

IMPACT REPORT

Training Somaliland's Future Health Workforce

Strengthening the Quality of Teaching

NOVEMBER 2021

About Us



King's Global Health Partnerships works with health facilities, academic institutions and governments to strengthen health systems and improve the quality of care in four countries: Somaliland, Sierra Leone, the Democratic Republic of Congo and Zambia. We bring together expertise from King's College London, the UK's National Health Service (NHS) and our international partners to educate, train and support healthcare workers; strengthen healthcare and training institutions; and enhance national health policies and systems.



Amoud College of Health Science, Somaliland's first Health training institution, was set up in 2000 following the civil war of the 1990s. The faculties work to bring confidence and quality healthcare professionals to the people of Somaliland. In 2002, King's College London and THET were the first organisations to visit, working particularly with the Faculty of Medicine as the King's Somaliland Partnership began to form. The first intake of students graduated in 2007. Since this, work has continued, broadening to engagement across the health faculties.



Edna Adan University Hospital has been involved in health professionals training for many years and is Somaliland's longest established nursing and midwifery school. Even before the hospital opened in 2002, the founder was training nurses and midwives who would go on to staff the hospital. King's Global Health Partnerships has worked with Edna's since 2002 as the hospital formalised and expanded its training programs, which now include 4-year programs in Nursing, Midwifery, Nutrition, Medical Laboratory, Public Health, 5-year programs in Pharmacy and Dentistry, a 7-year medical program, post-basic midwifery training, and new postgraduate programs in Microbiology and Public Health.



The University of Hargeisa College of Medicine and Health Sciences was opened in 2003 and graduated its first cohort of doctors in 2009. The university has over a decade of experience running education programmes in Somaliland and holds strong relationships with the ministries of health and education. King's Global Health Partnerships has worked with the College since 2004.



Founded in 2011, MedicineAfrica launched its first custom-built platform to allow real-time training to take place between UK doctors and Somaliland medical students and health workers. Designed originally to work in low bandwidth environments, the platform has grown with Somaliland and they now help partners with a range of different technology interventions to help improve healthcare outcomes.



Founded in 1988, the Tropical Health and Education Trust (THET) works to strengthen local health systems and build a healthier future. They work through partnerships between institutions in the UK, and low and middle-income countries to strengthen the health workforce and the health system. They work closely with Ministries of Health to ensure their programmes respond to local needs and priorities and achieve sustainable change.

INTRODUCTION

HIGHER EDUCATION: THE FOUNDATION OF THE HEALTH SYSTEM

Although there have been improvements in health outcomes globally, 5 million people die each year in low- and middle-income countries due to poor quality health care¹. Poor quality care is now a bigger barrier to improving mortality than access to care². These deaths could be avoided in a well-functioning health system that provides safe and effective health care, delivered by a well-trained, skilled and motivated health workforce.

Low levels of knowledge, skills and confidence among health care workers are often a direct result of their pre-service education and training. And yet, there has been very little focus or funding dedicated to improving the professional education of health workers. As the *Lancet Commission on High Quality Health Systems* has made clear, wide-ranging reforms in professional education are required if health workers are to be adequately equipped to provide high quality care.

HIGHER EDUCATION INNOVATION AND REFORM

Recognising that the development of health workers begins in the higher education sector, King's Global Health Partnerships were invited by three Somaliland universities – Amoud University, University of Hargeisa and Edna Adan University – to improve the quality of education for medical, nursing and midwifery students, through the 'Prepared for Practice (PfP),' five-year project. PfP is part of the UK aid-funded Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programme (www.spheir.org.uk).

Through this partnership, we are increasing the number of well-trained health workers entering the health system by:

1. supporting undergraduate teaching, examination and clinical supervision;
2. strengthening capacity of academic staff and teaching institutions;
3. strengthening national governance and management of education for health professionals.

1 KRUK, M.E., GAGE, A.D., JOSEPH, N.T., DANAEI, G., GARCÍA-SAISÓ, S. AND SALOMON, J.A., 2018. MORTALITY DUE TO LOW-QUALITY HEALTH SYSTEMS IN THE UNIVERSAL HEALTH COVERAGE ERA: A SYSTEMATIC ANALYSIS OF AMENABLE DEATHS IN 137 COUNTRIES. *THE LANCET*, 392(10160), PP.2203-2212.

