Full Version

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

VEd-NAP

2025-2028

VEd-NAP
Ethiopia

Addis Ababa, Ethiopia ▪ May 2025

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Preface

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 and 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 the Deans and other representatives from all Ethiopian VEEs, the Ministry of Education, the Ministry of Agriculture, the 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 as identified 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 technically supported by 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* in page 13). 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 22-41 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.

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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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List of Abbreviations and Glossary

EVA	Ethiopian Veterinary Association
FF	Focus Forward
MOA	Ministry of Agriculture
MOE	Ministry of Education
MOF	Ministry of Finance
OSU	The Ohio State University
UoG-CVMAS	University of Gondar College of Veterinary Medicine and Animal Science
VEE	Veterinary Education Establishment
VEF	Veterinary Education Forum
WOAH	World Organisation for Animal Health

Academic staff	Academic staff are employees of universities or colleges whose primary duties are teaching, research, and academic administration. This term encompasses professors, instructors, and lecturers. (Adapted from UNESCWA)
Committees (C)	They are formal working groups of persons appointed or selected to perform a very specific function on behalf of a larger group. Typically, they are headed by a committee chair and are composed of individuals representing different points of view (junior or senior academic staff), different organizational components (departments or divisions), or different constituencies (female basic scientists or postdoctoral scholars. (Adapted from AAMC)
Landscape Analysis	A landscape analysis systematically collects and assesses information about a given sector, issue, or geography to understand the key actors, gaps, opportunities, and barriers to change.
Forum	Group of individuals brought together to exchange ideas and engage in discussion about shared concerns.
Needs Assessment	A needs assessment identifies gaps between current and desired conditions by uncovering needs, resources, culture, and social structure within a community, or gaps in knowledge and skills within a workforce. (Adapted from CDC)
Network	Group of individuals or organizations connected through ongoing relationships and resource sharing to support mutual goals.
Task Force (TF)	Task forces are small groups of people—and resources—brought together to accomplish a specific objective, with the expectation that the group will disband when the objective has been completed. (Adapted from AAMC)
Smallholder farmer	Smallholders are small-scale farmers, pastoralists, forest keepers, fishers who manage areas varying from less than one hectare to 10 hectares. Smallholders are characterized by family-focused motives such as favoring the stability of the farm household system, using mainly family labor for production and using part of the produce for family consumption. (Adapted from FAO)

SWOT Analysis	A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis provides a clear map of internal and external factors that may help or harm a project.

Methodology and Timeline

BACKGROUND

2020

Ethiopian National Harmonized Veterinary Curriculum

The University of Gondar College of Veterinary Medicine and Animal Sciences (UoG-CVMAS) in partnership with The Ohio State University (OSU) developed the OIE/WOAH harmonized veterinary education curriculum in 2017. In 2019, the Ethiopian Ministry of Education (MOE) established a **National Curriculum Review Committee** composed of Veterinary Educational Establishment (VEE) Deans and government stakeholders to review and decide on the standardization of national veterinary education for the next 10-year curricular cycle. In 2020, the Task Force agreed to use the UoG-CVMAS WOAH Harmonized curriculum as a benchmark for a new **2020 National Harmonized Veterinary Curriculum** and mandated that all Ethiopian VEEs adopt these standards by November of that year.

THE PROBLEM

2022
June to November

National Needs Assessment

The Ethiopian VEEs faced different challenges during implementation of the **2020 National Harmonized Veterinary Curriculum**. To identify the specific challenges, a mixed methods **National Needs Assessment** was conducted from June to November 2022; by the UoG-CVMAS and The Ohio State University (OSU). This assessment utilized asynchronous online questionnaires and synchronous focus group discussions to elicit the experiences of 13 out of 14 VEEs, first through fourth generation, from all regions of Ethiopia. The results showed a generally higher perceived level of difficulty with implementation, especially in third and fourth generation VEEs. The qualitative analysis also revealed many implementation challenges, including facilities and infrastructure limitations and internal and external partnership logistical barriers, as well as ideas about curriculum alignment, VEE geography, and current implementation strengths. As the first component of the **Veterinary Education National Action Plan for the 2020 Harmonized Veterinary Curriculum (VEd-NAP)** development, the needs assessment identified key barriers to implementation of the WOAH harmonized curriculum.

2024
March 1-2

Focus Forward Workshop

The results of the national needs assessment were socialized in a **Focus Forward (FF) workshop** in Addis Ababa, in 2024. This multi-stakeholder workshop was designed to share the results with VEEs and relevant stakeholders, discuss the challenges identified in the national needs assessment, as well as new challenges, and determine potential root causes, and explore solutions for the successful implementation of the **2020 National Harmonized Veterinary Curriculum** in Ethiopia. Participants included Deans and other representatives from 16 VEEs in the country (all existing VEEs at the time), the Ministry of Education, the Ministry of Agriculture, the Ethiopian Veterinary Association, private sector representatives, and a WOAH representative. Neutrally moderated by OSU and UoG, 50 participants engaged in small group discussions to brainstorm innovative yet feasible solutions. The workshop was organized into four sections based on the needs identified: **Fundamentals of the Curriculum**, **Practical Implementation**, **Infrastructure and Supplies**, and **Smallholder Farmers/ Pastoralists and Cross-Cutting Curricular Topics** (See Appendix 2 pg. 62). This exercise was followed by real-time voting to prioritize solutions, resulting in a comprehensive, country-driven list of solutions.

2024 - 2025

Action Plan Writing and Review

After the workshop, the FF Task Force, composed of UoG and OSU members, refined the strategy and implementation frameworks to effectively incorporate the VEEs' prioritized solutions into a National Action Plan. Each solution was further specified by its related activities, expected outputs, timeline, target audience, and end goal. This structured approach ensured each outcome was Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) while preserving the original intent. By doing so, the solutions were translated into clear, actionable steps. After completing the exercise, the information was visualized on a *Zoom Whiteboard*, this helped to consolidate the expected activities and their connections which were then organized to reflect the current structure (see *VEd-NAP Organizational Structure*, pg. 13). This was then compiled into an Action Plan Development document for review by an external group of 4 VEE Deans, 4 government officials, and 3 representatives from the Ethiopia Veterinary Association. Their comments and suggestions were captured in writing and during a follow-up virtual meeting. A second round of review was performed to facilitate feedback from selected Deans and key stakeholders, including the Ministry of Education, the Ministry of Agriculture, and the Ethiopian Veterinary Association. The recommendations from all VEE Deans and government representatives involved were incorporated into the final VEd-NAP document.

