned with final year OSU veterinary medicine students.

Over the two weeks stay at OSU, they attended different classes and they have visited different institutes, agencies, and productions systems across the State of Ohio. Up on their return, they shared their experiences to UoG veterinary medicine students, established student clubs, and are now working for different veterinary institutes as instructors or faculty. Overall, the exchange program was effective in improving the motivation of visitors and in injecting young graduates, having the experience of OSU, to different veterinary institutes where they can work to advance veterinary education and veterinary service in the country. Therefore, such student exchange program should be adopted in different veterinary schools of Ethiopia; however, it needs to have continuity and should involve higher number of students.

ABSTRACTS

Engagement of Veterinary Medicine Students in

6 Extracurricular Activities and Impact on Veterinary Education Performance, University of Gondar | Dr. Rehmet Kemal

Students' involvement in extracurricular activities is generally considered advantageous to their overall educational experience. Veterinary students experience high level of stress, with concerns about academic performance, workload, and the amount of time spent studying. This led them to experience higher levels of depression. Participation in extracurricular activities provide college students a variety of opportunity for better engagement in campus life within their institution associated with higher levels of retention through graduation, increased leadership capacity, student academic and career success, and generalized cognitive and social development. In the College of Veterinary Medicine and Animal Sciences, University of Gondar two student clubs, Veterinary Public Health and Veterinary Clinical Medicine are established and functional. These clubs allowed the involvement of students in community outreach beside the regular curriculum.

The clubs were organized by students who were exchange program participants in the UoG-OSU Twinning Program in 2016 and 2018 to motivate students to actively participate in extracurricular activities, which raises students' skill on veterinary services and create Day 1 competent veterinarian for the country. These clubs have done different tasks including student's clinical skill development, free veterinary services to the community such as rabies vaccination campaign, and awareness creation on animal welfare and zoonotic disease control and prevention. As a result of this, they could increase the motivation of students towards veterinary medicine, though the clubs encountered various constraints that hinder the quantity and quality of their activities. In general, the extracurricular programs like professional student clubs are very essential for university students and should be developed and implemented in all Ethiopian universities.

7 Impact of Twinning on Employment in the Private Sector | Dr. Fasil Mesafint

EthioChicken is one of the largest and leading poultry operations in Ethiopia that focuses on production and distribution of improved breeds of poultry to rural households of Ethiopia. EthioChicken is founded in November 2010 to revive failing poultry operations with huge expectations from the local government and community. Through the public private partnership, EthioChicken started to produce chickens to smallholder farmers in mid of 2011 with a vision of reaching every Ethiopian family with improved breeds to improve nutrition, empower women and create income to partners and rural farmers. Currently EthioChicken has seven breeder farms, three hatcheries and two feed production factories in Ethiopia. The company distributes around 26,000,000-day old chicks annually and crates job for 8,000 day old chick growers and 1700 professionals and non-professionals in the country among which 76 are veterinarians. EthioChicken works in close collaboration with Veterinary Medicine colleges/schools in a University-Industry linkage program where students are attached to the companies for their internship to exercise their practical education in farm management, biosecurity, and herd health planning.

The UoG-OSU Veterinary Education Twinning project plays significant role in producing competent veterinarians to fill the gap for national veterinary workforce. The company recruits veterinarians by merit/ based on their competence at Day 1. Among vet employees, over one-third, that is 36% (27 out of 76 vets) are graduates from University of Gondar, which is due to high performance of UoG veterinary graduates. The team of veterinarians is the backbone of the system and takes the riskiest responsibilities of raising chickens from 45 to 60 days which needs vaccination, brooding, management and effective medication. They are solving two issues for EthioChicken which are market linkage to farmers and growing chickens to a level that can survive in the smallholder farmers' management and feeding. In addition to their professional role as practitioner, the vets serve the company as area sales manager and as member of the regional and head office team. EthioChicken appreciates the impact of UoG-OSU project that supports the production of competence graduates to the level of the company satisfaction in particular and to the private sector in general.

ABSTRACTS

8 Impact of UoG–OSU Twinning Project on Employment in the Public Sector | Dr. Tamiru Tessema

In Ethiopia, the government is one of the primary employers of veterinarians, and government veterinarians provide the majority of veterinary care that production and working animals in Ethiopia receive. For this reason, one of the primary goals of the Twinning Program was to better prepare graduates to serve in this sector. The Veterinary Service Directorate in the Amhara Regional State works hard in fulfilling the national plan and efforts to improve the performance of the veterinary service.