2 KRUK, M. ET AL (2018) HIGH QUALITY HEALTH SYSTEMS IN THE SUSTAINABLE DEVELOPMENT GOALS ERA: TIME FOR A REVOLUTION



High-quality teaching institutions

Both the *Lancet Commissions on Health Professionals for a New Century*³ and on the *Future of Health in Sub-Saharan Africa*⁴ emphasise the need for the education of health workers to focus on achieving competence through active learning, early clinical exposure, and problem-based learning. This in turn necessitates high-quality teaching. Investing in pedagogy and education practice enables faculty members to acquire skills that enhance their performance in their roles as teachers, leading to an improvement in student outcomes. Interactive teaching promotes information retention, leading to better learning outcomes and the development of clinical competence⁵.

A key focus of the Prepared for Practice (PfP) project has been around strengthening the capacity of teaching staff and the management of teaching institutions. This grew from initial discussions with students in Somaliland, who reported that while they had sufficient access to medical knowledge, they were lacking the necessary interaction with their teachers which would allow them to apply their knowledge and to improve patient care. At the time, Somaliland's hard-pressed faculty at the medical schools – who were often frontline health workers as well as teachers – also told us that they had not necessarily had opportunities for formal pedagogical training, or the support needed to rethink approaches to teaching and assessment.

This impact report tells the story of change that occurred at our three partner universities in Somaliland as a result of the PfP project, based around the delivery of a three-year Health Professions Education course, an Administration Certificate and support to the delivery of final examinations.

The report is aimed at donors, practitioners and policy makers, though we hope it will also be a useful tool for universities in Somaliland. It is one of a series of impact reports, which document outcomes and impact achieved during the PfP project. We hope that the many achievements will inspire and inform.

The report draws on qualitative and quantitative data from students, participants in a Health Professions Education course and an Administration Certificate, and project volunteers. We used data collected through internal surveys, semi-structured interviews, administration portfolios and final examination records.

3 FRENK, J. ET AL (2010) HEALTH PROFESSIONALS FOR A NEW CENTURY: TRANSFORMING EDUCATION TO STRENGTHEN HEALTH SYSTEMS IN AN INTERDEPENDENT WORLD)

4 AGYEPONG, I.A ET AL (2017) THE PATH TO LONGER AND HEALTHIER LIVES FOR ALL AFRICANS BY 2030: THE LANCET COMMISSION ON THE FUTURE OF HEALTH IN SUB-SAHARAN AFRICA

5 MKONY, C. ET AL (2012) TEACHING AND EDUCATIONAL SCHOLARSHIP IN TANZANIA: FACULTY INITIATIVE TO IMPROVE PERFORMANCE OF HEALTH PROFESSIONS' STUDENTS

About the Health Professions Education course

The Health Professions Education (HPE) MSc, is a one-, two- or three-year course delivered in person and online, enabling teaching staff at the University of Hargeisa, Amoud University and Edna Adan University, to obtain an accredited qualification in health professions education.

The purpose of this course is to strengthen the teaching practice of health professionals in Somaliland, to ensure medical, nursing and midwifery students enter their professions appropriately prepared for practice in Somaliland.

The full course of eight modules covers a range of topics including pedagogy, student-centred teaching and evidence-based assessment. It aims to equip teaching staff with an understanding of educational theory, to enhance skills in teaching and assessment, and to develop an effective environment for graduates to achieve relevant clinical competence. It also allows participants to experience a variety of teaching methods such as group discussion, student

debate and case study presentation, which can then be brought into their own teaching.

The course content sits on PfP's hosted learning management system, a Moodle site administered by partner, MedicineAfrica. Teaching is carried out by experienced volunteers from the UK health and education sector who deliver face to face tutorials during short visits to Somaliland, combined with online follow-up and assessment. Over the project, three cohorts of students have worked through the Certificate, Diploma, and Master's to receive their qualification.

PfP has also developed and delivered a University Administration Certificate course, as part of the project's holistic approach to strengthening Somaliland's health education. Administration staff play a key role in students' university experience, as well as supporting teaching faculty on a day-to-day basis. The delivery model draws from the success of the HPE course, with teaching done both face to face, as well as online by a group of dedicated King's College London Professional Services staff.



HPE IN *numbers:*



90

teaching staff and administrators, including 32 women, enrolled on the Health Professions Education (HPE) course at three universities.