2025
May 9

VEd-NAP Launch Event

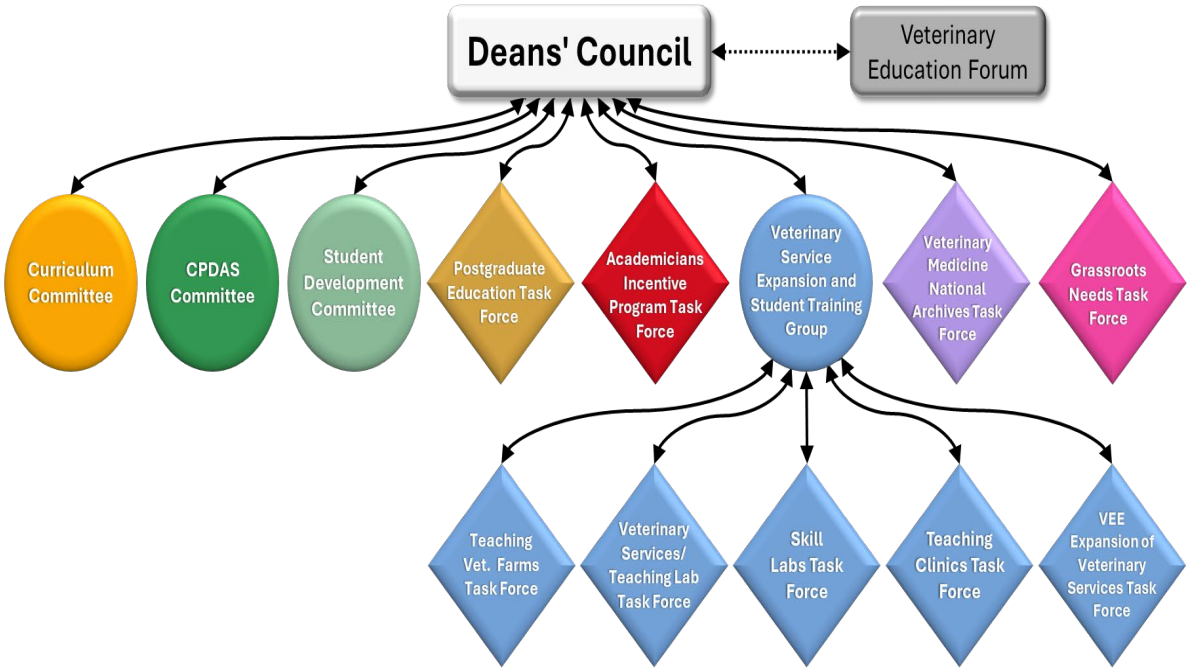
Ethiopian Veterinary Education leaders were convened at a **VEd-NAP Launch event** in Addis Ababa. The objectives of the VEd-NAP Launch Event were to socialize the proposed action plan for implementation among the VEE Deans, the Presidents of their universities, and the government and private stakeholders and to facilitate discussion about institutional commitments and Committee and Task Force governance structure and membership composition.

Now

Organizational Structure

To ensure the effective implementation and management of all activities and interventions requested by VEEs in Ethiopia, which are under the Veterinary Education National Action Plan for the 2020 Harmonized Veterinary Curriculum (VEd-NAP), an organizational structure will be established and operated under the direct oversight of the Deans' Council (DC) (see Figure 1). The DC will provide strategic direction and ensure alignment with the overall goals of the VEd-NAP.

Figure 1. *VEd-NAP Organizational Structure*



This organizational structure will comprise of three **Committees (C)** and nine **Task Forces (TF)** (see figure 1), together referred to as the **VEd-NAP Implementation Teams** (see Figure 2 next page). Committees are defined as working groups established under this plan and maintained long term with the oversight of the DC. Task Forces are also defined as working groups, but the expectation is that after these groups fully implement the activities and interventions under their responsibility this group will essentially disband. For Task Forces where their focus becomes a national priority, as deemed by the DC, they may evolve into a permanent Committee.

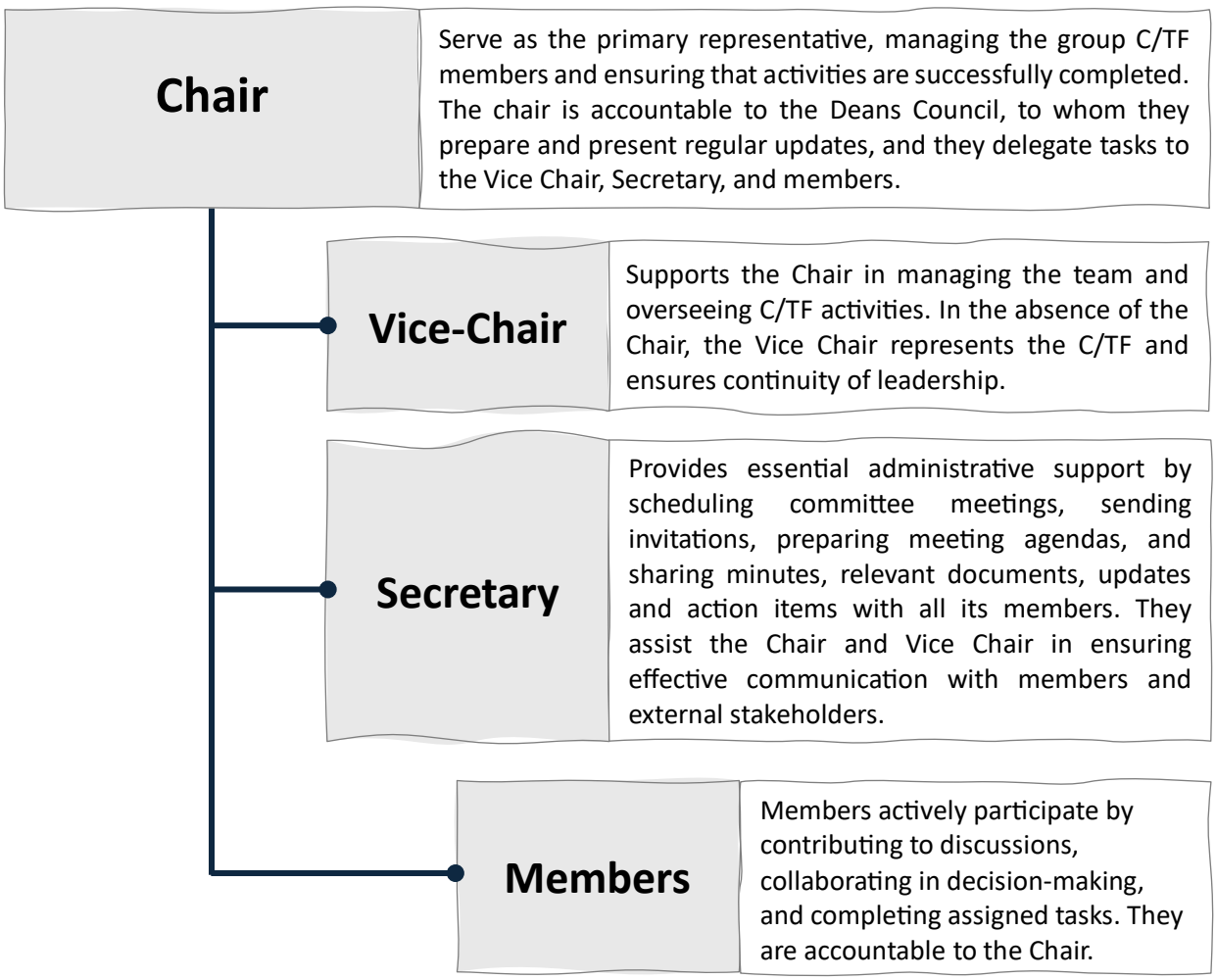
Each of these working teams will be led by a Chair, Vice Chair, and Secretary, who will be responsible for guiding their respective groups in achieving the objectives set in the action plan (see Figure 2 next page). Each Committee or Task Force will be in charge of organizing their own timeline and working agenda to accomplish the activities assigned under the current plan. To further enhance implementation, the VEd-NAP implementation teams will be

composed of VEE representatives as well as key agency and organizational members from both the public and private sector, as appropriate for the activities being developed. The final membership structure will be decided by the DC.

To facilitate the formation of the new teams, the VEd-NAP technical team will provide guidance on the selection and election of Chairs, Vice Chairs, and Secretaries, dependent on input from all relevant stakeholders to ensure that the most qualified and dedicated individuals are chosen as members and leaders of each group. Additionally, this team will facilitate leadership training to the Chairs, Vice Chairs and Secretaries, contributing to successful teamwork and project management.

