

**Executive
Version**

**Veterinary Education National Action Plan
for the 2020 Harmonized Veterinary
National Curriculum**

VEd-NAP
2025-2028





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The **2020 Harmonized Veterinary National Curriculum** is a significant milestone in the advancement of veterinary education in Ethiopia. While maintaining program diversification, the harmonized curriculum provides a common framework for core training of veterinarians across Veterinary Education Establishments (VEEs) within Ethiopia. It also helps to ensure that all graduating veterinarians, regardless of their institution, can perform the necessary functions that society relies upon, deemed National Veterinary Services by the World Organisation for Animal Health (WOAH). A well-trained veterinary workforce is essential to ensure the health and well-being of animals and the people who depend on them; thus, quality veterinary education is a national, and global, imperative.

Knowledge of what to do, however, does not guarantee success alone. It is through action, defined steps, that desired outcomes are achieved. This **2025-2028 Veterinary Education National Action Plan** (VEd-NAP) is a tool to enable the successful operationalization of the 2020 Harmonized Veterinary National Curriculum across Ethiopia. It is a culmination of extensive collaboration among key stakeholders, including Deans and other representatives from all Ethiopian VEEs, Ministry of Education, Ministry of Agriculture, Ethiopian Veterinary Association, and the private sector. It aims to address the most pressing challenges VEEs are facing in the implementation of the harmonized curriculum described through a [systematic national needs assessment](#), such as delivering high-quality practical instruction to students and maintaining expert academic staff.

The goals and activities of VEd-NAP directly reflect the solutions generated and prioritized during the **2024 National Focus Forward Workshop**, where 54 stakeholders discussed and deliberated over two days. More than 130 activities or action items were identified and selected by the attendees of this event to be part of the national action plan. Following this workshop, it was evident that Ethiopian VEEs and their boundary partners needed a well-organized structure if activities were to be effectively implemented and sustained over time. With this mandate in mind, the technical team, in consultation with multiple Deans, government officials, and EVA representatives, pivoted their effort into developing a collaborative and supportive organizational structure to manage the activities under this VEd-NAP in support of the 2020 Harmonized Veterinary National Curriculum implementation.

In total, 12 committees and task forces, overseen by the Deans Council (DC) and with technical support from the University of Gondar and The Ohio State University, will be responsible for the advancement of the various activities and action items under the VEd-NAP (See *VEd-NAP Organizational Structure* next page). The DC will provide strategic direction and ensure alignment with the overall goals of the VEd-NAP and other important national initiatives. Descriptions of these committees and task forces, their function, and activities to implement are summarized in pages 10-32 in this document.