55

teachers and administrators have gained a Certificate level qualification in HPE.



28

teachers and administrators have gained a Diploma level qualification in HPE.



16

teachers and administrators are now Masters of HPE.



11

different departments at three universities have been positively impacted by the HPE.

Impact of the HPE course on teaching staff

“....health faculty members are trained in the roles of their discipline (e.g. clinical duties and healthcare delivery) but are essentially not taught to succeed as educators, researchers, scholarly writers, or administrators. In most cases, they do not learn academic skills related to curriculum development, instruction, evaluation, research, scientific production, or administration... Investment in the student requires investment into their teachers and mentors ensuring that they are working in a positive environment with strong systems and procedures in place.”

SENIOR CLINICAL STAFF AT THE UNIVERSITY OF HARGEISA IN SOMALILAND





Overall 15 out of 22 (68%) educators on the HPE course gave examples of how the HPE has led to or enabled their increased engagement with education.



36% of educators reported that they have an increased ability or interest in further study or pedagogy, as a result of the HPE.

INCREASED MOTIVATION

Before the course, lecturers reported feeling unmotivated and overwhelmed, with many lacking confidence in their work. Through the HPE course, lecturers accessed research and instruction on evidence-based pedagogy that improved their skills and connected them to a global community of learning. This had a huge impact on motivation and confidence.

Improvement in attitudes to teaching jobs within the higher education sector means a workforce that is more engaged, and that strives to learn and improve, creating better teachers and a positive learning environment for future doctors, nurses and midwives.

Previously, being a lecturer was seen as “just a job.” Now there is a passion for teaching among Somaliland faculty:

“Before I joined the [Health Professions Education] course, teaching was maybe

just an option. But now because I have learnt more about my job, [...] I feel even happier when I’m in the class. I feel time is always too short for me which felt longer before joining this course.”

Lecturer at Edna Adan University

Connecting faculty to a wider community of educators has led to a desire to continuously learn and improve their teaching practice:

“The literature review [in the Certificate course] will open your eyes and enlarge your mind and how you think... I may think the way I was dealing with students was right but when you see other examples in other countries, you will realise there may be some gaps you need to fill and you enhance your teaching skills in that area.”

**Clinical supervisor
for nursing and midwifery,
Edna Adan University**

IMPROVED TEACHING PRACTICE

Before the project, classes were lecture-based with little interaction between students and teachers and little focus on practical or problem-based learning. Through the modules entitled Essentials of Teaching and Learning, Planning and Evaluation of Learning Sessions, and Clinical Teaching and Educational Supervision, teaching staff were taught the importance of student-centred education and planning and given the tools to apply this to their work.

Interactive classes

Teachers have transformed their classes by bringing small group teaching, role play, practical demonstrations, group discussion and videos into the classroom for the first time.

This approach has encouraged participation and engagement and enabled students to drive their own learning. Small group teaching has been particularly useful in facilitating discussions in large classes and helping teachers to identify students in need of support:

“Before joining the HPE I used to just lecture and then go home and only come back to assess through the exams. Now the students do assignments [throughout the year], they make role plays and group discussions, sometimes I even give them videos to understand the lecture.”

Lecturer at Amoud University

Whereas asking questions was not previously used as an engagement tool, many teachers now use it to encourage participation at the start of every class as well as during the class. Teachers report that it helps them to gauge students’ level of understanding.

“[the HPE] changed the way we teach from spoon-feeding to actively making the students [...] participate and learn and develop their personal way of learning”

LECTURER AT AMOUD UNIVERSITY

“ [the students] tell me that they appreciate the way I am learning, they tell me that I have changed the last 6 months [...since] before I started the HPE. They told me that the way I was teaching them is completely different, now they are learning more and I give them more opportunity to talk”

CLINICAL TEACHER AT UNIVERSITY OF HARGEISA



100% of educators feel that their teaching practice has improved

Practical and problem-based learning

Prior to the introduction of the HPE course, students were expected to learn only from lectures. Now it is common for teachers to use cases as examples, practical demonstrations, and role play to demonstrate procedures.

