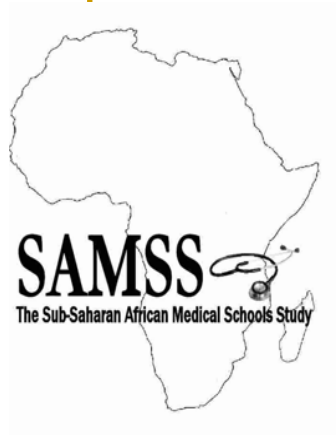


Increasing Access to Health Workers in Remote and Rural Areas through Improved Retention

First Core Expert Group Meeting

World Health Organization

Geneva, Switzerland



Sub-Saharan African Medical Schools Study (SAMSS)

APRIL 6th, 2009

Department of Health Policy
The School of Public Health and Health Services
The George Washington University

Seble Frehywot MD, MHSA, Assistant Research Professor of Health Policy and Global Health

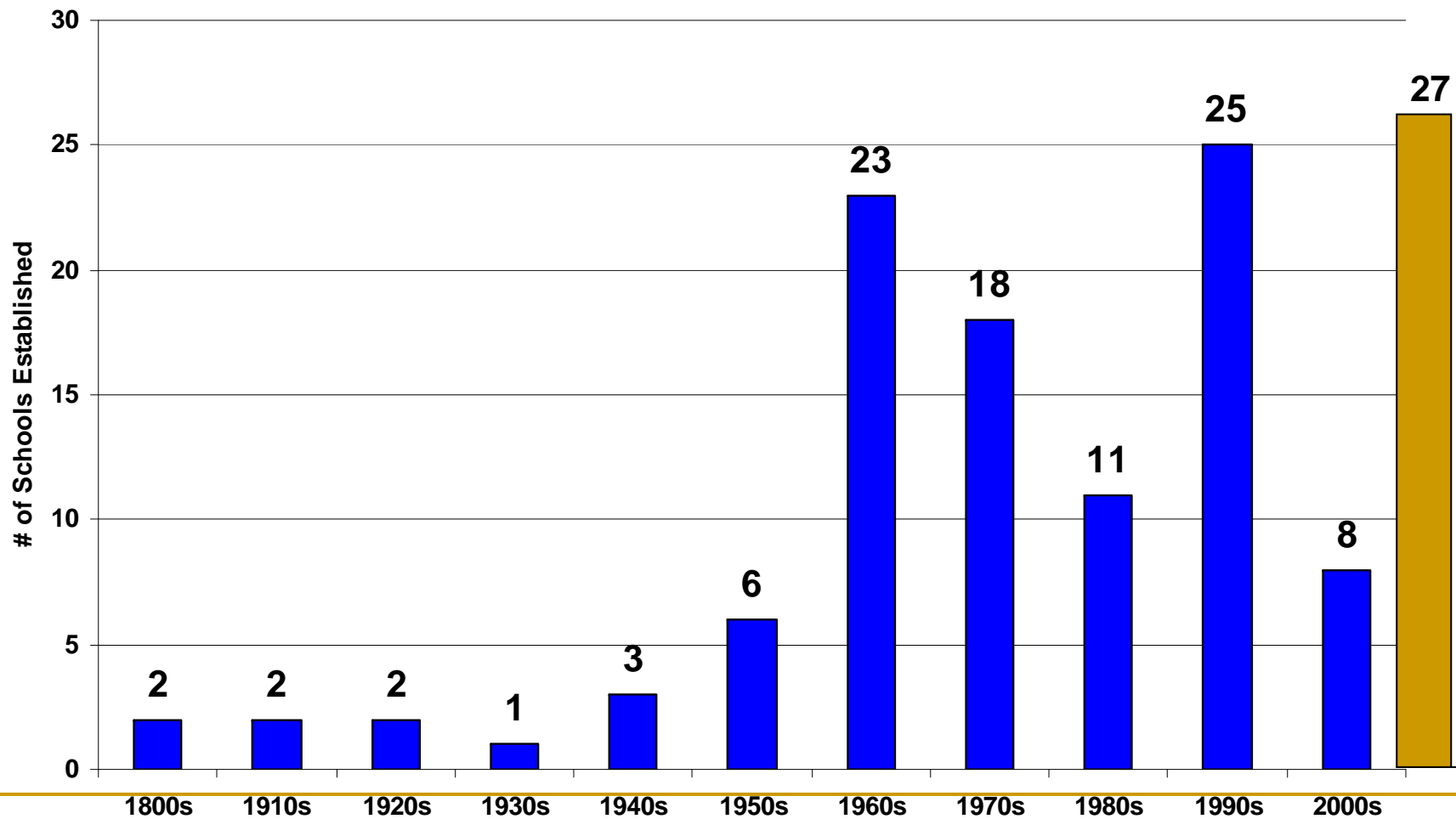
Content



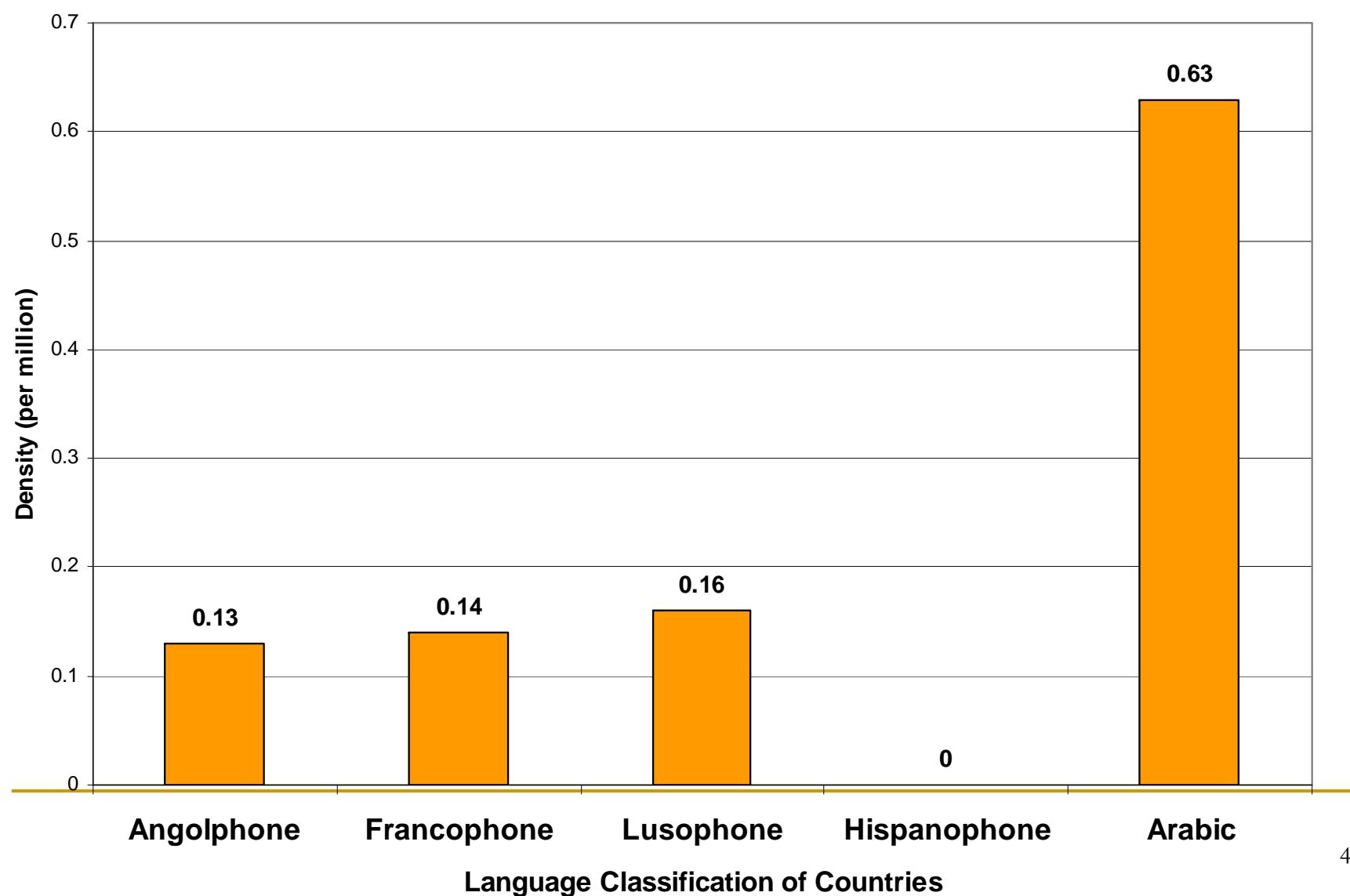
- **Overview of Medical Education in Sub-Saharan Africa**

- **Update on the SAMSS Project**

Development of Medical Schools in Sub-Saharan Africa



Density of SSA Medical Schools Per Language Classification of Countries



Overarching Issues



What is the role of medical education in health and HSS?