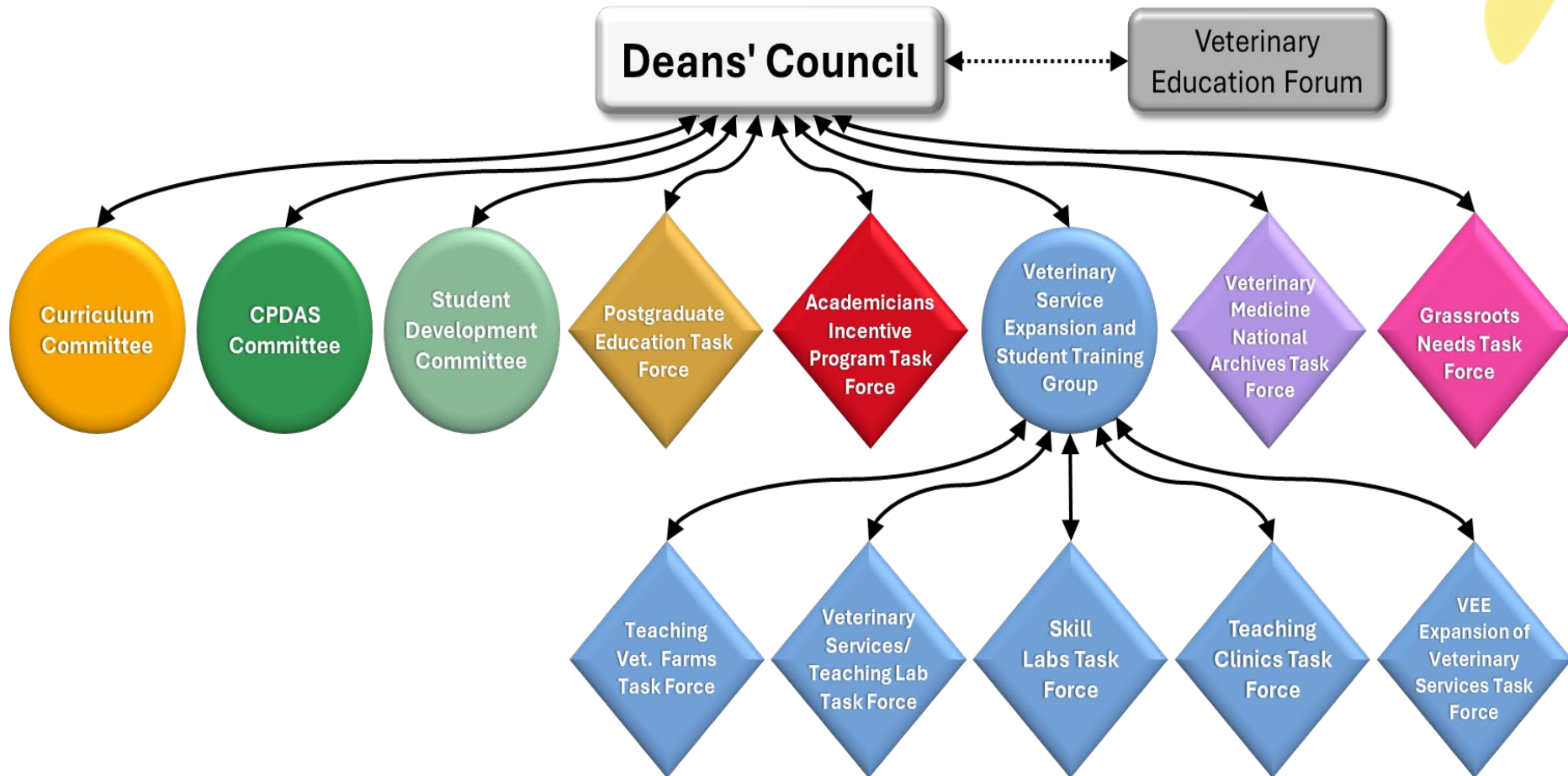
This organizational structure, based on volunteer leadership and service committees, is shared by veterinary educational systems in countries around the world, such as the American Association of Veterinary Medical Colleges (AAVMC). Under these committees, academic staff (professors, lecturers, and instructors) and government and private sector representatives come together to support the mission and goals of their veterinary educational system. This framework has proven to be successful as it involves a shared decision-making approach where various stakeholders, from school administrators and professors to government and industry representatives, participate in the governance and implementation of nationwide initiatives. This structure also facilitates collaboration among all VEEs in a country and major boundary partners, helping not only to share the responsibilities among various interested parties, but also to ensure that diverse perspectives are considered during the decision-making process and implementation.

VEd-NAP is designed to address the evolving needs of veterinary education and practice in Ethiopia, ensuring that the curriculum remains relevant, comprehensive, and aligned with both local priorities and global standards. The plan outlines strategic activities, implemented by these specific committees and task forces, aimed at enhancing the quality of veterinary education, improving academic staff development, expanding student training opportunities, and fostering collaboration among educational institutions and industry partners.

With gratitude, we recognize all contributors for their valuable inputs and dedication to transforming veterinary education in Ethiopia. This action plan is a testament to the collective effort and vision of all involved, and we look forward to its successful implementation and the positive impact it will have on veterinary education and practice in Ethiopia.



VEd-NAP Organizational Structure*



*Note: Detailed description is provided in the full version of the VEd-NAP



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The VEd-NAP was developed with the contributions of Deans and representatives from all 16 VEEs in the country (as of 2023), the Ministry of Education, the Ministry of Agriculture, the Ethiopian Veterinary Association, and private sector representatives.

