



DIRE DAWA UNIVERSITY

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**COLLEGE OF MEDICINE AND HEALTH SCIENCE
TEACHING AND REFERRAL HOSPITAL
DEPARTMENT OF ANESTHESIA**

Success Story on Competency-Based Anesthesia Curriculum Implementation by Department of Anesthesia at Dire Dawa University, 2024

- The narrative provides a comprehensive overview of the achievements and implementation strategies of the Competency-Based Anesthesia Curriculum at Dire Dawa University, suitable for any nomination for any outstanding Department award.

**PREPARED BY
ANESTHESIA DEPARTMENT
MARCH 2024**

DIRE DAWA, ETHIOPIA



Anesthesia Department

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Anesthesia Department

***Title: Competency-Based Anesthesia Curriculum Implementation
Success by Anesthesia Department at DDU***

1. Background

Dire Dawa University (DDU), established in 1999, aims to become one of the leading applied science universities in Africa by 2030. The Anesthesia Department, established in 2006 under the College of CMHS, seeks to address Ethiopia's shortage of qualified anesthesia professionals. In 2022, following the Federal Ministry of Education's directive and the national roadmap (2018-2030), the department transitioned to a competency-based curriculum (CBC). This change ensures a harmonized CBC educational approach and spans 4.5 years. Moreover, the recent innovations in educational techniques, frequent changes, and new developments in anesthesia on the wide spectrum of services require professional graduates to be more task-oriented. The design and development of this curriculum is competency (outcomes)-based, and core competencies of graduate profiles are directly linked to the national qualification standard and are networked to demonstrate their interactions. In addition, it aligns with the DDU road map. Currently, the department consists of 17 staff members, including 13 lecturers, one assistant lecturer, and one chief skill lab, who actively serve their roles. And we have a total of 107 active Anesthesia students following their class including scholarship which make us unique Anesthesia department in the country by collaborating with neighbor countries since its establishments. While, over seven batches had been graduated. Furthermore, we have been in a process to accredit our program to establish a quality assurance system.

The learner is the focus of the learning process and learning styles are given priority in determining the content to be covered, the teaching and learning methods and the mode of assessment.

1. It is outcome-based: Students must demonstrate all required competencies to earn credit and advance to the next level.



Anesthesia Department

2. Involve multiple measures of assessment to determine competency
3. Practice oriented: Students must demonstrate practical skills and tangible outcomes to determine both competency and the theoretical knowledge.

Title: Anesthesia program data collection (DCT) report for accreditation	
Institution address	<p>Dire Dawa University, Website of the University: https://www.ddu.edu.et/ Email: iproffice@ddu.edu.et, Location: Dire Dawa, Ethiopia Fax: +251-251-127971, P.O.Box: 1362 Website of the college: https://www.ddu.edu.et/Colleges/mdcn Website of the department (Anesthesia): https://www.ddu.edu.et/Colleges/mdcn_view/6</p> <p>Place: Dire Dawa University, Applied Science- Main Campus</p>
Title of Study program	<p><i>Bachelor of Science in Anesthesia</i> Degree Level: Level VI Program Duration: 4.5 Years Volume (ECTS): 328 ECTS Competencies: 11 key competencies for graduates, ensuring they meet both national and international benchmarks for anesthesia professionals.</p>
Program Aspect	Description
Program Vision	<p>In line with the vision of Dire Dawa University, the Anesthesia Program is committed to achieving key milestones:</p> <p>Milestones:</p> <ul style="list-style-type: none"> - By 2025: Achieve national accreditation within Ethiopia to ensure quality and accountability from ETA. - By 2027: Gain international recognition to establish credibility and expand career opportunities for graduates. - By 2030: Rank among the top ten Anesthesia programs in Africa, taking a leading role in applied anesthesia education and contributing to regional healthcare improvements through the development of highly skilled professionals. <p>✚ The Anesthesia Program strives to transform healthcare in Ethiopia and neighboring countries by producing skilled anesthetists equipped to deliver</p>