The contribution of the UoG–OSU Twinning Project in the production of competent veterinary graduates in Gondar and other Ethiopian universities is indispensable in improving the veterinary workforce at a regional and national level. Dr. Tamiru Tessema will discuss his perspective on the Twinning Program and the training of veterinarians in Ethiopia at large.

9 Impact of the UoG–OSU OIE Twinning Program on Other Ethiopian Veterinary Schools | Dr. Biresaw Sereda

Veterinary education in Ethiopia is expanding in the last two decades. However, the curriculum in most veterinary schools is derived from the pioneer institution, Addis Ababa University and harmonized across the schools. Although the curricula are harmonized, they lack WOAHO/OIE recommended Day 1 competency and sequence of course delivery is not as per to the existing guidelines as it was observed during curricular evaluation. The objective of this presentation is to evaluate the impact of UoG–OSU WOAHO/OIE twinning project on other veterinary schools in Ethiopia. In order to evaluate the impact of the Twinning Program on other veterinary schools in Ethiopia, a survey was developed and distributed to the fifteen schools.

The DVM curriculum is revised and harmonized considering the recommended WOAHO/OIE elements. Because of the Twinning Program, academic staffs of different schools came to understand about Day 1 competency and WOAHO/OIE recommended course delivery. Most schools incorporated One Health, Animal Welfare, Food laws and Trade, and Trans-boundary animal diseases, either as self-standing course or as chapter in Veterinary Public Health and Epidemiology for undergraduate programs. Thus, the impact of the Twinning Program is immense and could be more helpful if expanded to other veterinary schools taking the lessons from University of Gondar.

ABSTRACTS

10 Impact of the UoG–OSU OIE Twinning Program on the Veterinary Profession in Ethiopia | Dr. Tewodros Tesfaye

Veterinary professionals have been playing substantial roles in the improvement of the productivity and welfare of animals around the globe. Ethiopia with huge livestock resources has been expanding veterinary colleges throughout the country. On the other hand, the curriculum was not geared towards Day 1 WOA/OIE competencies, and the quality of graduates was low. To enhance the competency of graduates in particular and the profession in general, the University of Gondar – The Ohio State University Veterinary Education–Twinning Project has been implemented since 2015.

This presentation focused on the impact of the project on the veterinary profession in Ethiopia. The project extends from problem (gap) identification to designing and implementing strategies. The intervention activities were targeting the teaching process, the curriculum, students, academicians, researchers and veterinarians working in different colleges and institutes in the country. Hence, it brought tangible changes in the profession and the momentum has to be continued to bring sustainable changes and more societal benefits.

11 The Future of OSU–UOG Collaboration | Dr. Amanda Berrian

Building on the momentum from the Veterinary Education Twinning Programme, the University of Gondar and The Ohio State University are continuing their partnership to help strengthen veterinary education throughout Ethiopia. Current activities, including the National Veterinary Curriculum Needs Assessment and Day 1 Platform for Veterinary Education, will be shared

CLOSING REMARKS

Dr. Tsegaw Fentie & UoG Team



It is clear that veterinarians are vital in the Ethiopian society for not only treating and taking care of animals but also contribute to the human health and welfare. Enhancing quality veterinary education is a tool to produce Day 1 competent veterinary graduates in line to WOAHO/OIE standard to improve the performance of the Ethiopian animal health services. The veterinary education twinning project between the Ohio State University and University of Gondar has proven to be a winner and has allowed the College of Veterinary Medicine and Animal Sciences (CVMAS) to improve its DVM curriculum by aligning with the WOAHO/OIE's recommended day 1 competencies, introducing active learning methods and implementing continuing education program. The project's success was facilitated by mutual respect for different cultural views and open discussion of

perceived limitations and collaborative approaches, and it has achieved an impact well beyond University of Gondar. This is evidenced by veterinary schools/colleges in other Ethiopian universities that have adopted the UoG curriculum, active engagement of CVMAS dean and local coordinator in improving and harmonization of the national DVM curriculum. The motivation of students, improved performance of UoG veterinary graduates at day 1 and their prior employability by the private and public sectors is also a witness for the success of the project. I am confident enough that the momentum of this effective OSU-UoG collaboration will be sustain in implementing other ongoing and incoming projects.