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Major Sections in the Full Version of the VEd-NAP

The current **Executive Version** of the VEd-NAP mostly contains the *Implementation Plans* section, which describes the main committees and activities they are in charge of organizing and implementing. The **Full Version** of the *Veterinary Education National Action Plan for the 2020 Harmonized Veterinary National Curriculum - VEd-NAP 2025-2028* contains additional sections such as:

Methodology

This section briefly describes the major events and methodological approaches used to develop the Ethiopia VEd-NAP

Organizational Structure

This section describes the structure based on Committees and Task Forces as well as a brief description of the governance and communication of the VEd-NAP

Strategic Framework

This section describes the four *Lines of Action* that will help organize the execution of the national plan

Appendix 1 Progress Trackers

This appendix contains customized forms for each committee to track the progress of each activity to perform proper monitoring and evaluation

Appendix 2 Focus Forward Workshop – Solution Prioritization Results

This appendix contains the original solutions selected during the 2024 Focus Forward workshop, including the voting results obtained during the prioritization process





Implementation Plans

Curriculum Committee (CC)

The **Curriculum Committee** will focus on topics/activities related to the DVM-level veterinary curriculum. The activities under this committee are expected to support the current curriculum implementation, especially across WOA Day 1 priority areas identified in the needs assessment, including helping to customize and regionalize the curriculum as needed and guiding future curriculum content development. The committee will also focus on identifying initially miscategorized content in the DVM-level curriculum that should be reallocated to advanced or graduate training programs (this will also help to address the lack of time to deliver locally specific content during the veterinary program).

To enhance the curriculum's relevance and clarity, ensure a quality standard of implementation across VEEs that considers both local and global needs



#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Ensure that new veterinary schools are implementing the 2020 Ethiopian Harmonized Veterinary Curriculum					
CC 1.1	Perform an inventory of new VEE Programs and the implementation of the 2020 Veterinary Curriculum	Inventory	Internal to the committee		
CC.1.2	Create standard guidelines for curriculum evaluation of new veterinary schools	Guidelines	Ministry of Education		
Goal 2: Broaden educational perspectives and increase opportunities for students and Academic Staff exchanges					
CC 2.1	Prepare proposal to increase international participation/coverage in <i>Veterinary Education Forum Conference</i>	Open call for international presentations/participants	Veterinary Education Forum Conference Organizing Committee	Veterinary Education Forum Conference Organizing Committee	
Goal 3: Increase experiential learning and practical/hands-on training of veterinary students					
CC 3.1	Perform SWOT (Strength, Weakness, Opportunities, Threats) analysis on elevenization program	Technical Report	Internal to the committee		
CC 3.2	Hold national conference to share SWOT analysis results and reach consensus on the way forward	Consensus Statement on Elevenization	Ministry of Education		



Goal 4: Promote the development of reference centers for identified priority areas to serve as role models and resources for other VEEs

CC 4.1	Perform landscape analysis of current Veterinary Reference Centers in Ethiopia that could serve as role models in key WOA Day-1 Competencies and other priority areas	Framework and guidance document to create new reference centers	VEF and VEEs		
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Goal 5: Provide guidance for Academic Staff to deliver highly/moderately difficult courses and to customize the curriculum according to local/regional needs

CC 5.1	Perform landscape analysis of syllabi across VEEs to analyze alignment of topics across VEEs, vertical integration within VEE, coverage of local relevant content, assessment and evaluation methods, and time allocated for lecture versus practical application	Technical Report	Internal to the committee	Grassroots Needs Task Force Continuous Professional Development for Academic Staff Committee	
CC 5.2	Hold National Multi-Stakeholder Workshop to develop <i>Competencies and Learning Outcomes</i> (LO)	Curriculum guide including key Competencies and Learning Outcomes	Ministry of Education		



Continuous Professional Development for Academic Staff Committee (PD)

The **Continuous Professional Development for Academic Staff Committee** will focus on all activities that enhance the education and training of Academic Staff in key areas of the 2020 Ethiopian Harmonized Veterinary Curriculum, both technical and pedagogical, with the aim of improving and broadening their expertise and experience. This committee will help to improve content delivery and student proficiency.

To improve Academic Staff expertise and experience in key areas of the curriculum



#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Enhance continuous education (CE) for Academic Staff in priority areas of the new 2020 curriculum					
PD 1.1	Perform assessment of Academic Staff's continuous education needs to identify key topics and personnel who would benefit from new/expanded continuous education opportunities	Technical report describing CE Academic Staff needs	Internal to the Committee		
PD 1.2	Perform landscape analysis of continuous education opportunities for Academic Staff in Ethiopia	Catalog of existing courses for continuous education for Academic Staff	Internal to the Committee		CC 5.1.
PD 1.3	Create new courses/workshops or revise existing continuous education opportunities for Academic Staff	New/Improved courses	VEE Academic Staff	Deliverology Unit	
PD 1.4	Develop detailed program of continuous education for Academic Staff, including program objectives, duration, criteria for selection, learning plan describing structure, desired outcomes, schedule of activities, and funding sources	Continuous Education Program	VEE Academic Staff		
Goal 2: Create opportunities for in-country and international off-campus exchange training for Academic Staff to acquire skills and expertise in key areas of the new curriculum					
PD 2.1	Perform needs assessment to identify key topics that would benefit from off-campus training and exchange programs	Technical report describing Academic Staff needs	Internal to the Committee		
PD 2.2	Perform landscape analysis of existing off-campus training and exchange opportunities for Academic Staff	Catalog of existing offerings of off-campus training for Academic Staff	Internal to the Committee		