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2. Key Achievement

2.1 Implementation and Achievements

This report provides an overview of the implementation and success of the Competency-Based Curriculum (CBC) in the Anesthesia Department at Dire Dawa University. Over 80% of the implementation aspects received positive responses from students and faculty members indicating effective adoption and execution of these curricula. Moreover, successfully graduated 21 students (9 males and 12 females, 2 were scholarship students) with this Curriculum as the first batch in July 2024. The National Exit Exam 20/21 (95%) pass rate of this year, 2024, reflects the success of these implementations. Nearby hospital placements to reduce financial burdens on institution and students, even though the availability of cases was initially insufficient. The department responded by: Maximizing the use of available resources and opportunities within local hospitals. we organized Anesthesia skills lab to fit the national requirements, and the inclusion of PBL and more 70% success rate in PBL implementation highlights the ongoing improvements. This level of success, while positive, suggests that more work is needed to fully realize the benefits of PBL. Addressing the identified challenges can lead to more effective and engaging learning experiences for students. Moreover, our university Teaching hospital started full services.

2.2 Qualification Examination Success per the CBC Curriculum

Another achievement is the implementation of qualification examination per the CBC guidelines, consisting of external examiners from various institutions (senior staff from four universities participated) and School of Medicine, School of Public Health, and Nursing was participated and established a panel that chaired by an external examiner (EAA president). This committee diligently carried out its assignment to the required standard of performance in a well-coordinated and exemplary way.

2.3 Qualification examination held from February 2024, included:



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- Telegram group by the exam committee was created, and panel expert discussions were initiated one month before the exam.
- Written examinations developed by the examination committee and endorsed by the external examination committee, based on the national anesthesia qualification exam blueprint.
- Oral exam questions developed by the external examination committee, based on the national anesthesia qualification exam blueprint.
- OSCE exam questions developed by the external examination committee, based on the national anesthesia qualification exam blueprint. Before one day, the Exam revised each exam item, first administered Online based written exam then OSCE and finally Oral Exam was done.
- The Oral and written examinations were conducted in collaboration with examiners from the School of Public Health, School of Medicine, and CMHS ICT staff, along with external examiners. Practical examinations conducted in different examination lab and in the department's Skill Development Lab.
- The examination process included:
 - A written exam contributing 30% to the final score.
 - An oral exam contributing 30% to the final score.
 - An OSCE contributing 40% to the final score, covering public health, clinical, and professional areas as per the curriculum. The pass mark for the qualification examination was set at 50%.

2.4 Graduation of the First Batch

In 2024, the department successfully graduated its first batch of students under the CBC. This milestone was a testament to the department's commitment to high educational standards and effective implementation of the new curriculum. The graduates demonstrated a high level of competency, ready to contribute significantly to Ethiopia's healthcare sector.

2.5 Curriculum Review



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DDU aims to be a top applied university, emphasizing practical skills and applied sciences. The Anesthesia Competency-Based curriculum supports this vision by focusing over 60% on practical training and hands-on experiences. The curriculum is designed to produce graduates with strong clinical skills and the ability to manage perioperative care effectively. The inclusion of community-based learning and internships aligns with DDU's goal of community service and social responsibility:

- Rearranged courses to align with the DDU and for better logical progression. While, Emphasis on practical skills to align with DDU's mission and healthcare sector needs.
- Enhanced courses like "Introduction to Anesthesia" with more practical demonstrations.
- Adjusted the "General Biology" schedule for freshmen.
- Introduction to Anesthesia: The committee proposed that the "Introduction to Anesthesia" course should incorporate more laboratory related demonstrations to enhance practical learning. This change aims to provide students with hands-on experience in a controlled environment, ensuring they gain practical skills alongside theoretical knowledge.
- General Biology Course: The "General Biology" course will be moved from the first semester of the first year to the second semester. This decision was made because freshman students join the department in the second semester, and biology is not offered in freshman courses. This adjustment ensures that the students have the necessary foundational knowledge before advancing to more specialized subjects.
- Musculoskeletal and Cardiovascular Courses: The committee agreed that the "Musculoskeletal Course" scheduled before the "Cardiovascular System" course in the second year. This change is based on the logical progression of learning, ensuring students have a strong understanding of the musculoskeletal system before tackling the complexities of the cardiovascular system.
- Anesthesia TTP module: should be in line with other health sciences program at DDU-CMHS and adjusted accordingly.
- General surgery & thoracic emergency anesthesia module: The committee agreed that the "General surgery & thoracic emergency anesthesia module" some important content of



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the module were added which didn't included in competency-based curriculum (renal physiology). As well as some of the content moved to anesthesia co-existing disease which is overlap with Anesthesia for Endocrine disease (thyroid disease, diabetes mellitus etc).

