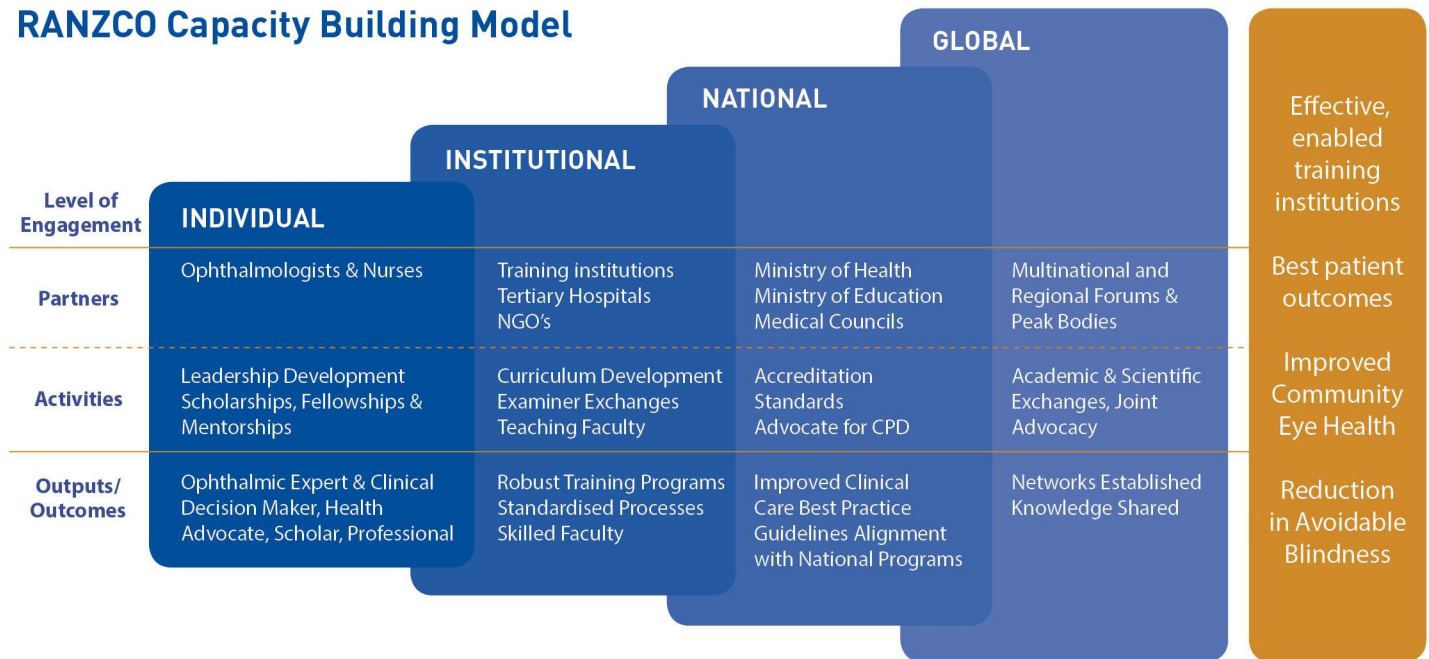


RANZCO Capacity Building Model



The Royal Australian and New Zealand College of Ophthalmologists (RANZCO) formalised its international ophthalmology development initiative in 2011. The goal is to develop and strengthen ophthalmic education and professional standards in the Asia-Pacific region. We have developed and established a capacity-building model that involves multi-level partnerships aimed at sustainable outcomes and tailored to meet local needs with an emphasis on best practice curriculum development and implementation.

METHODS

- Partnership with relevant stakeholders on macro, meso and micro levels (see table)
- Detailed initial scoping and situational analysis
- Tailoring of an international benchmarked ophthalmology curriculum¹ to local needs and capacity, aligned with national eye health plans
- Delphi technique with content and education experts from local organisation and RANZCO
- Visiting teachers and examiners to enhance clinical training and provide continuing professional development of trainers

FINDINGS

RANZCO partners with local organisations to strengthen capacity of eye health workforce and training institutions. So far we have collaborated on curriculum development projects with organisations in the Pacific, Cambodia and Papua New Guinea.

Engagement of government, university, ophthalmic society and not-for profit organisation stakeholders is key to success. A systematic approach should be used, focusing not just on content and its organisation, but also on teaching, learning and assessment strategies, resources and tools. The evaluation strategy should be embedded from the beginning of the project.

An integral component for successful implementation is ongoing support of local trainers through teaching visits by external teaching faculty. These visits should be mapped to the curriculum, with scheduling arranged to maximise educational impact and to avoid disruption of clinical services. RANZCO has been successful in recruiting volunteer trainers who have been invaluable for not only sharing clinical and surgical expertise, but also providing mentorship for local faculty to develop their educational expertise and capacity. Local faculty needs to be engaged early and champions identified to ensure new generation of teachers. Attracting sufficient funding to support these exchanges can be challenging

and presents a threat to sustainability. Demonstration of the long-term and sustainable impact of these projects should be showcased to potential funders and fundraisers/donors.

Reference

¹http://www.icoph.org/refocusing_education/curricula.html

CONCLUSION

Multi-level capacity building programs in the Asia Pacific region have been successfully established.

The partnership approach ensures projects are sustainable and accessible to everyone.

A systematic approach to curriculum development and implementation is the key to success and sustainability.

Collective expertise of RANZCO has been harnessed to contribute to reduction in avoidable blindness through a focus on best practice education and training.



Detailed scoping & situational analysis



Papua New Guinea curriculum workshop: Delphi technique



Teaching visits from visiting faculty: Pacific Eye Institute, Fiji



Examiner exchange: OSCE in Cambodia