Periodic reports from each implementation team will be submitted to the DC, who in turn will inform the Veterinary Education Forum (VEF). It is a significant strength that the DC and VEF are already well-established structures that benefit from multistakeholder participation and support, facilitating collaboration and communication that are key for a more efficient implementation of the VEd-NAP.

Figure 2. Structure of the VEd-NAP Implementation Teams



Strategic Framework

The VEd-NAP is based on a *Strategic Framework* that is structured in five *Lines of Action* to help organize the execution of the national plan (see Table 1). Each line of action is categorized based on major challenges identified during the Focus Forward Workshop related to implementation of the 2020 Ethiopian Harmonized Veterinary Curriculum. The lines of action include priority action areas and the implementation teams (Committees and Task Forces) who will be executing the activities associated with the VEd-NAP.

	Line of Action 1	Line of Action 2	Line of Action 3	Line of Action 4	Line of Action 5
	Fundamentals	**Practical Implementation**	**Infrastructure and Supplies**	**Smallholder Farmers and Pastoralists**	**Academic Staff**
Action Areas	•Subject matter to teach/deliver in the new curriculum: Clarity and Difficulty •Curriculum Customization: Balancing Foundational Training in VEEs and Continuing Education •Faculty expertise and/or real-life experience	•Faculty expertise in designing, developing, and implementing practical teaching methods •Student placement: Partnerships, Cost/Funding, Motivation, Professional and Ethical Behavior •Partnerships to support the implementation of the new curriculum	•Teaching/service labs •Clinical teaching facilities •Veterinary skill labs •Access and procurement of supplies	•Training to address the needs of small-scale producers and pastoralists: content and access to communities	•Academic staff recruitment and retention
Implementation Teams	• Curriculum Committee • CP DF Committee • Postgraduate Education Task Force	• Curriculum Committee • Student Development Committee • Teaching Vet Farm Task Force • Veterinary Medicine National Archives Task Force	• CP DF Committee • Veterinary Teaching Lab • Veterinary Teaching Clinics • Veterinary Skill Labs • VEE Expansion • Finance Task Force	• Grassroot Needs Task Force • Curriculum Committee	• Academicians Incentive Program Task Force

Table 1. Summary of the major sections of the Ethiopian Veterinary Education National Action Plan for the 2020 Ethiopian Harmonized Veterinary Curriculum – 2025-2028, including the different lines of action, priority action areas per line and respective action implementation teams.

Line of Action 1. Fundamentals

The first *Line of Action, "Fundamentals", aims* to address key concerns related to curriculum clarity (lack of learning outcomes), curricular customization according to national and local needs, and academic staff expertise in teaching specific subjects. The teams to be involved in the implementation of this line of action would be focused on multiple priority topics including Animal Health Information System, One Health, and Pharmacology and Therapy. This will help to ensure that Ethiopian adapted learning outcomes for all WOAH Day 1 competencies are clearly defined. This will also include enhancing academic staff proficiency in these areas. The activities within this line of action will enable a clearer, more tailored curriculum, and improved academic staff expertise.

Line of Action 2. Practical Implementation

The second *Line of Action*, "*Practical Implementation",* addresses the challenges in providing hands-on, practical learning experiences to students under the new 2020 Ethiopian Harmonized Veterinary Curriculum while providing motivation for successful learning. Activities undertaken by two Committees and two Task Forces (Table 1) will focus on creating and strengthening partnerships for student placements and rotations, benefiting both the students and the host organizations. These activities will enhance the readiness of Day-1 veterinarians to meet Ethiopia's workforce needs.

Line of Action 3. Infrastructure and Supplies

The third *Line of Action*, "*Infrastructure and Supplies",* targets the physical obstacles hindering successful curriculum implementation. Specific barriers exist with coordinating and utilizing teaching laboratories, teaching veterinary clinics, and clinical skill labs, as well as bolstering the workforce, equipment, and resources necessary to run these facilities, which are crucial in veterinary education. One Committee and five Task Forces (Table 1) will be dedicated to facilitating the establishment or consolidation/ expansion of these services through collaborative efforts, exchange programs, and proposal writing. These activities will make significant headway on the major challenges related to infrastructure and supplies in curriculum implementation.

Line of Action 4. Smallholder Farmers and Pastoralists

The fourth *Line of Action, "Smallholder Farmers and Pastoralists",* aims to encourage and facilitate the inclusion of curriculum content that prepares Ethiopian Day-1 veterinarians for veterinary needs at all producer levels, including smallholder and pastoralists. The lack of local context in curriculum design and difficulties in accessing rural and pastoralist areas hinder the effective training of veterinary students, leaving them ill-prepared to meet the needs of the various producer types in Ethiopia. One Committee and one Task Force (Table 1) will assess the specific local and regional needs, taking the steps towards integrating contextually relevant content into the veterinary curriculum.

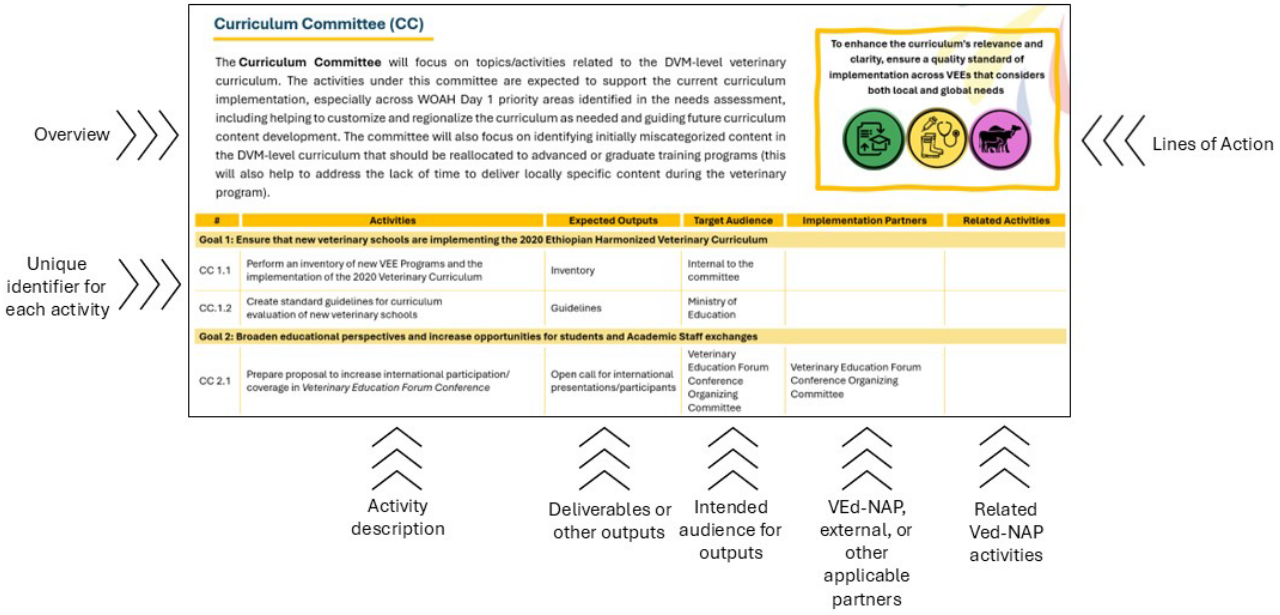
Line of Action 5. Academic Staff

The fifth *Line of Action*, "*Academic Staff"*, addresses the challenges faced by Ethiopian Veterinary Educational Establishments (VEEs) in recruiting and retaining specialized academic staff needed to deliver essential courses under the new 2020 Ethiopian Harmonized Veterinary Curriculum. The lack of a functional incentive system appears to be a fundamental issue contributing to this problem. To address this, a dedicated task force (Table 1) will study and propose the implementation of an academic staff evaluation and incentive framework. These activities will enhance academic staff motivation, thereby contributing to harmonizing and improving curriculum implementation.