- General surgery & thoracic emergency anesthesia module attachment: The committee agreed that the " General surgery & thoracic emergency anesthesia module practice attachment " delivered parallel and block. Since there is no cardiothoracic surgery at Dire Dawa public Hospital (Dilchorra Referral Hospital, and Sabian General Hospital) they will attach thoracic Emergency as a block at hospital which has thoracic surgery.
- Airway management Module: The committee agreed that the " Airway management module " modified its content by adding some topic and dropping the similar topic. Because there is similar topic which is repetitively added in the content.eg; airway management at week two, three, four and five.

Table 1: CBC Implementation Assessment Results in May 2024

Question	Response (Yes)	Percentage
Orientation on CBC provided	28	93.3%
CBC curriculum available	29	96.7%
PBL training provided	26	86.7%
Other curriculum-related training provided	24	80.0%
Adequate facilities available	25	83.3%
Teaching-learning methods evaluated	27	90.0%

Table 2: Qualitative Assessment

Question	Response (Yes)	Percentage
Early clinical exposure	24	80%
Early skills lab practice	27	90.0%
PBL included in weekly schedule	21	70%



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Community-based education opportunity	24	80.0%
OSCE implemented in each semester	26	86.7%
Teaching/learning student-centered	27	90.0%
Whole group sessions conducted regularly	26	86.7%
Feedback from faculties on CBC	24	80.0%
Feedback from students on CBC	25	83.3%
Functional curriculum development committee	24	80.0%
Exam blueprints prepared and implemented	26	86.7%
Clear definition of exams	27	90.0%
Formative and summative assessments implemented	26	86.7%
E-learning platform used	24	80.0%
Functional quality enhancement office	26	86.7%

2.6 Faculty Development and Teaching Innovations

Recognizing the importance of faculty readiness, the department initiated several faculty development programs: The Ethiopian Higher Education Quality Assurance Agency (EHEQAA) advocates for continuous professional development of faculty to maintain educational standards. The department's faculty development initiatives, including training in CBC frameworks and modern teaching methodologies, support this policy by enhancing teaching quality and effectiveness.

- Training sessions were conducted to equip faculty with skills in the CBC framework and modern teaching methodologies.
- Simulation training was provided for skill lab staff, enhancing their ability to facilitate practical learning sessions
- Training on exam preparation based on Exam Blue print were given for staff
- A mini multimedia studio was established for the development of blended learning programs, integrating digital resources with traditional teaching methods.



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- Different Telegram group for each batch of students were created and shared Guidelines, reading materials, books, Lecture notes, Articles...and etc.

2.7 Student Support and Advisership

To support students' academic and professional development, several initiatives were introduced:

1. **Orientation and sharing of CBC related materials:** All the students had given orientation and shared necessary documents till the to present and have continued:
 - ✓ Orientations on both Exam blue print was given and shared for students
 - ✓ Module prepared on each competence of exit exam were distributed
 - ✓ Orientations for students on Exam Blue print were given
 - ✓ Online Based test established with Exam Bank platform called (GOBEZ) established with ICT staff
 - ✓ Developed standard MCQs and uploaded to Gobeze Software (600 MCQs)
 - ✓ MOODLE Exam Software in collaboration with AMREF. (Based on the identified Competences uploaded on average of 250 MCQs and all the students were mapped to use the software.
 - ✓ Department related Guidelines developed and provided
 - ✓ Student Admission guidelines developed and shared
 - ✓ Weekly tutorial sessions and PBL seminars were organized starting in September 2022.
 - ✓ Digital resources were made available, and communication was facilitated via batch-specific Telegram groups.
 - ✓ Structured advisership programs were implemented, assigning advisors to small student
 - ✓ Questions prepared by the Anesthesia departments were shared

3. Challenges and Solutions

3.1 Licensure Exam Preparation



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The department identified several causes for low licensure exam passing rates, including inadequate orientation and lack of context-based MCQ item pools. To address these issues:

- Peer reviews and development of context-based MCQ items were conducted.
- An exam bank was established to provide a repository of practice questions.
- Advisors were assigned to small student groups to provide focused guidance.