PD 2.3	Develop off-campus exchange program for veterinary Academic Staff in Ethiopia including, program objectives, duration, criteria for selection, learning plan describing structure, desired outcomes, schedule of activities, and funding sources	Written off-campus exchange programs	VEF		
PD 2.4	Write proposal to support an in-country fellowship program	Proposal to support in-country fellowship	VEF		
PD 2.5	Identify and establish partnerships with universities, private companies, and government agencies to allow exchange programs	Memorandum of Understanding (MoUs) with universities, private companies, and government agencies	Different partners (Universities, private companies, and government agencies)		
PD 2.6	Identify potential funding sources and scholarships sources that provide post-graduate programs, externships, and trainings for Academic Staff in the priority areas	Searchable database of funding	VEF		
Goal 3: Improve Academic Staff expertise in pedagogical techniques to increase the quality and number of applied contents under the new curriculum					
PD 3.1	Perform needs assessment of key topic areas that would benefit from pedagogical training	Technical Report	Internal to the Committee		
PD 3.2	Perform landscape analysis on existing courses/training focused on pedagogic training for Academic Staff, including identification of model programs/networks that brought fruitful outcomes at national, regional, and international levels	Technical Report	Internal to the Committee		
PD 3.3	Implement workshops and webinars focused on pedagogical techniques including for practical content creation and learning assessments	Workshops and Webinars Trained Academic Staff with enhanced pedagogical skills	VEE Academic Staff EVA		
Goal 4: Increase project funding opportunities that contribute to improved curriculum implementation					
PD 4.1	Implement workshops on grant proposal writing	Workshops Trained Academic Staff with competencies on grant proposal writing			UF 1.2., TL 1.2., SL 1.2., TC 1.2.



Student Development Committee (SD)

The **Student Development Committee** will focus on all activities that enhance the education and training of veterinary students with special focus on off-campus rotations, professional development, and improvement of career prospects. The committee activities include: create or enhance collaboration and coordination between VEEs and preceptors located in private companies, government agencies, and non-governmental organizations to increase off-campus rotation access; motivate students, Academic Staff, and preceptors to increase engagement with small-scale producers and pastoralists; and provide students pre-placement orientation and guidance to properly interact with the off-campus preceptors.

To improve readiness of Day-1 veterinarians to respond to the country's needs



#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Strengthen Day-1 veterinarians' readiness and support the veterinary services needs of Ethiopia by harmonizing and improving student placement opportunities					
SD 1.1	Perform landscape analysis to identify government agencies as potential hosts for off-campus rotations/internships and to identify mutual benefits to promote student placement	Technical Report	Internal to the Committee		
SD 1.2	Perform landscape analysis to identify private companies as potential hosts for off-campus rotations/internships and to identify mutual benefits to promote student placement	Technical Report	Internal to the Committee		
SD 1.3	Perform landscape analysis to identify non-governmental organizations as potential hosts for off-campus rotations/internships and to identify mutual benefits to promote student placement	Technical Report	Internal to the Committee	Grassroots Needs Task Force	
SD 1.4	Hold a workshop to develop or improve student placement opportunities with potential host organizations, highlight the mutual benefits of student placements, and define the technical components, including the competencies to be achieved, assessment methods, and quality assurance procedures	Student Placement Guidelines	Private companies Government Agencies NGOs VEEs		