Implementation Plans

The VEd-NAP *Implementation Teams* are made up of 3 Committees and 9 Task Forces. These working groups will oversee the implementation of VEd-NAP activities. Each team can use the tables herein and the associated progress tracker (see Appendix 1, pg. 43) to create a timeline, delegate tasks, evaluate outputs, and report progress to the appropriate target audiences.

Each Implementation Team has a complete activity table with an overview of the curriculum/task force and the corresponding *Lines of Action* (see example below). The activities are divided into goals, and each activity has a unique identifier with letters indicating the overseeing implementation team (Ex. Curriculum Committee = "CC") followed by numbers indicating the corresponding goal number and the activity number within that goal (Ex. Goal 1, Activity 2 = 1.2). Each activity has a separate row, indicating a description of that activity ("Activities"), the output(s) or deliverable(s) expected from that activity ("Expected Outputs"), the intended audience or to whom to deliver the activity's output ("Target Audience"), the applicable partners or other stakeholders that will be involved with the activity ("Implementation Partners"), and, finally, the other VEd-NAP activities that are connected to facilitate collaboration across implementation teams ("Related Activities"). Each table is color-coded according to the specific implementation team.



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 WOAH 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 *Veterinary Education Forum Conference*	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 WOAH Day-1 Competencies and other priority areas	Framework and guidance document to create new reference centers	VEF and VEEs		
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 *Competencies and Learning Outcomes* (LO)	Curriculum guide including key Competencies and Learning Outcomes	Ministry of Education		

Curriculum Committee Progress Tracker Available on pg.45

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, 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.

Continuous Professional Development for Academic Staff Committee Progress Tracker Available on pg.46

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 VEF EVA		
SD 4.2	Establish annual student career development colloquium with guest speakers	Colloquium (1st cycle)			

Student Development Committee Progress Tracker Available on pg.48

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 WOAH 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 WOAH 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		

Postgraduate Education Task Force Progress Tracker Available on pg.50

Academicians Incentive Program Task Force (AI)

The **Academicians 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		

Academicians Incentive Program Task Force Progress Tracker Available on pg.51

Veterinary Service Expansion and Student Training Group

To improve practical and clinical training of veterinary students

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 Veterinary 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)**

Teaching Veterinary 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 Veterinary Farms Task Force Progress Tracker Available on pg.52

Teaching Laboratories 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		

Veterinary Service/Teaching Laboratories Task Force Progress Tracker Available on pg.53

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		

Skill Labs Task Force Progress Tracker Available on pg.55

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		

Teaching Clinics Task Force Progress Tracker Available on pg.57

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		

VEE Expansion of Veterinary Services Task Force Progress Tracker Available on pg.59

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		

Veterinary Medicine National Archives Task Force Progress Tracker Available on pg.60

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 education 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 education 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.

Grassroots Needs Task Force Progress Tracker Available on pg.61

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 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.

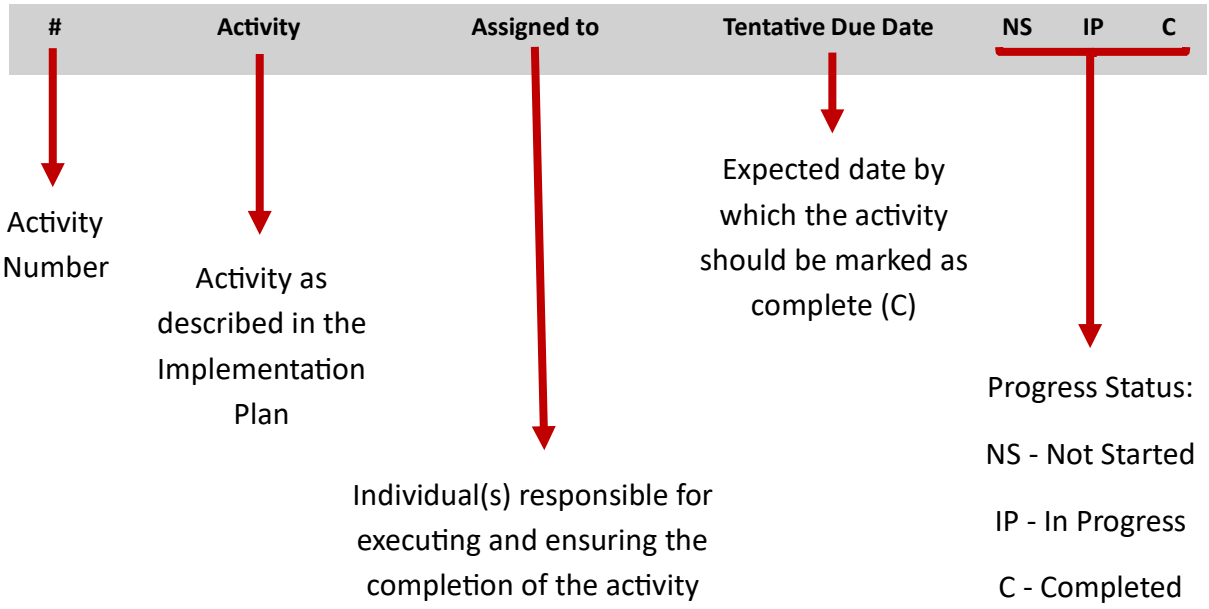
Appendix 1

Progress Trackers

To support effective monitoring and accountability throughout the implementation process, this section provides standardized progress tracker templates for each implementation team that aligns directly with the activities outlined in the implementation plan. The progress tracker is designed to help implementation team leadership and members stay organized, track the status of each activity, and report on progress consistently.

As illustrated in the accompanying figure 3, the tracker includes five key columns: (1) **Number (#)** – referencing the activity number as it appears in the implementation plan; (2) **Activity** – a description of the specific action or initiative to be carried out; (3) **Assigned to** – the individual(s) responsible for executing and ensuring the completion of the activity; (4) **Tentative Due Date** – the expected completion date; and (5,6,7) **NS, IP, or C** – a status indicator that captures whether the activity is Not Started (NS), In Progress (IP), or Completed (C). This tool not only facilitates real-time tracking and coordination among stakeholders, but also serves as a critical reporting mechanism to inform the target audience and provide updates to the Deans' Council on implementation status, milestones achieved, and outstanding actions.