Clinical Exposure

While local placements reduced financial burdens, the availability of cases was initially insufficient. The department responded by:

- Maximizing the use of available resources and opportunities within local hospitals.
- Enhancing simulation training to supplement clinical experience.

Future Directions

The department is committed to continuous improvement through regular reviews and updates of the CBC. Future directions include:

- Strengthening collaboration with local hospitals for adequate clinical attachments.
- Enhancing faculty development programs, especially in e-learning facilitation.
- Increasing the usage and effectiveness of skill labs.
- Implementing structured advisorship programs to support students' licensure exam preparations.

4. Discussion

Alignment with National Policies



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The Ethiopian Higher Education Proclamation emphasizes the importance of quality education, practical training, and research to produce competent graduates who can contribute to national development. The Anesthesia Department's CBC implementation aligns with these directives by emphasizing practical skills and competency-based assessments.

Curriculum Review and Development

The national roadmap (2018-2030) for higher education in Ethiopia stresses the need for curriculum relevance and responsiveness to the job market. The Anesthesia Department's curriculum revisions, including the emphasis on practical skills and logical course progression, align with this directive by ensuring graduates are well-prepared for professional practice.

Clinical Practice and Hospital Attachments

Ethiopian higher education policies highlight the importance of practical exposure and industry linkages. By arranging local hospital attachments, the Anesthesia Department not only aligns with these policies but also addresses financial constraints, making education more accessible and practical for students.

Faculty Development and Teaching Innovations

The Ethiopian Higher Education Quality Assurance Agency (EHEQAA) advocates for continuous professional development of faculty to maintain educational standards. The department's faculty development initiatives, including training in CBC frameworks and modern teaching methodologies, support this policy by enhancing teaching quality and effectiveness.

Assessment and Evaluation



Anesthesia Department

Competency-based assessments, as recommended by Ethiopian higher education policies, ensure that students not only acquire theoretical knowledge but also demonstrate practical skills. The department's comprehensive evaluation framework, incorporating methods like DOPS, OSCE, and MSF, aligns with these guidelines by providing a holistic assessment of student competencies.

Student Support and Advisership

Policies emphasize the need for student support systems to enhance academic success and professional readiness. The Anesthesia Department's advisorship programs, tutorial sessions, and digital resource provision are in line with these guidelines, offering structured support to help students succeed in their studies and licensure exams.

Graduation and Qualification Examinations

The successful graduation of the first batch of students under CBC and the rigorous qualification examination process underscore the department's adherence to high standards of education and assessment, as mandated by national policies. The involvement of external examiners and the structured examination process ensure fairness and objectivity, reflecting best practices in higher education. The implementation of competency-based teaching and learning challenges at Anesthesia Department. Such challenges can be summarized as follows:

- Overloaded curriculum
- Lack of flexibility among teachers to adopt new education policies and guidelines
- Teachers lack motivation
- Inadequate teaching and learning facilities



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5. Recommendations

The adoption of competence-based teaching and learning offers a promise for improvement of quality of education. However, in order to increase the QI and implement it effectively, the following recommendations are made:

- Teachers should be familiar with what competence-based teaching and learning entails
- The government should support enough funds and facilities to enable students and teachers to implement competence-based teaching and learning effectively
- Teachers should be flexible to learn new teaching methods suitable for competence-based teaching and learning situations.

6. Conclusion:

The Anesthesia Department at Dire Dawa University has successfully implemented a competency-based curriculum, in alignment with Ethiopian higher education policies and guidelines. The curriculum review, clinical attachments, faculty development, comprehensive assessments, and student support initiatives contribute to producing competent anesthesia professionals. Continuous improvement efforts and future directions aim to sustain and enhance the quality of education, ensuring graduates are well-prepared to meet the healthcare needs of Ethiopia.

- This narrative provides a comprehensive overview of the achievements and implementation strategies of the Competency-Based Anesthesia Curriculum at Dire Dawa University, suitable for the nomination for an outstanding Anesthesia Department award.