Listening to student feedback

Students feel more listened to, in part because communication has improved



77% of educators now regularly obtain feedback from their students

“ After taking the HPE programme, I started using role-play with one of the students or myself acting like an eclamptic patient so that they could differentiate the phases of epileptic and eclampsia, they understood well because the student sees practically what you're talking about”

LECTURER AT AMOUD UNIVERSITY

IMPROVED ASSESSMENT

Creating valid assessments

Before the project, assessment was limited, with no guidance or theoretical understanding underpinning the design of assessments and a different approach used by each lecturer. Through the module entitled, Principles and Practice of Assessment, educators were taught how to create valid assessments and use them as an educational tool to enhance teaching and supervision. Examiners and teachers now use evidence-based methods for designing valid assessments and ensure that they follow consistent marking approaches.

Educators now feel they have the capacity to:

- Choose question formats and construct valid questions
- Develop valid Multiple Choice Question exams
- Assess skills as well as knowledge

between students and educators due to more interactive classes and engaged teachers. But there has also been an increase and improvement in feedback mechanisms since the start of the project, including distribution of an annual student survey, informal class and course evaluations, and surveys on clinical rotations.

Course planning and preparation

A lack of confidence, skills and institutional guidance contributed to an individualistic approach to assessment, course preparation and teaching, with each teacher using their own methods. Now educators are dedicated to designing course outlines due to improved capacities in curriculum development and course preparation, as well as a new-found engagement with education. They are now able to use their time effectively, structure their lessons and feel more confident about their methodologies.

- Base exams on course outlines and learning objectives
- Construct exams of the correct length
- Construct concise and relevant questions
- Mark consistently
- Take into account the students' level when developing exam papers.

As well as extensive learning as part of the HPE, some faculty have also taken part in Objective Structure Clinical Examinations (OSCEs), internationally recognised examinations focused on practical skills assessment. In 2020, each university facilitated their own examinations for the first time. Faculty members who took part in the module Principles and Practice of Assessment, under the HPE course, took leadership roles in the coordination of the OSCEs.



91% of educators gave concrete examples of how they were improving assessment and evaluation practices, either in their own teaching or in their universities



We used to conduct very bad questions, the exams that I was doing before and after the HPE, they were totally different”

LECTURER AT AMOUD UNIVERSITY

Assessment as a tool

Educators now see assessment as a useful tool in their teaching practice. From simple things like asking students questions, to conducting formative assessments such as quizzes and pre-tests, to setting assignments during courses, teachers are able to understand their students better and tailor their teaching accordingly.

A student-centred approach to feedback

Faculty are incorporating feedback in assessment which has improved the learning

environment for students and improved teaching practice. Faculty now use feedback as a means of informal assessment of their own work, including sharing draft assessments and examination papers with colleagues and asking students for their feedback on assessments.

When students take assessments now, teachers provide feedback on an individual basis, opening lines of communication with students and helping them to navigate their own learning.



59% of educators now see assessment as a pedagogic tool rather than limited to examinations



We didn't used to give them feedback but now we meet every student individually and give him feedback about his score, on his performance, the attitudes, the attendance. So the students can know where he is and where he's supposed to be.”

LECTURER AT AMOUD UNIVERSITY



70% of educators who talked about increased confidence were women

PROFESSIONAL AND PERSONAL DEVELOPMENT

Alongside the improvements to teaching and assessment, a number of professional and personal development outcomes for faculty, particularly for women, have arisen from the HPE. Increased confidence, professionalism and opportunities for career development can be seen at all three universities.

Confidence as a catalyst for change

Educators said that their confidence had increased because of what they learnt on the HPE and the process of participating in the course. This confidence has led to teachers taking part in discussions at a more senior level than before, taking on more responsibilities and gaining more job satisfaction. This was particularly marked among female participants. One participant noted that she felt men and women were equal on the HPE course, as opposed to her work/life context.

Career progression

Male and female faculty members felt able to take part in curriculum development for the first time and were asked to take part in final examinations. Many talked about how these things will lead to career progression, including possible salary increases and title changes.

Faculty at one university are now teaching lecturers who have not taken the HPE course, enabling them to build on what they have learned:

“Because you are teaching adults, you are teaching someone that may be better than you. This puts pressure and it makes me read more and understand more information from different sources. That makes me develop better and understand more.”

Lecturer at Amoud University

“HPE gave me brand new speakers to talk [through]. Because now I can confidently talk about how medical or health professionals should be educated and I am not afraid of it.