Figure 3. Annotated column headers



CURRICULUM COMMITTEE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
CC 1.1	Perform an inventory of new VEE Programs and the implementation of the 2020 Veterinary Curriculum			☐	☐	☐
Notes:						
CC 1.2	Create standard guidelines for curriculum evaluation of new veterinary schools			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
CC 2.1	Prepare proposal to increase international participation/coverage in *Veterinary Education Forum Conference*			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
CC 3.1	Perform landscape analysis of current Veterinary Reference Centers in Ethiopia that could serve as role models in key WOAH Day-1 Competencies and other priority areas			☐	☐	☐
Notes:						
CC 4.1	Hold national conference to share SWOT analysis results and reach consensus on the way forward			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
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			☐	☐	☐
Notes:						
CC 5.2	Hold National Multi-Stakeholder Workshop to develop competencies and *Learning Outcomes* (LO)			☐	☐	☐
Notes:						

CONTINUOUS PROFESSIONAL DEVELOPMENT FOR FACULTY COMMITTEE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
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			☐	☐	☐
Notes:						
PD 1.2	Perform landscape analysis of continuous education opportunities for academic staff in Ethiopia			☐	☐	☐
Notes:						
PD 1.3	Create new courses/workshops or revise existing continuous education opportunities for academic staff			☐	☐	☐
Notes:						
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			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
PD 2.1	Perform needs assessment to identify key topics that would benefit from off-campus training and exchange programs			☐	☐	☐
Notes:						
PD 2.2	Perform landscape analysis of existing off-campus training and exchange opportunities for academic staff			☐	☐	☐
Notes:						
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			☐	☐	☐
Notes:						

PD 2.4	Write proposal to support an in-country fellowship program			☐	☐	☐
Notes:						
PD 2.5	Identify and establish partnerships with universities, private companies, and government agencies to allow exchange programs			☐	☐	☐
Notes:						
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			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
PD 3.1	Perform needs assessment of key topic areas that would benefit from pedagogical training			☐	☐	☐
Notes:						
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			☐	☐	☐
Notes:						
PD 3.3	Implement workshops and webinars focused on pedagogical techniques including for practical content creation and learning assessments			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
PD 4.1	Implement workshops on grant proposal writing					
Notes:						

STUDENT DEVELOPMENT COMMITTEE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
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			☐	☐	☐
Notes:						
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			☐	☐	☐
Notes:						
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					
Notes:						
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			☐	☐	☐
Notes:						
SD 1.5	Design structured student placement programs with Government Agencies, Private Companies, and NGOs including those training CAHWs and those providing services to underserved communities, either for field/clinical and non-field/leadership hands-on experiences			☐	☐	☐
Notes:						
SD 1.6	Prepare guidelines and proposals for the creation of liaison offices in government agencies and the private sector			☐	☐	☐
Notes:						

SD 1.7	Create minimum guidance for students' orientation pre-placement					
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
SD 2.1	Review best practices and successful models for collaboration between students, academic staff and small-scale producers to identify effective incentive mechanisms			☐	☐	☐
Notes:						
SD 2.2	Develop network of students, academic staff and small-scale producers			☐	☐	☐
Notes:						
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			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
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			☐	☐	☐

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
SD 4.1	Create the Ethiopian Student Veterinary Association			☐	☐	☐
Notes:						
SD 4.2	Establish annual student career development colloquium with guest speakers					
Notes:						

POSTGRADUATE EDUCATION TASK FORCE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
PG1.1	Perform needs assessment postgraduate training programs to identify key topics and academic staff that would benefit from postgraduate training			☐	☐	☐
Notes:						
PG 1.2	Perform landscape analysis of existing national postgraduate training programs			☐	☐	☐
Notes:						
PG 1.3	Prepare proposal of specific topics areas to be covered by postgraduate training programs			☐	☐	☐
Notes:						

ACADEMICIANS INCENTIVE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
FI 1.1	Perform landscape analysis of current income generating activities and compensation schemes employed on Veterinary Education Establishments			☐	☐	☐
Notes:						
FI 1.2	Define clear and measurable performance guidelines to evaluate academic staff contributions and eligibility for compensation			☐	☐	☐
Notes:						

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
FI 2.1	Workshop to discuss current mechanisms and programs to incentivize academic staff in other countries			☐	☐	☐
Notes:						
FI 2.2	Feasibility study for a national incentive program for academic staff			☐	☐	☐
Notes:						

TEACHING VETERINARY FARMS TASK FORCE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
UF 1.1	Perform landscape analysis on facilities and functionality, including potential funding sources and key partners			☐	☐	☐
Notes:						
UF 1.2	Hold conference for stakeholder engagement and awareness including a proposal writing workshop with external expert consultation			☐	☐	☐
Notes:						
UF 1.3	Create a forum for experience sharing between VEEs involved with teaching vet farms			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
UF 2.1	Prepare proposal on the consolidation and/or expansion of established teaching vet farms			☐	☐	☐
Notes:						
UF 2.2	Provide advanced training for administrators on established teaching vet farms			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
UF 3.1	Prepare proposal to support the establishment of teaching vet farms in VEEs lacking such resource			☐	☐	☐
UF 3.2	Conduct field visits to established teaching vet farms to obtain first-hand expertise			☐	☐	☐
Notes:						
UF 3.3	Create exchange programs to established teaching vet farms			☐	☐	☐
Notes:						

TEACHING LABS TASK FORCE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
TL 1.1	Perform landscape analysis on facilities and functionality (including lab personnel), potential funding sources, and key partners			☐	☐	☐
Notes:						
TL 1.2	Hold conference for stakeholder engagement and awareness including a proposal writing workshop with external expert consultation			☐	☐	☐
Notes:						
TL 1.3	Create a forum for experience sharing between VEEs involved with Service/Teaching Labs			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
TL 2.1	Prepare proposal on the consolidation and/or expansion of teaching labs			☐	☐	☐
Notes:						
TL 2.2	Provide advanced training for administrators on established teaching labs			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
TL 3.1	Prepare proposal on the establishment of teaching labs in VEEs lacking such resource			☐	☐	☐
Notes:						
TL 3.2	Conduct field visits to established teaching labs to obtain first-hand expertise			☐	☐	☐
Notes:						
TL 3.3	Create exchange programs to established teaching labs			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
TL 4.1	Perform feasibility study for the creation of the Association of National Veterinary Diagnostic Service Laboratories (ANVDSL)			☐	☐	☐
Notes:						

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			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
TL 5.1	Create a professional profile of laboratory personnel (minimum level competencies)			☐	☐	☐
Notes:						
TL 5.2	Perform needs assessment to identify key topics and laboratory staff that would benefit from training			☐	☐	☐
Notes:						
TL 5.3	Prepare proposal for certification and/or CE courses for lab personnel including prioritized subject areas, funding, and experts			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
TL 6.1	Study mechanisms for improvement of recognition, promotion, compensation, and funding sources of highly skilled lab staff			☐	☐	☐
Notes:						

SKILL LABS TASK FORCE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
SL 1.1	Perform landscape analysis on facilities and functionality (including lab models), potential funding, and key partners for skill labs			☐	☐	☐
Notes:						
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			☐	☐	☐
Notes:						
SL 1.3	Create a forum for experience sharing between VEEs involved with skill labs			☐	☐	☐
Notes:						
SL 1.4	Create minimum SOPs and guidelines for skill labs (including creating professional profiles for the personnel)			☐	☐	☐
Notes:						
SL 1.5	Implement training on model design and construction			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
SL 2.1	Prepare proposal on the consolidation and/or expansion of skill labs			☐	☐	☐
Notes:						
SL 2.2	Create Twinning program with international skill labs			☐	☐	☐
Notes:						
SL 2.3	Provide advanced training for administrators on established skill labs			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
SL 3.1	Prepare proposal on the creation of reference centers for skill labs			☐	☐	☐
Notes:						

SL 3.2	Create Twinning program with local skill labs			☐	☐	☐
Notes:						
SL 3.3	Conduct field visits to established skill labs to obtain first-hand expertise			☐	☐	☐
Notes:						
SL 3.4	Create exchange programs to established skill labs			☐	☐	☐
Notes:						