Anesthesia Department

7. References



- 1) Dire Dawa University Road Map by 2030
- 2) Federal Democratic Republic of Ethiopia. (2018). **National Roadmap for Higher Education 2018-2030**. Ministry of Education.
- 3) National harmonized competency-based curriculum for generic Bachelor of Science in Anesthesia, Ethiopia 2022
- 4) Ethiopian Higher Education Quality Assurance Agency (EHEQAA). (2019). **Guidelines for Quality Assurance in Ethiopian Higher Education Institutions**.



Anesthesia Department

Annexes

Annex 1: Different sample photos taken during the CBC implementation

	
<p>Discussion on CBC implementation by-department Council at presence of student representative</p> <p>Place: Department Office</p>	<p>Ongoing CBC implementation discussion by-department Council at presence of student representative</p> <p>Place: Department Office</p>



Anesthesia Department



Orientations and training for Anesthesia students on CBC and Exam Blue Print



Anesthesia Department



Galaxy A12

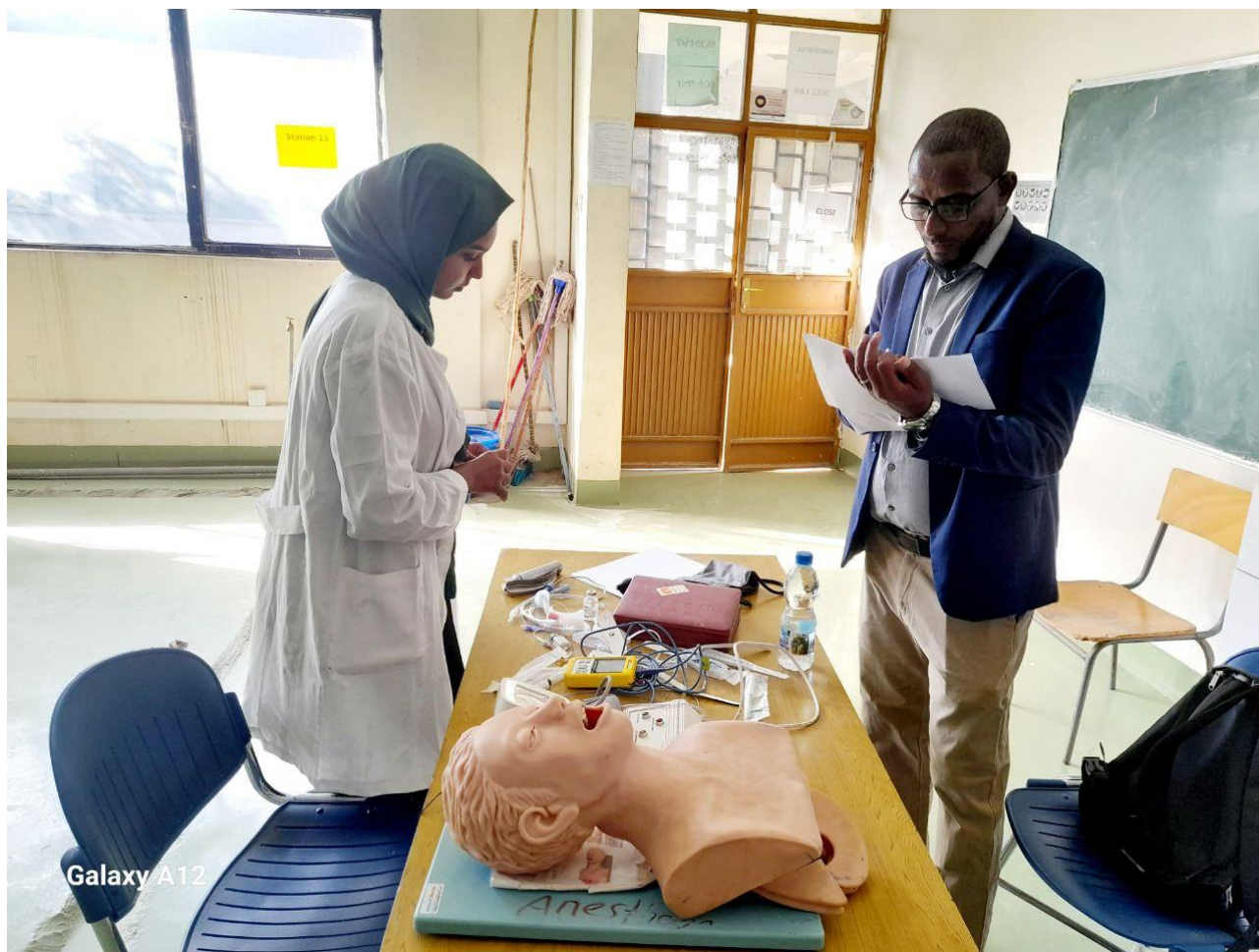
**The photo shows DC-quality review
and program self-evaluation progress**