SD 1.5	Design structured student placement programs with Government Agencies, Private Companies, and NGOs including those training Community Animal Health Workers (CAHWs) and those providing services to underserved communities, either for field/clinical and non-field/leadership hands-on experiences	MoUs for student placement	Government Agencies Private Companies NGOs VEEs	Deliverology Unit (Student Placement Task Force)	
SD 1.6	Prepare guidelines and proposals for the creation of liaison offices in government agencies and the private sector	Liaison offices in private companies and government agencies	Private companies Government Agencies VEEs		
SD 1.7	Create minimum guidance for students' orientation pre-placement	Orientation Guidelines	VEEs		
Goal 2: Strengthen students' engagement with grassroots needs, fostering their role in addressing service gaps within underserved communities.					
SD 2.1	Review best practices and successful models for collaboration between students, Academic Staff, and small-scale producers to identify effective incentive mechanisms	Technical report	Internal to the Committee		
SD 2.2	Develop network of students, Academic Staff, and small-scale producers	Network of students, Academic Staff, and small-scale producers	VEEs		
SD 2.3	Prepare proposal to offer scholarships, internships, training programs/workshops, and/or service and research grants for students and Academic Staff and to provide subsidies or incentives to small-scale producers	Proposal on incentive mechanisms for students, Academic Staff, and SSPs	VEEs		
Goal 3: Harmonize and improve off-campus rotations for veterinary students to guarantee minimum level of experience and competencies					
SD 3.1	Hold workshop to define competencies to be achieved with off-campus rotations, assessment methodologies, best practices for logistics, and procedures to perform quality assessment	Off-campus rotations Guidelines	VEEs Host Organizations		
Goal 4: Advance student professional development and career prospects					
SD 4.1	Create the Ethiopian Student Veterinary Association	ESVA	VEE		
SD 4.2	Establish annual student career development colloquium with guest speakers	Colloquium (1 st cycle)	VEF EVA		



Postgraduate Education Task Force (PG)

The **Postgraduate Education Task Force** will focus on developing opportunities for long-term professional advancement (for example certificates, MSc, and PhDs) in key topics under the WOAAH Day-1 Competencies. This task force will oversee the identification of current postgraduate programs, mapping their content, and developing a proposal for the improvement of current and/or the creation of new degrees and/or specialty areas to help support the new harmonized veterinary curriculum.

To increase the number of postgraduate programs concerning the WOAAH Day-1 Competencies



#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Develop sustainable postgraduate training programs					
PG 1.1	Perform needs assessment on postgraduate training programs to identify key topics/subject matter and Academic Staff that would benefit from postgraduate training	Technical report	Internal to the Task Force		
PG 1.2	Perform landscape analysis of existing national postgraduate training programs	Technical report on existing postgraduate training programs	Internal to the Task Force	Curriculum Committee	CC 5.1.
PG 1.3	Prepare proposal of specific topics areas to be covered by postgraduate training programs	Proposal for new postgraduate training programs	VEEs and MOE		



Academics Incentive Program Task Force (AI)

The **Academics Incentive Program Task Force** will focus on studying different mechanisms to incentivize highly productive personnel to contribute to the recruitment and retention of academic staff across veterinary schools. The main activities would be directed on 1) how to evaluate academic staff involved in income generating activities and eligibility for compensation, and 2) evaluate different mechanisms/programs for the creation of a national incentive program for researchers and academicians, including the preparation of a feasibility study for such an incentive program. This task force must be multi-disciplinary and inclusive of different professional careers such as Medicine, Engineering, Architecture, Law, Nursing, Economy, etc. as the Academic Staff incentive program should have a broad coverage.

To study mechanisms to contribute to the recruitment and retention of academic staff



#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Implement Academic Staff compensation systems					
AI 1.1	Perform landscape analysis of current income generating activities and compensation schemes employed on Veterinary Education Establishments	Technical report of current income generating activities and compensation schemes employed	Internal to the Task Force		
AI 1.2	Define clear and measurable performance guidelines to evaluate academic staff contributions and eligibility for compensation	Proposal on performance guidelines to evaluate academic staff contributions and eligibility for compensation	VEEs and MOE		
Goal 2: Implement a governmental evaluation and incentive program for Academic Staff					
AI 2.1	Workshop to discuss current mechanisms and programs to incentivize academic staff in other countries	White Paper detailing workshop	Internal for the Task Force		
AI 2.2	Feasibility study for a national incentive program for academic staff	Proposal for a national incentive program for academic staff	MOE and MOF		



Veterinary Service Expansion and Student Training Group

The **Veterinary Service Expansion and Student Training Group** contains five task forces which will focus on the improvement of veterinary services provided by academic institutions to improve practical and clinical training of veterinary students while expanding veterinary services in their communities. Enhanced clinical and outreach teaching facilities and implementation of management best practices are essential for effective curriculum delivery of practical content, which is a major deficiency identified in veterinary education. The task forces will each concentrate on specific activities, ensuring that every type of service or facility receives the necessary attention and expertise. The success of these task forces will rely on collaboration between national and international universities to facilitate experience sharing between administrators and the adoption of best practices. Each task force is expected to conduct a landscape analysis to identify needs, key partners, and potential funding sources. Additionally, a workshop is proposed to bring together stakeholders, initiate proposal preparation, and enable expert consultation.