TEACHING CLINICS TASK FORCE

#	Activity	Assigned to	Tentative Due Date	NS	IP	C
TC 1.1	Perform landscape analysis on facilities and functionality, potential funding sources, and key partners			☐	☐	☐
Notes:						
TC 1.2	Hold conference on awareness including a proposal writing workshop with external expert consultation and teaching clinic accreditation			☐	☐	☐
Notes:						
TC 1.3	Create minimum SOPs and guidelines (including creating professional profiles for the personnel)			☐	☐	☐
Notes:						
TC 1.4	Create a forum for experience sharing between VEEs involved with teaching clinics			☐	☐	☐
Notes:						
TC 1.5	Create exchange programs for clinicians with private clinics			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
TC 2.1	Prepare proposal on the consolidation and/or expansion of teaching clinics			☐	☐	☐
Notes:						
TC 2.2	Create Twinning program with international skill labs			☐	☐	☐
Notes:						
TC 2.3	Provide advanced training for administrators on established teaching clinics			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
TC 3.1	Prepare proposal on the establishment of new teaching clinics in VEEs lacking such resource			☐	☐	☐
Notes:						

TC 3.2	Create Twinning program with local teaching clinics			☐	☐	☐
Notes:						
TC 3.3	Conduct field visits to established teaching clinics to obtain first-hand expertise			☐	☐	☐
Notes:						
TC 3.4	Create exchange programs to established teaching clinics			☐	☐	☐
Notes:						

VEE EXPANSION OF VETERINARY SERVICES TASK FORCE						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
VS 1.1	Hold workshop to perform a SWOT analysis for creation or expansion of VEE satellite clinics, ambulatory and mobile clinical services, and telemedicine			☐	☐	☐
Notes:						

VETERINARY MEDICINE NATIONAL ARCHIVES TASK FORCE						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
NA 1.1	Perform landscape analysis of existing VEE repository and harmonization of the national research agenda			☐	☐	☐
Notes:						
NA 1.2	Prepare proposal for the creation of a national online repository platform of local research and publications			☐	☐	☐
Notes:						

GRASSROOTS NEEDS TASK FORCE						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
GR 1.1	Perform landscape analysis of SSPs and established veterinary services that serve such population			☐	☐	☐
Notes:						
GR 1.2	Perform needs assessment of SSPs			☐	☐	☐
Notes:						
GR 1.3	Compare and contrast needs with current 2020 harmonized national veterinary curriculum			☐	☐	☐
Notes:						
GR 1.4	Present and discuss results as part of the Curriculum Committee's National Workshop			☐	☐	☐
Notes:						
#	**Activity**	**Assigned to**	**Tentative Due Date**	**NS**	**IP**	**C**
GR 2.1	Perform landscape analysis of Pastoralists and established veterinary services			☐	☐	☐
Notes:						
GR 2.2	Perform needs assessment of Pastoralists			☐	☐	☐
Notes:						
GR 2.3	Compare and contrast needs with current curriculum			☐	☐	☐
Notes:						
GR 2.4	Present and discuss results as part of the Curriculum Committee's National Workshop			☐	☐	☐
Notes:						

Appendix 2

Focus Forward Workshop – Solution Prioritization Results

Focus Forward Workshop – Solution Prioritization Results

The problems identified and solutions prioritized during the 2024 Focus Forward Workshop (FFW) directly informed the development of the VEd-NAP implementation plan. This appendix is the original excel document with the Focus Forward sections—Fundamentals, Practical Implementation, Infrastructure and Supplies, and Small-Scale Producers/Pastoralists and Cross-Cutting Curricular Topics—displaying the problems identified in the assessment process and the solutions proposed in the FFW, each with corresponding vote counts and percentages. A fifth column links each prioritized solution to the specific activities it generated in the VEd-NAP implementation plan. This serves as clear evidence of the AID-1C process's effectiveness in producing practical, context-specific goals and actions to support the broad implementation of veterinary educational improvements in Ethiopia.

SECTION 1 – FUNDAMENTALS							
PROBLEM				SOLUTION	Count of Votes	% of Votes	Activity Reference
					Votes: 95/ Participants: 53		
1.1	Difficult subject matter (e.g., competencies, topics) to teach/deliver in the new curriculum.	1.1A	How could these barriers to delivering high/moderately difficult courses in the new curriculum be addressed?	I. Conduct national workshops to identify specific content by course	25	26%	CC4.1, CC5.2
				II. Create or enhance continuing professional education for academic staff in gap areas	17	18%	PD1.1, PD1.2, PD1.3
				III. Develop academic staff off-campus training program	13	14%	PD2.1, PD2.2, PD2.3
					V: 83 / P: 44		
		1.1B	Which courses, do you believe, should be prioritized for intervention(s) and why?	I. Animal Health Information System	22	27%	CC5.2
				II. One Health topics/subjects	19	23%	
				III. Pharmacology and Therapy I & II	16	19%	
					V:87 / P:44		

1.2	**Lack of academic staff expertise and/or real-life experience to teach specific topics/subjects in the new curriculum**	**1.2A**	**What potential interventions could address the identified barriers?**	I. Promote Faculty Continuing Professional Development (FCP D): conference attendance and CE courses	31	36%	PD1.1, PD1.2, PD1.3
				II. Promote specialized training in gap areas: certificates, postgraduate programs (i.e., MSc, PhD)	30	34%	PG1.1, PG1.2
				III. Support the creation of a national academic staff evaluation and incentive framework	16	18%	AI2.2
					V: 82 / P:41		
		1.2B	**What interventions could improve academic staff's competence in delivering those specific topics and subjects?**	I. Support the improvement and/or expansion of on-campus practical teaching facilities (hospital, laboratory, and farms)	28	34%	The Veterinary Service Expansion and Student Training Group
				II. Establish an academic staff training network among VEEs	25	30%	PD2.1, PD2.2, PD2.3
				III. Support the creation of an academic staff evaluation and incentive framework that rewards professional	17	21%	AI2.2
					V: 84 / P:42		
1.3	**Difficulty delivering topics and subjects within specific courses due to lack of clarity on competencies to be achieved.**	**1.3A**	**What would be the best process/methodology to identify and establish the proper learning outcomes/competencies for courses identified above?**	I. Support a national workshop with external stakeholders (e.g., government bodies) to establish specific learning outcomes	28	33%	CC5.2
				II. Support a national academic staff workshop with expert panels to establish specific learning outcomes	26	31%	CC5.2
				III. Facilitate internal discussions to monitor and evaluate existing learning outcomes and curricular sequence	14	17%	CC5.2

SECTION 2 – PRACTICAL IMPLEMENTATION OF WOAH DAY 1 COMPETENCIES

PROBLEM				SOLUTION	Count of Votes	% of Votes	Activity Reference
					Votes: 84/ Participants: 42		
2.1	**Lack of academic staff expertise in designing, developing, and implementing practical teaching methods to deliver applied or practical content**	**2.1A**	**What interventions could increase the amount or quality of applied content in the new curriculum?**	I. Facilitate a process to help develop a collaboration network among stakeholders and other VEEs to teach applied content and provide off-site learning opportunities	24	29%	PD1.2, PD1.3
				II. Identify potential sources of funding (NGO, private, international funds, government, etc.) to support competitive scholarships for FACULTY to pursue applied experiences	24	29%	PD2.6
				III. Establish university owned farms for teaching purposes	22	26%	Teaching Vet Farms Task Force
					V: 84 / P: 41		
		2.1B	**How can the capacity of the Ethiopian academic staff be strengthened to develop practical teaching methods to deliver more applied content?**	I. Advocate for decentralization of VEE budget within the university to increase control over resource allocation to meet content development and implementation needs	21	25%	Beyond scope
				II. Promote the development of Centers of Excellence related to applied learning for different specialties to serve as role models and resources for other VEEs	17	20%	CC4.1
				III. Strengthen academic staff exchange programs to improve pedagogical knowledge and skills and exchange practical teaching content	16	19%	PD2.1, PD2.2, PD 2.3, PD 2.4, PD3.1, PD3.2