**CBC training for Anesthesia
students**



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Sample of qualification exam Photos taken during the OSCE exam 40%



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Galaxy A12

- Sample Photos taken during the OSCE exam 40%(qualification exam)



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Galaxy A12



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- Photo taken during the ORAL EXAM 30%



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- Different station: Photo taken during the ORAL EXAM 30%



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- Photo taken during computer based Written exam 30%



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Final day Photo with certificate for guests by CMHS



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Sample of photos show PBL implementation.

Staff Capacity Building: Sample of the Simulation training given for our skill lab staff.





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Photos show our Mini multimedia studio established for blended learning programs.



Well organized skill development laboratory with online booking system and increased utilization of SDL by students.





Anesthesia Department



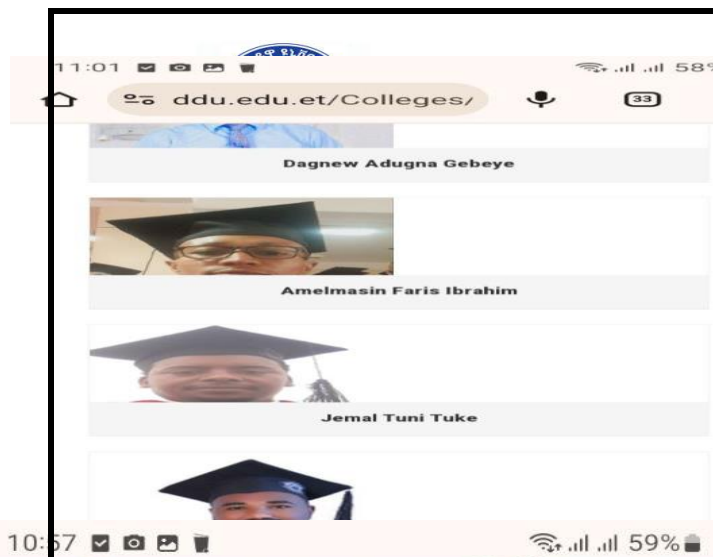
Sample of photos show each semester OSCE implementation.

