

Community-Based Education: Pioneering community engagement for health science education in Ethiopia

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Historical background

- ▶ Community-based education (CBE)
 - ▶ Uses the community as a learning platform for medical and health science students
 - ▶ Integral to the training curriculum at Jimma Institute of Health Sciences (now Jimma University) since 1987
 - ▶ Initially had Community-Based Training Program (CBTP) and Team Training Program (TTP) as a strategy.
 - ▶ Later Student Research Program (SRP) included for all medical and health science students.
 - ▶ In 2005, MPH training was initiated, and a strategy called Developmental Team Training Program (DTTP) was included in the curriculum



Establishing relationships with the community

- ▶ Jimma University works closely with local administrators to identify and sustain relationships with communities nearby (mostly 50 km radius).
- ▶ Health centers, health posts, and primary hospitals in these communities are included.
- ▶ Health professionals in the primary healthcare facilities are included in the supervision and mentoring of students

Purpose of CBE approach

- ▶ It is a means of achieving educational relevance to community needs.
- ▶ It provides a learning opportunity for students who had theoretical classroom teaching each academic year.
- ▶ It equips students with skills in **community diagnosis, development of action plans, and implementation of interventions**, and concludes with an evaluation performed by the students.
- ▶ It improves access to essential health services and health education in rural communities through outreach and static service delivered by the students



Implementation of the strategies...



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- ▶ Community-Based Training Program (CBTP)
 - ▶ Students are assigned to a rural or urban kebele to attach at the end of each academic year (n-1 years of study)
 - ▶ Students conduct environmental and health-related diagnoses of their communities, then plan and implement priority interventions.
 - ▶ Evaluation of environmental and health status conducted in their final year of attachment.
 - ▶ Communities are engaged at all stages through meetings and household visits.



Implementation of the strategies...



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- ▶ Team Training Program (TTP)
 - ▶ Final-year medical and health science students assigned to a health center or primary hospital
 - ▶ Students reside in the facilities' compound.
 - ▶ Students provide curative and preventive interventions to communities
 - ▶ Static clinical services for clients visiting the facilities
 - ▶ Outreach for immunization and health education
 - ▶ Food and drink establishment supervision
 - ▶ Outreach clinical services for prisoners
 - ▶ Environmental health activities, including community mobilization for draining marshy areas, construction of public and private sanitary facilities



Implementation of the strategies...

- ▶ Developmental Team Training Program (DTTP)
 - ▶ A multidisciplinary team of second-year postgraduate students
 - ▶ Assigned to rural or urban communities for 2 months
 - ▶ Students conduct community health diagnoses, design interventions, mobilize resources, and implement priority interventions.
 - ▶ Community members, private business organizations, local NGOs, and others are mobilized and engaged at all stages.



Cleaning Campaign



Implementation of the strategies...



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- ▶ Student Research Program (SRP)
 - ▶ Independent research work is a requirement for both undergraduate and postgraduate graduation.
 - ▶ Students are trained to conduct
 - ▶ Problem-oriented
 - ▶ Community-based
 - ▶ Ethically and scientifically sound
 - ▶ Feasible and action-oriented research



Takeaways/learnings

SS to CBE

- ▶ Demand for service initiated by communities
- ▶ Helps address community fatigue
- ▶ Improves ease of engaging with communities

CBE to SS

- ▶ Can add a component of regular training embedded in undergraduate and postgraduate education curricula
- ▶ Improves readiness of graduates to serve the community better

**WE ARE IN THE
COMMUNITY!!!**



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