Task forces under this group are:

- **Teaching Vet Farms Task Force (UF)**
- **Teaching Labs Task Force (TL)**
- **Skills Lab Task Force (SL)**
- **Teaching Clinics Task Force (TC)**
- **VEE Expansion of Veterinary Services Task Force (VS)**

To improve practical and clinical training of veterinary students



Teaching Vet Farms Task Force (UF)

#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Assess, improve, and expand veterinary practical teaching settings and capabilities (University Farms)					
UF 1.1	Perform landscape analysis on facilities and functionality, including potential funding sources and key partners	Technical report	Internal to the Task Force		
UF 1.2	Hold conference for stakeholder engagement and awareness including a proposal writing workshop with external expert consultation	Awareness Conference with Proposal Writing Workshop			
UF 1.3	Create a forum for experience sharing between VEEs involved with university farms	Forum			
Goal 2: Consolidate and expand established teaching vet farms					
UF 2.1	Prepare proposal on the consolidation and/or expansion of established teaching vet farms	Proposal to consolidate and expand established teaching vet farms	MOE, MOA, and MOF deliver to VEEs		
UF 2.2	Provide advanced training for administrators on established teaching vet farms	Administrators trained	MOE, MOA, and MOF deliver to VEEs		
Goal 3: Establish new teaching vet farms					
UF 3.1	Prepare proposal to support the establishment of teaching vet farms in VEEs lacking such resource	Proposal to establish new teaching vet farms	MOE, MOA, and MOF deliver to VEEs		
UF 3.2	Conduct field visits to established teaching vet farms to obtain first-hand expertise	Field visits	MOE, MOA, and MOF deliver to VEEs		
UF 3.3	Create exchange programs to established teaching vet farms	Exchange program	MOE, MOA, and MOF deliver to VEEs		



Teaching Labs Task Force (TL)

#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Assess, improve, and expand veterinary practical teaching settings and capabilities (Service/Teaching Labs)					
TL 1.1	Perform landscape analysis on facilities and functionality (including lab personnel), potential funding sources, and key partners	Technical report	Internal to the Task Force		
TL 1.2	Hold conference for stakeholder engagement and awareness including a proposal writing workshop with external expert consultation	Awareness Conference with Proposal Writing Workshop			
TL 1.3	Create a forum for experience sharing between VEEs involved with Service/Teaching Labs	Forum	VEEs		
Goal 2: Consolidate and expand established teaching labs					
TL 2.1	Prepare proposal on the consolidation and/or expansion of teaching labs	Proposal to consolidate and expand teaching labs	MOE, MOA, and MOF deliver to VEEs		
TL 2.2	Provide advanced training for administrators on established teaching labs	Administrators trained	MOE, MOA, and MOF deliver to VEEs		
Goal 3: Establish new teaching labs					
TL 3.1	Prepare proposal on the establishment of teaching labs in VEEs lacking such resource	Proposal to establish new teaching labs	MOE, MOA, and MOF deliver to VEEs		
TL 3.2	Conduct field visits to established teaching labs to obtain first-hand expertise	Field visits	MOE, MOA, and MOF deliver to VEEs		
TL 3.3	Create exchange programs to established teaching labs	Exchange program	MOE, MOA, and MOF deliver to VEEs		



Goal 4: Establish collaborative and efficient partnership between VEEs laboratories and government entities to streamline the procurement process

TL 4.1	Perform feasibility study for the creation of the Association of National Veterinary Diagnostic Service Laboratories (ANVDSL)	Technical Report	Internal for the Task Force		
TL 4.2	Prepare proposal to create the ANVDSL that is responsible for collective procurement, resource and supply sharing, guidelines development, elaboration of funding proposals, and oversight of service teaching labs	Proposal for the creation of ANVDSL	MOE, MOA, MOF, and Ministry of Trade and Industry		