Samples to show advisors to support students by Anesthesia department



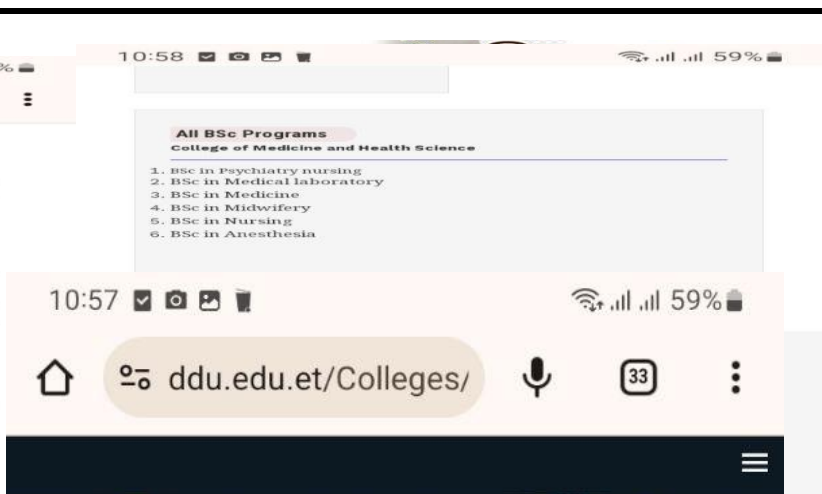
Anesthesia Department

No.	Name	Fathers name	Group	Group Leader	Mentors	Coordinators
1.	BETHELHEMM	MILIION	G-1	BETHELHEM ABEBAW	Sherif	Aragaw & Ahmed
2.	NEFISA	MEBRATU				
3.	BETELIHEM	ABEBAW				
1.	BETSEGA	SETEGN	G--2	BETSEGA SETEGN	Amelmasin	
2.	HABIL	TAMERAT				
3.	CHERINET	TADELE				
4.	MULUNESH	GETNET				
1.	NANCY	GOSSAYE	G-3	WUDINESH BIRHANU	Jemal	
2.	WUDINESH	BIRHANU				
3.	YEABSIRA	TADIWOS				
4.	NAGAYO	MOHAMMED				
1.	BETHELHEM	DEGU	G-4	MULUKEN & WAYESA	Bayisa	
2.	MULUKEN	BISET				
3.	WAYESA	ADUGNA				
4.	MUHAMMAD	ABDULKEDIR				
1.	MUAZ	ABDO	G-5	MUAZ & TADESSE	Aragaw	
2.	TADESSE	DEBABE				
3.	AHMED	DAUD				
1.	SAID	ISMAIL	G-6	SITRA TOFIK	Teshome	
2.	MAEDOT	SISAY				
3.	SITRA	TOFIK				



Anesthesia

UG Regular Program	UG Extension Program	UG Weekend program	UG Weekend program
<p>College/Institution: CMHS</p> <p>Department/School/Center: Department of Anesthesia</p> <p>Program title: National harmonized competency-based curriculum for generic Bachelor of Science in Anesthesia 'Bachelor Science degree in Anesthesia'.</p> <p>Program duration (in years): 4.5 Years for regular</p> <p>Study Language: English</p> <p>Credits and the equivalent Volume (ECTS): 328 ECTS</p> <p>Mode of delivery: Regular</p> <p>Admission requirements:</p> <p>Admissions to all regular undergraduate programs are processed through the</p>	No UG Extension program register in this dpt	No UG Weekend program register in this dpt	No UG Summer program register in this dpt



Anesthesia

Back ground

Anesthesia is a branch of medical science /or specialty represents a unique, exciting, specialized, and challenging art and science that deals with perioperative and ICU management of a surgical and/or medical patient. Moreover, it also plays a role in promotional and curative services at the community level. As a young and dynamic profession, it requires keeping evolving changes abreast.

Initially, the BSc in Anesthesia used to enroll only practicing nurses, but more recently a generic BSc in Anesthesia has been developed to train anesthesia practitioners when they leave straight from school without previous clinical experience. This generic BSc in Anesthesia was first started in Gondar University in 2003 E.C.

The recent innovations in educational techniques, frequent changes and new developments in anesthesia on the wide spectrum of services require professional graduates to be more of task-oriented and competent. However, in Ethiopia, currently non-physician anesthetists predominantly provide anesthesia. As stated in HSTP II, there is a significant unmet need for qualified anesthesia professionals, especially considering the long lead-time and limited private sector involvement in training. Moreover, the lack of retention mechanisms for anesthesia professionals worsened the task force crisis. Although it is known, that Dire Dawa University (DDU) is among higher institution launch generic anesthesia training to solve these problems, the department of Anesthesia was established in 2006 E.C at DDU with first Batch of 29 students. Since that consecutively accepting and graduating Anesthesia students. As of now, it has all its batch of 1st year, 2nd year, 3rd year and 4th year with 81 students.

The goal of this program is to provide a foundation for an



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DDU All Statistical Data

DDU all Programs
About DDU Video

**DDU Downloads**

- የ2015 የመደበኛ በጀት ዓመት እፈፃሚ
- Anesthesia Program Student Admission
- Join the Future of Healthcare with anesthesia
- Final Guideline for Anesthesia
- Complete curriculum from MOE
- Academic Calendar for Undergraduate for Regular Study
- የ 2015 ፍ ወር በጀት ሪፖርት
- STUDENTS BIOGRAPHY FORM
- DDU Strategic Plan
- Letter of Recommendation
- Self-Sponsorship letter format
- Letter of Sponsorship for Postgraduate study
- Application Form

Announcement

- Vacancy
- DDU Staff Announcement
- DDU Student Announcement



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33



Sherif Abdi Yuya



Baysa Gerbesa Ayana



Anteneh Atle Haile



Dagim Bimrew Kebede





Anesthesia Department

11:00

59%



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- Background
- Objective
- Mission and Vision
- Department Programs
- Staff Profile

Anesthesia

Dear All,

I extend a warm welcome to you on behalf of the Anesthesia Department at Dire Dawa University. We are dedicated to excellence in education, research, and community services in line with the core values, mission and vision of Dire Dawa University.