					V:82 / P:42		
2.2	**Challenges with gaining student access for training with Government Agencies and/or Private Companies**	**2.2A**	**What solutions could facilitate placement of veterinary students into government agencies?**	I. Establishing MOUs between VEE and government agencies	20	24%	SD1.1, SD1.4, SD1.5, SD1.6
				II. Develop incentive mechanism for government agencies (resource sharing, compensation, payment)	16	20%	SD1.1, SD1.2, SD1.3, SD2.1, SD2.2, SD2.3
				III. Increase awareness of University-industry linkage policy among government agents	16	20%	SD1.4, SD1.6
					V: 82 / P:41		
		2.2B	**What solutions could facilitate placement of veterinary students into private companies?**	I. Establishing MOU between VEE and private companies	19	23%	SD1.2, SD1.4, SD1.5, SD1.6
				II. Increase awareness of University-industry linkage policy among private companies	18	22%	SD1.4, SD1.6
				III. Develop a mandatory orientation for students to be placed in private industry addressing main concerns (biosecurity, animal handling, professional and ethical behavior)	12	15%	SD1.7

					V: 81 / P:41		
2.3	Challenges with 5th/6th year rotations: Logistics, Cost/Funding, Motivation, Professional/Ethical Behavior, among others	2.3A	How do you think the rotation program/off-campus training can be improved to manage the identified problems?	I. Create nationwide clear assessment protocols (with minimum standards and mentor feedback) for off-campus rotations to monitor student progress	20	25%	SD1.4
				II. Study the implementation of a standardized elevenization program across all VEEs	18	22%	CC3.1
				III. Create a national colloquium on best practices for planning and managing rotations (training plans, budgets & logistics, assessment)	15	19%	SD1.4
					V: 82 / P:41		
		2.3B	How can we motivate, prepare, and/or support students to successfully complete the rotation or off-campus training?	I. Implement a community outreach engagement program to encourage students to be more motivated to work for their communities (Community Service Program).	27	33%	SD 1.5, SD 2.1, SD 2.2, SD 2.3
				II. Develop a mandatory orientation for students to be placed in private industry addressing main concerns (biosecurity, animal handling, professional and ethical behavior)	14	17%	SD1.7
				III. Host guest speakers (international+national vets with various backgrounds) to share their experiences and inspire students	14	17%	SD4.2

					V: 80/ P:40		
2.4	**Lack of internal (university) or local partnerships to support the implementation of the new curriculum**	**2.4A**	**What measures can be taken by VEEs to strengthen internal and/or local partnerships?**	I. Create a resource sharing system to increase purchasing power and resources utilization (shared equipment and supplies acquisition, and distribution)	27	34%	TL1.3, TL4.2, TL6.1
				II. Develop a training program focused on developing and maintaining partnerships (e.g., good practices, communication mechanisms)	21	26%	SD1.1, SD1.4, SD1.5, SD1.6
				III. Create mechanisms to publish collaborative research (e.g., peer-review publications, conferences, workshops, thesis reviews, etc.)	17	21%	Veterinary Medicine National Archives Task Force
					V: 72 / P:36		
		2.4B	**How can the identified barriers to establish internal and/or local partnerships be overcome? And/or what options are available when there is not a local partner available?**	I. VEE establish MoU with partners (to ensure confidentiality and mutual consensus)	26	36%	SD1.1, SD1.4, SD1.5, SD1.6
				II. VEEs establish active community engagement programs (ex. research days, field visits, open houses)	18	25%	SD 1.5, SD 2.1, SD 2.2, SD 2.3
				II. Developing a stakeholder workshop for sharing of the benefits and importance of effective partnerships	14	19%	SD1.1, SD1.4, SD1.5, SD1.6

SECTION 3: FACILITIES – INFRASTRUCTURE AND SUPPLIES ACCESS

PROBLEM				SOLUTION	Count of Votes	% of Votes	Activity Reference
					Votes: 82/ Participants: 41		
3.1	**Lack of functional teaching/service labs for: infectious diseases diagnostic laboratories, antimicrobial susceptibility testing, food residue testing, toxicology, among others**	**3.1A**	**What short-term actions can be taken to establish functional teaching/service labs to deliver required topics in the new curriculum?**	I. Identify potential sources of funding support (NGO, private, international funds, government, etc.) to support construction or renovation of labs	34	41%	TL1.1, TL1.2, TL2.1, TL2.2, TL3.1, TL3.2, TL3.3
				II. Create a forum to allow university laboratories to collaborate (internal and external) to create procurement orders large enough to be imported, and share resources to ensure they can be used before expiration	29	35%	TL1.3, TL4.2, TL6.1
				III. Provide ongoing training for existing employees and create exchange programs for laboratory technical staff development	9	11%	TL5.1, TL5.2, TL5.3
					V: 81 / P: 41		
		3.1B	**What interventions do you think will help maintain and strengthen teaching and diagnostic/service labs?**	I. Study options for decentralize procurement of equipment and supplies and coordination with the government to reduce delays and ensure quality control	29	36%	TL1.3, TL4.2, TL6.1
				II. Study mechanism to improved compensation for highly skilled laboratory staff (salary, benefits, career development opportunities etc.)	18	22%	TL6.1
				III. Advocate for the need of biomedical engineers (internal or external) who can service and maintain equipment in diagnostic and service labs	16	20%	Beyond Scope

					V:79 / P:41		
3.2	Lack of/insufficient clinical teaching facilities, such as university veterinary clinics and/or simulated clinical skills laboratories. Low cases load or usage of clinical teaching facilities or university veterinary services	3.2A	What short-term actions should be taken to help establish university veterinary teaching clinics/facilities?	I. Develop protocols, good practices, and mentorship to help allocate budget by the admin and higher officials for construction of veterinary teaching clinics	39	49%	Teaching Clinics Task Force
				II. Promote the creation of minimum facility and personnel standards to establish a new VEE by MOE, EVA, and MOA	36	46%	Beyond scope
				III. Create templates to help secure municipality approval for land use for building veterinary teaching clinics	4	5%	Beyond scope
					V: 87 / P:44		
		3.2B	What should be done to strengthen current veterinary teaching clinics?	I. Promote the creation of minimum facility and personnel standards for teaching veterinary clinics (including equipment and supplies)	32	37%	Beyond scope
				II. Create a forum to allow veterinary teaching hospitals to share experiences on successful collaborations (internal and external) that help to acquired knowledge, equipment, and supplies	29	33%	VEE Expansion of Veterinary Services Task Force
				III. Promote the establishment of VTH twinning programs	14	16%	VEE Expansion of Veterinary Services Task Force
					V: 86 / P:43		
		3.2C	How can clinical skills training (i.e., animal models, simulations) be established at VEEs in Ethiopia?	I. Create a forum to allow veterinary skill labs to share experiences that help to acquire knowledge, equipment and supplies	24	28%	Skill Labs Task Force
				II. Create a center of excellent to work as a training point and repository of instructions and guidelines for clinical skill labs	22	26%	SL1.2
				III. Identified instructions for the creation of teaching animal models that could include local materials	22	26%	SL1.1

