



Towards a More Resilient Veterinary Workforce for Africa 2024

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Engagement of Veterinary Medicine Students in Extra-curricular Activities and Impact on their Educational Performance, at University of Gondar, Ethiopia

By

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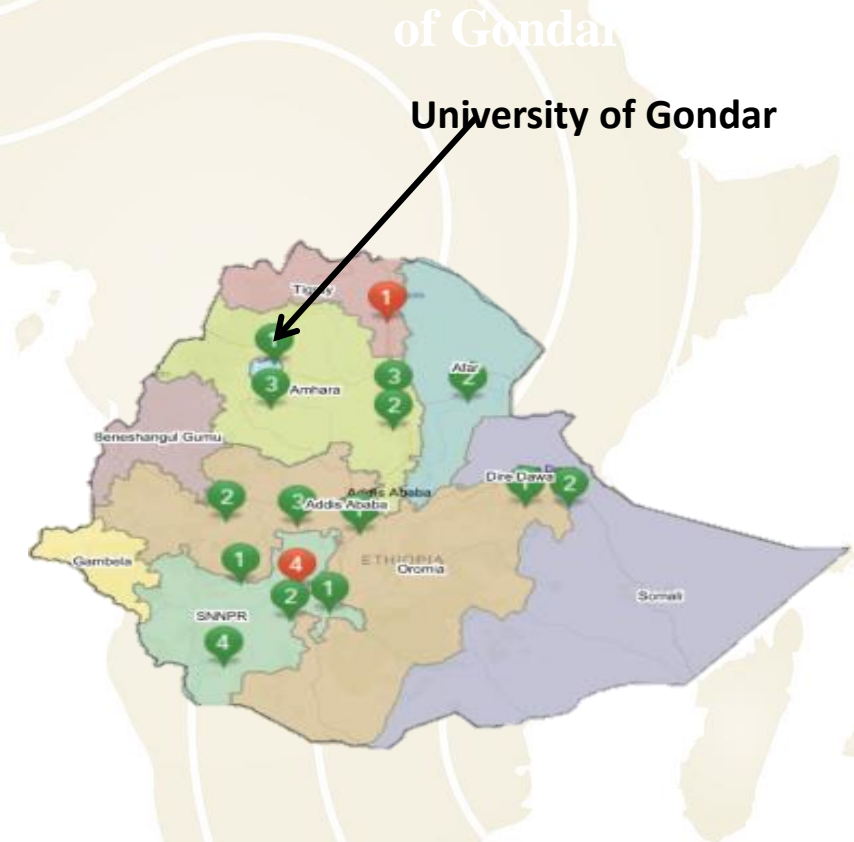


Outline

- **Veterinary education in Ethiopia**
- **Veterinary education twinning program**
- **Student exchange**
- **Extracurricular activities**
- **Method of student club formation**
- **Major Activities of the Clubs**
- **Academic performances**
- **Conclusion**
- **Acknowledgment**

Veterinary Education in Ethiopia

- **Veterinary medicine program started in 1972**
- **16 veterinary schools**
- **DVM curriculum - nationally harmonized**
- **DVM- 6year program (2yrs basic & 4yrs clinical)**
- **UoG started DVM program in 2004**



University of Gondar-Ohio State University Vet education twinning program (2015-2022)



Aim of the twinning program:

- Curriculum development
- Faculty and student exchange
- Continuous education



**Day one Competent
Vet Graduates**



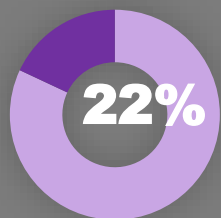
**Improve National
Vet. Services**

UoG - OSU Veterinary Education Twinning Program Achievements

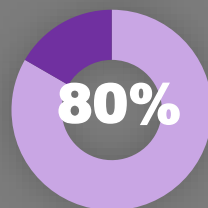
Model WOAHA harmonized vet curriculum developed in 2017

13 Vet schools participated in curriculum development

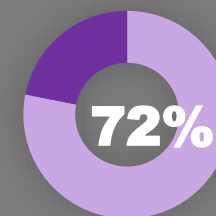
UoG Model Curriculum
used for the National Veterinary Curriculum in 2020



Of UoG-CVMAS courses modified to fulfill WOAHA Day 1 Competencies



of the UoG Faculty certified on Teaching Methods



of the vet students participated in Veterinary Clubs created under the Twinning Program

150 Academic staff in UoG & other vet schools trained in 6 CE courses sponsored by the Twinning program

16 UoG Vet students participated in the exchange program

Student exchange



- 16 UoG students visited OSU-CVM in 2 cohorts
- Participated in Population Medicine & Public Health rotations



- Exposed to advanced learning practices of OSU



- Visited facilities - diagnostic labs, animal hospitals, farms, processing plants in Columbus.