Who should be trained, and at what competency

Who should hold the torch for medical education MOH/MOE or both?

Medical Education in Sub-Saharan Africa

Moving from MD-Oriented to Health Team-Oriented School

Surge of Private Medial Schools with little/no regulatory framework

SAMSS Cornerstone Objectives



Capacity Building

To generate understanding regarding the status, trends, capacity building, & retention efforts of medical education in SSA for educators, policy makers, & donor organizations.

Retention

To strengthen health systems and reduce the disease burden in Sub-Saharan Africa.

Innovations

SAMSS Time line



- **SAMSS- 18 months in duration**
 - **Phase I:** Preparation, literature review, key informant interviews, school selection, advisory Committee members selection, and partner institution selection
 - October 2008-January 2009
 - **Phase II:** Advisory Committee meeting (Kampala Feb, 2009), incorporation of study design feedback, survey finalization
 - February – April 2009
 - **Phase III:** Structured Site visits to ten medical schools, preparation of site visit reports, launch survey to 118+ medical schools and collect results
 - May 2009 – November 2009
 - **Phase IV:** Final report writing and SAMSS follow-up meeting
 - January –March 2010

SAMSS School Selection Criteria



- **Geographic Approach**

- South, East, Central, West

- **Linguistic Approach**

- Francophone, Anglophone, Lusophone, Arabic, Other

- **Curriculum Type**

- Community, Traditional, Other

- **Public/Private**

- **Number of Years in Existence**

Schools Selected for the Site Visit

10 Schools Site Visits:

- ❑ **Walter Sisulu University, School of Medicine (South Africa)**
- ❑ **The Catholic University of Mozambique, Faculty of Medicine**
- ❑ **Jimma University, School of Medicine (Ethiopia)**
- ❑ **Gezira University, Faculty of Medicine (Sudan)**
- ❑ **University of Bamako, Faculty of Medicine (Mali)**
- ❑ **College of Medicine at the University of Ibadan (Nigeria)**
- ❑ **College of Medicine at the University of Malawi**
- ❑ **Hubert Kairuki Memorial University (Tanzania)**
- ❑ **Makerere University, School of Medicine (Uganda)**
- ❑ **University of Cocody, School of Medicine (Cote d'Ivoire)**
- ❑ **University Of Yaounde, Cameroon**



SAMSS Working Groups



SAMSS Members:

- ❑ **SAMSS Secretariat (15)**
- ❑ **Advisory Committee (16)**

SAMSS Survey of All SSA Medical Schools



Survey Objectives

1. Establish baseline information on medical education in SSA
2. Identify capacity building and retention issues
3. Identify areas of strength/innovation and areas of challenge
4. Identify trends

Survey Partnering Institution

- Proposals invited from African institutions via WHO/GHWA networks
- Selected partner – The University of Pretoria
 - Dr. Eric Buch



SAMSS Anticipated Outcomes



- **Current status of SSA medical education**
- **Greatest areas of challenge**
- **Important assets**
- **Promising innovations in capacity building**
- **Promising innovations in retention**

Innovations

Retention Innovations

Increasing the number of faculty -- PGME trainings, career ladder

Attracting research funds

Acclimatizing students early on to rural service

Recruitment from and training in rural areas

Regionalization and Collaborations (Twinning)

Presence/absence of retention regulations

Expected Recommendations Areas



- **Potential areas for investment**
- **Potential areas for institutional partnering**
- **Capacity and retention enhancement opportunities**
 - **Opportunities to strengthen medical education leadership**
- **Potential contribution of medical education to health outcomes**

**Not all things that count are counted
and not everything that is counted
counts**

Albert Einstein

Thank you