Goal 5: Improve technical ability of laboratory personnel

TL 5.1	Create a professional profile of laboratory personnel (minimum level competencies)	Professional profile of Lab personnel	Internal for Task Force		
TL 5.2	Perform needs assessment to identify key topics and laboratory staff that would benefit from training	Technical Report	Internal for the Task Force		
TL 5.3	Prepare proposal for certification and/or CE courses for lab personnel including prioritized subject areas, funding, and experts	Proposal for training program(s)	VEF and MOE		

Goal 6: Create sustainable and productive work environment to promote the retention of highly skilled laboratory staff

TL 6.1	Study mechanisms for improvement of recognition, promotion, compensation, and funding sources of highly skilled lab staff	Technical Report	MOE and MOF		
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Skill Labs Task Force (SL)

#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Assess, improve, and expand veterinary practical teaching settings and capabilities (Skill Labs)					
SL 1.1	Perform landscape analysis on facilities and functionality (including lab models), potential funding, and key partners for skill labs	Technical Report	Internal to Task Force		
SL 1.2	Hold conference for stakeholder engagement and awareness including a proposal writing workshop with external expert consultation, standard operating procedure (SOPs), and guidelines for skill labs	Awareness Conference with Proposal Writing Workshop			
SL 1.3	Create a forum for experience sharing between VEEs involved with skill labs	Forum			
SL 1.4	Create minimum SOPs and guidelines for skill labs (including creating professional profiles for the personnel)	SOPs and guidelines for skill labs	VEF and VEEs		
SL 1.5	Implement training on model design and construction	Academic Staff trained on model design	VEE Academic Staff		
Goal 2: Consolidate and expand established skill labs					
SL 2.1	Prepare proposal on the consolidation and/or expansion of skill labs	Proposal to consolidate and expand skill labs	MOE, MOF, and MOA deliver to VEEs		
SL 2.2	Create Twinning program with international skill labs	Proposal to establish an international Twinning program	VEF		
SL 2.3	Provide advanced training for administrators on established skill labs	Administrators trained	MOE, MOA, and MOF deliver to VEEs		



Goal 3: Establish new skill labs

SL 3.1	Prepare proposal on the establishment of reference centers for skill labs	Proposal to establish reference centers for skill labs	VEF and/or MOA		
SL 3.2	Create Twinning program with local skill labs	Proposal to establish a local Twinning program	VEF		
SL 3.3	Conduct field visits to established skill labs to obtain first-hand expertise	Field visits	MOE, MOF, and MOA deliver to VEE Academic Staff		
SL 3.4	Create exchange programs with established skill labs	Exchange program	MOE, MOF, and MOA deliver to VEE Academic Staff		



Teaching Clinics Task Force (TC)

#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Assess, improve, and expand veterinary practical teaching settings and capabilities (Teaching Clinics)					
TC 1.1	Perform landscape analysis on facilities and functionality, potential funding sources, and key partners	Technical report	Internal to the Task Force		
TC 1.2	Hold conference on awareness including a proposal writing workshop with external expert consultation and teaching clinic accreditation	Awareness Conference with Proposal Writing Workshop and Accreditation Consensus			
TC 1.3	Create minimum SOPs and guidelines (including creating professional profiles for the personnel)	SOPs and guidelines for teaching clinic accreditation	VEF and VEEs		
TC 1.4	Create a forum for experience sharing between VEEs involved with teaching clinics	Forum	VEEs		
TC 1.5	Create exchange programs for clinicians with private clinics	Exchange program	VEEs		
Goal 2: Consolidate and expand established teaching clinics					
TC 2.1	Prepare proposal on the consolidation and/or expansion of teaching clinics	Proposal to consolidate and expand teaching clinics	MOE, MOA, and MOF deliver to VEE Academic Staff		
TC 2.2	Create Twinning program with international skill labs	Proposal to establish an international Twinning program	VEF		
TC 2.3	Provide advanced training for administrators on established teaching clinics	Administrators trained	MOE, MOA, and MOF deliver to VEEs		
Goal 3: Establish new teaching clinics					
TC 3.1	Prepare proposal on the establishment of new teaching clinics in VEEs lacking such resource	Proposal to create teaching clinics	MOE, MOA, and MOF deliver to VEEs		



TC 3.2	Create Twinning program with local teaching clinics	Proposal to establish local Twinning program	MOE, MOA, and MOF deliver to VEEs		
TC 3.3	Conduct field visits to established teaching clinics to obtain first-hand expertise	Field visits	MOE, MOA, and MOF deliver to VEEs		
TC 3.4	Create exchange programs with established teaching clinics	Exchange program	MOE, MOA, and MOF deliver to VEEs		