					V: 87/ P:44		
		3.2D	How could VEEs in Ethiopia increase the case load (i.e., veterinary patients) in veterinary teaching clinics or increase usage of university veterinary services?	I. Advocate the assignment of permanent vet staff and academic staff to work clinical duty to provide high quality routine clinical service	29	33%	Beyond scope
				II. Advocate for the expansion or establishment of ambulatory and mobile clinic services	26	30%	Teaching Clinics Task Force
				III. Advocate expansion of branch clinics outside the university campus	22	25%	Teaching Clinics Task Force
					V: 83 / P:42		
3.3	Lack of access to supplies (i.e., materials shortage): Lab supplies and reagents, PPE, field equipment	3.3A	In your opinion/experience, what measures/activities can Ethiopian VEEs put in place to help improve access to laboratory supplies and reagents, PPE, and other necessary teaching materials/supplies?	I. Create an advocacy plan to support flexible funding allocation from the MOE and the Ministry of Finance and Development	23	28%	Beyond scope
				II. Create a pooled order system for ordering laboratory supplies	20	24%	TL1.3, TL4.2, TL6.1
				III. Engage with the government to intervene and expedite the supplies procurement process	11	13%	TL1.3, TL4.2, TL6.1

					V: 84 / P:43		
3.4	**Challenges with procurement of supplies and educational materials: inefficiency of procurement process**	**3.4A**	**What short-term solutions can help VEEs address procurement/access problems for inputs? [working under the current system]**	I. Study the implementation an online system to shorten the procurement procedure by allowing direct purchase from the supplier	27	32%	Beyond scope
				II. Create a pooled order system for ordering laboratory supplies	20	24%	Beyond scope
				III. Study the development of a platform to procure or share supplies when they are otherwise unavailable or delayed	17	20%	Beyond scope
					V: 56 / P:46		
		3.4B	**What long-term actions can VEEs take to improve the efficiency of the procurement process? [working to evolve the current system]?**	I. Create a collaborative workforce among the VEEs to advise the government in the matters of procurement procedures (i.e. encourage companies to produce supplies locally	43	77%	Beyond scope
				II. Establish a committee dedicated to proposal writing and application to external funds at the VEE level	13	23%	PD4.1

SECTION 4 - SMALL-SCALE PRODUCERS/PASTORALISTS AND CROSS-CUTTING CURRICULAR TOPICS

PROBLEM				SOLUTION	Count of Votes	% of Votes	Activity Reference
					Votes: 78 / Participants: 40		
4.1	**Missing specific content that focuses on training veterinarians to address the needs of small-scale producers/pastoralists**	**4.1 A**	**How can VEEs adapt the new curriculum to more specifically address the needs of small- scale producers?**	I. Perform a need assessment for small-scale-producer in require veterinary services to inform content development	29	37%	GR1.1, GR1.2
				II. Facilitate the develop content in the curriculum for addressing the needs of small-scale producers	25	32%	Curriculum Committee
				III. Conduct national workshops to identify content specific to small scale producers	24	31%	GR1.3, GR2.3
					V: 78 / P: 39		
		4.1B	**How can VEEs adapt the new curriculum to more specifically address the needs of pastoralists?**	I. Develop content in the curriculum for addressing the needs of pastoralists, including importance to their livelihood	31	40%	Curriculum Committee
				II. Perform a need assessment for pastoralist in require veterinary services to inform content development	21	27%	GR2.1, GR2.2
				III. Promoting the use of veterinary students to train community animal health workers in pastoralist areas	10	13%	SD1.3, SD1.5

					V:74 / P:37		
4.2	Difficulty in accessing small-scale producer/pastoralist communities/populations to train proficient veterinarians to attend these communities/populations	4.2A	What solutions could be implemented to facilitate VEEs to place veterinary students into field settings, agencies, and/or organizations (NGOs) that serve small-scale producers?	I. Create awareness about the importance and mutual benefits of attachment (student placement) to support smallholders	31	42%	SD1.4
				II. Studying incentive mechanisms to encourage students and academic staff to work with smallholders;	12	16%	SD2.1, SD2.2, SD2.3
				III. Studying incentive mechanisms for small scale producers (resource sharing, monetary and non-monetary)	11	15%	SD2.1, SD2.2, SD2.3
					V:88 / P:44		
		4.2B	What solutions could be implemented to facilitate VEEs to place veterinary students into field settings, or agencies, and/or organizations (NGOs) that serve pastoralists?	I. Create awareness about the importance and mutual benefits of attachment (student placement) to support pastoralist, including working with elders, community or clan leaders and local government officials	28	32%	SD1.4
				II. Promote the development of in location mobile (temporary) clinics including facilities (tent, refrigerator) to provide service and education in pastoral areas	26	30%	VEE Expansion of Veterinary Services Task Force
				III. Promote partnership between VEEs and NGO'S working in the pastoral area to facilitate the student placement and provision of service in such organizations	21	24%	SD1.3, SD1.5

					V: 78 / P:39		
4.3	**GROUP A: Challenges with Curriculum Customization (missing guidance to address the following issues): Curriculum Alignment/Placement (what goes into the curriculum itself): Identify content that should be covered in a specific region/VEE, graduate school, or on-the-job training after graduation**	**4.3 A**	**In your opinion, how should the alignment/placement of specific content be managed in the new curriculum at the VEE/Regional level? (i.e., how should content allocation be managed in the undergraduate/professional curriculum)**	I. Perform a need assessment for indigenous/pastoralist/community partners to address their specific needs in regard to veterinary services to inform content development	26	33%	CC5.1
				II. Conduct national workshops to identify content specific to indigenous/pastoralist/community partners to address their specific needs in the curriculum	25	32%	GR1.4, GR2.4, CC5.1, CC5.2
				III. Advocate increased flexibility for course customization by VEEs among regions designed for their specific needs with special focused in pastoralist	23	29%	CC5.1
					V: 79 / P:40		
	Group B: Challenges with Curriculum Customization (missing guidance to address the following issues): Time allotted for courses/topics: insufficient time/credit hours in the curriculum to add all new content, particularly applied and practical content	**4.3B**	**In your opinion, how should the alignment/placement of specific content be managed in the new curriculum at the national level regarding graduate school or on-the-job training**	I. Review current Harmonized National Veterinary Curriculum to identified content or topics that should be covered at graduate school or on-the-job training.	27	34%	VEE Expansion of Veterinary Services Task Force
				II. Facilitate a review the courses of the curriculum to identify redundancies in content in regard to WOAH Day 1 Competencies	26	33%	CC5.1

					V: 77 / P:39		
		4.3A	How do you believe these limitations can be addressed?	I. Implement local needs assessment at the VEE level using participatory approaches to enable prioritization of content and time allocated for courses	26	34%	GR2.1, GR2.2, CC5.1
				II. Facilitate partnerships with foreign VEEs to promote experience sharing in curriculum implementation	22	29%	CC2.1
				III. Decrease the curricular review cycle to 3 from 5 [6] years?? to inform future curriculum revision (i.e., adjusting credit hours, course content, sequence of the courses, harmonization)	16	21%	CC1.2
					V: 86 / P:44		
4.4	Faculty recruitment and retention: Faculty Recognition	4.4A	What interventions could help improve academic staff recruitment and retention in Ethiopian VEEs?	I. Support the creation of an academic staff evaluation and incentive framework that reward competency, performance and productivity (articles, conference presentations, clinical & diagnostic service)	30	35%	AI2.2
				II. Evaluate mechanisms to establish local and international academic staff exchange programs	20	23%	PD2.2
				III. Implement incentive systems at the VEE level using diversified income generating schemes [for academic staff]	15	17%	Academicians Incentive Program Task Force