Shared their experiences to peers in Ethiopia in seminars



Student Extra-curricular Activities

- UoG-CVMAS vet students involve in a direct and indirect extra-curricular activities;
 - **Performance activities** – to attain knowledge and skills out of class
 - **Community services** – to develop social relations and offer services

Veterinary student clubs were created under the twinning program to help increase student motivation

Methods of student club formation

- The clubs were formed based on the experience obtained from OSU.
- Club formation initiative was taken by students, who participated in experience sharing tour to OSU.
- The clubs have their own code of conducts that govern members
- The members of the club revised annually
- Students plan and implement extra-curricular activities
- The Club members presenting their activities quarterly

Active veterinary student clubs in UoG

1. Veterinary Public Health Club

- Active since 2017
- Established by 66 members (41%) of DVM students

2. Veterinary Clinical Medicine Club

- Active since 2019
- Established by 116 members (74%) of vet students

3. One Health Club

- Active since 2021
- Established by 118 members (76%) of vet students

On average 300 (85%) vet students participate in extra-curricular activities

Major extra-curricular activities (1)

Clinical skills

- Clinical case handling & diagnosis
- Surgical and imaging practices
- Sampling and submission techniques
- Animal breeding techniques (Artificial insemination, pregnancy diagnosis)



Extra-curricular activities (2)

Community services

- Awareness creation activities (animal welfare – working animals/cart horses)
- Rabies control campaigns (dog vaccination, neutering, aware school children)
- Advocacy – veterinary profession to secondary school students



Extra-curricular activities (3)

Student seminars and trainings

- Peer seminars on current issues
- Training on business planning
- Training on job searching
- **Training on soft skills** (communication skill, CV writing,



Academic performance

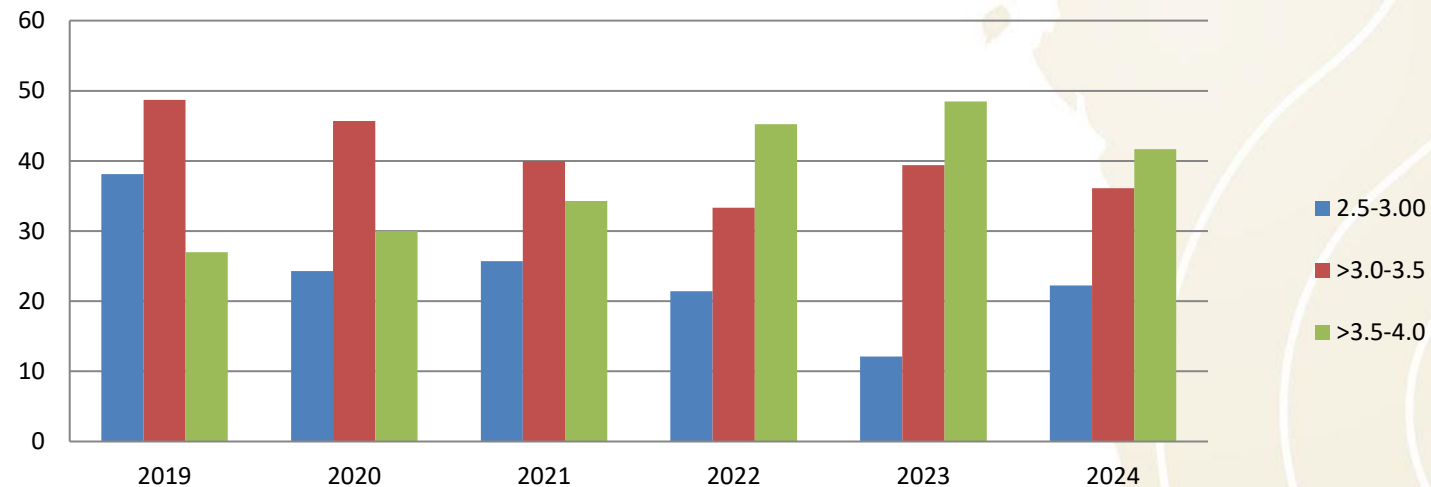
Students' overall performance improved following the implementation of the twinning program;

- Motivation and **participation** of students improved
- Number of best performing students (CGPA) increased year to year

Academic performance ...

- No. of vet graduates in *distinction* (>3.5GPA) increased from 27% (in 2019) to 48.5% (in 2023).

Cumulative Grade Point Average (CGPA) of vet students (2019-2024 graduates)



Level of Employability

- Graduates are competitive at day-one of their engagement
- >85% of UoG vet graduates secure job within 6 months of their graduation.
- Many of UoG graduates are employed in higher education and research institutes



Conclusion and Recommendations

- Despite the various constraints that hinder the quantity and quality of such student activities, the impact on raising the student motivation towards veterinary medicine and improvement of educational quality is quite immense.
- Therefore, the student led extracurricular programs like professional student clubs should be encouraged, continue and expand sustainably in all Ethiopian universities

Acknowledgments

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- **ACC-2024 Team - for the invitation of the conference**



THANK YOU!!!