VEE Expansion of Veterinary Services Task Force (VS)

#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Increase accessibility of veterinary services to remote, underserved, and rural areas					
VS 1.1	Hold workshop to perform a SWOT analysis for the creation or expansion of VEE satellite clinics, ambulatory and mobile clinical services, and telemedicine	Policy brief	VEF, MOA, and EVA		



Veterinary Medicine National Archives Task Force (NA)

The **Veterinary Medicine National Archives Task Force** will develop a proposal for the creation of a shared research system of nationally produced publications that promote the dissemination and advancement of knowledge in the veterinary field. The activities under this task force will promote collaborative and innovative research across Ethiopia. The National Archives are intended to cover all research performed by either students, Academic Staff, or staff.

To contribute in the promotion and dissemination of Ethiopian Science



#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Promote local publications and collaborative research					
NA 1.1	Perform landscape analysis of existing VEE repository and harmonization of the national research agenda	Technical report	Internal to the Task Force		
NA 1.2	Prepare proposal for the creation of a national online repository platform of local research and publications	Proposals for national online repository platform	EVA and EVF		



Grassroots Needs Task Force (GR)

The **Grassroot Needs Task Force** will focus on identifying the needs of smallholder farmers and pastoralists, an underserved population in Ethiopia, to create specific content and training opportunities under the new curriculum. In collaboration with the Curriculum Committee, the task force will analyze and customize the veterinary students' training to meet these needs. This task force aims to contribute to the development of sustainable and effective veterinary services that address local producers' requirements.

Improve veterinary education to address the needs of Ethiopian smallholder farms and pastoralists



#	Activities	Expected Outputs	Target Audience	Implementation Partners	Related Activities
Goal 1: Enhance veterinary services to address the needs of smallholder farmers					
GR 1.1	Perform landscape analysis on smallholder farmers and established veterinary services that serve such population	Technical report	Internal for the Task Force	NGOs, Agriculture Transformation Agency (ATA)	
GR 1.2	Perform needs assessment of smallholder farmers	Technical report	Internal for the Task Force	NGOs	
GR 1.3	Compare and contrast needs with current 2020 harmonized national veterinary curriculum	Technical report of needs in the curriculum		Curriculum Committee	CC 5.1.
GR 1.4	Present and discuss results as part of the Curriculum Committee's National Workshop	Presentation within the National Workshop - Contribute to Content Development	VEEs, MOE, and EVA	Curriculum Committee	CC 5.1., CC 5.2.
Goal 2: Enhance veterinary services to address the needs of pastoralists					
GR 2.1	Perform landscape analysis on Pastoralists and established veterinary services that serve such population	Technical report	Internal for the Task Force	NGOs	
GR 2.2	Perform needs assessment of Pastoralists	Technical report	Internal for the Task Force	NGOs	



GR 2.3	Compare and contrast needs with current 2020 harmonized national veterinary curriculum	Technical report of needs in the curriculum	Internal for the Task Force	Curriculum Committee	CC 5.1., CC 5.2.
GR 2.4	Present and discuss results as part of the Curriculum Committee's National Workshop	Presentation within the National Workshop - Contribute to Content Development	VEEs, MOE, and EVA	Curriculum Committee	CC 5.1., CC 5.2.



Beyond Scope

Some of the solutions discussed and prioritized in the Focus Forward Workshop were considered beyond the scope of the VEd-NAP for one of the following reasons: 1) the solution is not directly aligned with the purpose of the VEd-NAP to harmonize curriculum implementation; 2) the solution is outside the VEd-NAP implementation period; or 3) the solution is outside the decision-making power and authority of VEEs.

These solutions included finance and procurement-related interventions, such as the decentralization of the VEE budget, allowance of flexible funding allocation from the MOE and MOF, collaborative procurement orders, and creation of an online system to allow procurement orders directly from the supplier. Prioritized solutions can be found on Appendix 2, Tables 2 and 3, Solutions 2.1B.I, 3.1A.II, 3.3A.I, 3.2A.I, 3.2A.II, 3.2A.III, 3.4A.I, 3.4A.II, 3.4A.III, and 3.4B.I.

Additionally, workshop participants prioritized involving biomedical engineers to maintain equipment in the diagnostic labs, as noted in Appendix 2, Table 3, solution 3.1B.III.

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