Dire Dawa University is renowned for its commitment to academic excellence and community engagement, and our Anesthesia Department is no exception. Our core mission is to provide outstanding education and training to future anesthesia professionals. With a team of experienced faculty members, we are committed to nurturing students' talents and equipping them with the knowledge, attitude, skills, and critical thinking required to excel in the field of Anesthesia. In addition, our aim is to make a positive impact on our country (Ethiopia healthcare demand/outcomes) and the well-being of our community.

Our department also takes great pride in our commitment to community services. We actively participate in outreach programs and initiatives that benefit our community. Our clinicians are highly skilled, compassionate, and dedicated to contributing to the overall well-being of our community through various healthcare services.

Thank you for taking the time to visit our website and for expressing your interest in the Anesthesia Department at Dire Dawa University. We eagerly anticipate connecting with you and sharing our unwavering passion for excellence in anesthesia education, research, and community services.

Warm regards,
Amelmasin Faris
Department Head,
College of Medicine and Health Science,

Dire Dawa University






Anesthesia Department

10:55 60%

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DDU All Statistical Data

DDU all Programs
About DDU Video



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- የ2015 የመደበኛ በጀት ዓመት እረጃፅም
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- Join the Future of Healthcare with anestheisa
- Final Guideline for Anesthesia
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- Self-Sponsorship letter format
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- Application Form

Announcement

- Vacancy
- DDU Staff Announcement
- DDU Student Announcement



Anesthesia Department

Furnished Classroom for Anesthesia Lectures





Anesthesia Department

Title: Anesthesia program data collection (DCT) report for accreditation

Institution address	<p>Dire Dawa University, Website of the University: https://www.ddu.edu.et/ Email: iproffice@ddu.edu.et, Location: Dire Dawa, Ethiopia Fax: +251-251-127971, P.O.Box: 1362 Website of the college: https://www.ddu.edu.et/Colleges/mdcn Website of the department (Anesthesia): https://www.ddu.edu.et/Colleges/mdcn_view/6</p> <p>Place: Dire Dawa University, Applied Science- Main Campus</p>
Title of Study program	<p><i>Bachelor of Science in Anesthesia</i> Degree Level: Level VI Program Duration: 4.5 Years Volume (ECTS): 328 ECTS Competencies: 11 key competencies for graduates, ensuring they meet both national and international benchmarks for anesthesia professionals.</p>
Program Aspect	Description
Program Vision	In line with the vision of Dire Dawa University, the Anesthesia Program is committed to achieving key milestones:
	<p>Milestones:</p> <ul style="list-style-type: none"> - By 2025: Achieve national accreditation within Ethiopia to ensure quality and accountability from ETA. - By 2027: Gain international recognition to establish credibility and expand career opportunities for graduates. - By 2030: Rank among the top ten Anesthesia programs in Africa, taking a leading role in applied anesthesia education and contributing to regional healthcare improvements through the development of highly skilled professionals. <p>✚ The Anesthesia Program strives to transform healthcare in Ethiopia and neighboring countries by producing skilled anesthetists equipped to deliver both general and specialized anesthesia services, while positively impacting healthcare delivery in the region.</p>
Program Mission	To produce highly competent anesthesia professionals with the knowledge, clinical skills, critical thinking, and attitudes required to deliver comprehensive anesthesia services within their scope of practice. Additionally, the program is dedicated to



Anesthesia Department

	serving the community through research-driven problem-solving, clinical care, and health promotion efforts that address local and regional healthcare needs.
Date of initial accreditation	Not Applicable
Name of focal person:	Amelmasin Faris
Address:	Department of Anesthesia, College of Medicine and Health Sciences Teaching and Referral Hospital, Dire Dawa University, Dire Dawa, Ethiopia Fax: +251-251-127971, P.O.Box: 1362 E-mail: amanhoney9182@gmail.com