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The UoG-OSU Team Members & Collaborators

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Habtamu Tasew
Dessie Shiferaw
Eyob Hirpa
Tadele Tolosa
Rehmet Kemal
Sosina Dires
Endriyas Alebachew
Tamiru Tessema

The Ohio State University:

Suzanne Tomasi
Ross Coniglio
Emily Feyes
Samantha Swisher
Ivana Grozdic
Jeanette O'Quin
Jason Stull
Wondwossen Gebreyes
Amanda Berrian
Amanda Fark
Gustavo Schuenemann
Kathryn Proudfoot
Monique Pairis-Garcia
Armando E. Hoet**

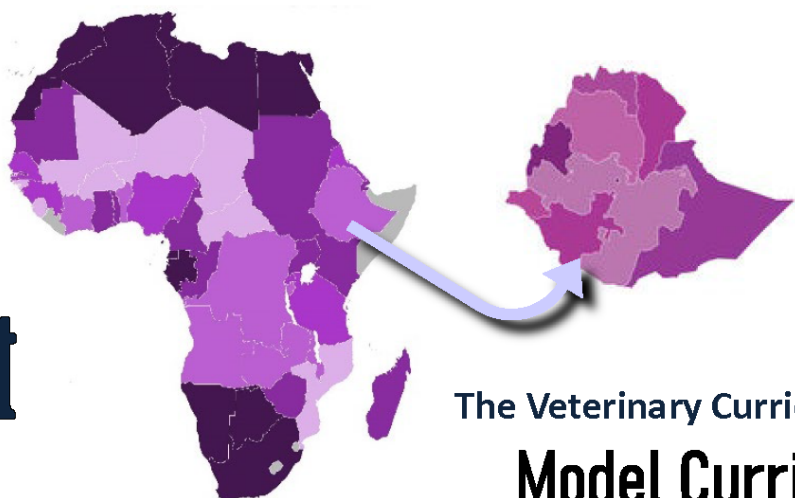
* UoG Coordinator

** Program Leader

University of Gondar - The Ohio State University WOAH/OIE Veterinary Education Twinning Program Major Accomplishments 2015 - 2022

1st

World Organization for Animal Health (WOAH/OIE) Harmonized Veterinary Curriculum implemented in Africa, launched in 2017



The Veterinary Curriculum at the UoG was used as **Model Curriculum in Ethiopia**

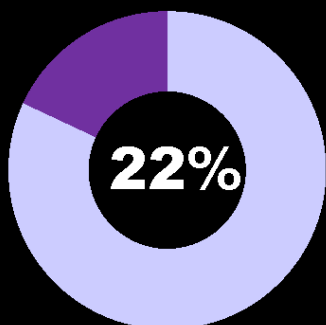
and as a benchmark to create the 2019 National Veterinary Curriculum currently been implemented across the country

All 13

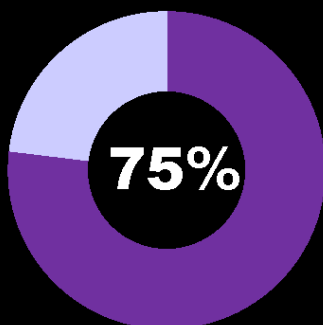
veterinary schools in Ethiopia have participated in one or more of the OIE Twinning activities

>300

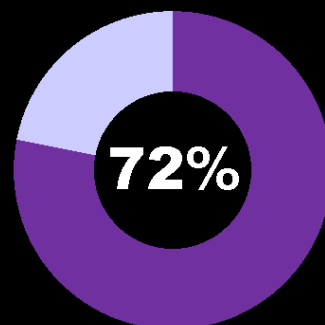
future veterinarians have started under the newly OIE harmonized curriculum at the UoG College of Veterinary Medicine and Animal Sciences (UoG-CVMASc)



22% of Courses in the UoG-CVMASc Curriculum were modified to fulfill OIE Day 1 Competencies



75% of the Faculty at the UoG-CVMASc have obtained certification on Teaching Methodology and Pedagogy



72% of the students had participated in Veterinary Clubs created under the OIE Twinning Program



150

Academic Staff from the UoG and other universities have been trained in CE courses sponsored by the WOAH/OIE Twinning program

25%

of CE course participants were from other academic institutions and veterinary schools across Ethiopia

16



UoG Veterinary students participated in the Veterinary Preventive Medicine Rotation in Ohio