Previously I could say this isn't maybe my area, maybe I have to research and look into it, but now I am equipped. I can say no this is not how we do it, this is how we are supposed to do it or approach it”.

SENIOR CLINICAL STAFF AT UNIVERSITY OF HARGEISA



95% of course participants are sharing what they learnt with their peers

INFLUENCING OTHERS

At the start of the project it was expected that HPE participants would share learning with their peers, but not to the extent that they have. HPE has had a much wider reach than originally expected, with participants inspiring many of their peers to change their approach to teaching through the use of both formal and informal sharing techniques, from summer courses to ad hoc trainings and practice-oriented discussions. They have conducted peer evaluations and observations for their colleagues and shared resources, some have even created their own resources:

“We have a coordination meeting every month. There are other clinical supervisors who are part of the HPE program so we prepare slides on areas we learnt, such as the assessments, evaluations, and then we [hold] meetings and share the knowledge from the HPE program.”

Lecturer at Edan Adan University

There are signs that other teachers have changed their approach to teaching and assessment and that there is an appetite for improvement:

“Since I gave them material, they told me that a lot of things have changed after they tried this and that. They want us to [continue to] share with them since the materials are good for them and for the country and the education system.”

Lecturer at Edan Adan University

This has been an unexpected and unplanned outcome from the HPE, proving that the appetite for change is there. As more educators share their learning and run trainings for their colleagues, widespread improvements across universities will continue to be seen.

“Other colleagues who are not part of HPE learnt a lot and they really changed their way of teaching”.

CLINICAL SUPERVISOR AND TEACHER AT UNIVERSITY OF HARGEISA



100% of respondents said the course had increased their confidence

IMPACT ON ADMINISTRATIVE STAFF

The Administration Certificate was aimed at professional services staff at teaching institutions who were interested in developing effective administrative processes, as well as their professional identity and skillset. It covered topics including planning, administration systems, communication and leadership.

Following the course, administrators now have a better relationship with their team, staff and other stakeholders, they meet more deadlines and are successful at conducting internal advocacy. As well as using new tools, administrators made positive changes in their approach to working alone and with others.

“This course made my day-to-day activities easier, I changed the reporting system and workflow policies”.

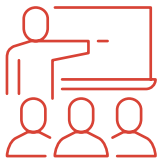
UNIVERSITY ADMINISTRATOR, SOMALILAND



Impact of the HPE course on universities

The project set out to embed the HPE course at partner universities in Somaliland. Through UK-Somaliland co-delivery and a train the trainer approach, participants would feel confident to lead course delivery to faculty

members who had not been reached through the project. We sought to build a culture of continuous professional development so that the impact of the HPE courses would continue beyond the project.



3 new cohorts, including 87 educators who were not reached under the project, are now being trained by past participants

CHANGES TO EDUCATIONAL POLICY AND PRACTICE

Before the project, universities in Somaliland had made some moves towards improving teaching and assessment practices through the creation of committees and an educational development centre. However, these had largely become inactive, and change was being driven by individuals.

As a result of the HPE courses, all three universities have now made changes to their policies and practice around teaching and assessment.

Education Development Centres have been set up for the professional development of health faculty members in areas such

as pedagogy, education practice, assessment and curriculum development, and for strengthening the quality of teaching, learning and assessment at Amoud University and University of Hargeisa. These centres were established by individuals trained under the HPE course and the centres host the HPE courses being rolled out to new cohorts.

Both Amoud and Hargeisa universities have adopted the HPE course into their portfolio of postgraduate courses and have started to roll it out to faculty not reached under the project. The courses are now being delivered by previously trained educators who have completed the HPE Master's degree.

11

Educators in 11 university departments are using new or transformed teaching and assessment methods

2

universities in Somaliland are independently leading the delivery of their own HPE courses to new students

2

universities have set up or funded Education Development Centres to host the HPE course

OSCEs

Objective Structured Clinical Examinations (OSCEs) are being run independently by all three universities

Amoud University has made the HPE course a core part of their professional development offer:

- A previously dormant Education Development Centre is now leading the roll out of the HPE course.
- It is now mandatory for teaching staff to take the HPE Certificate level course.
- Committees for evaluation, assessment and curriculum development ensure HPE lessons are applied by all.
- An assessment policy based on learning from the HPE course provides a standard for all examination setting.

University of Hargeisa is running the HPE course independently for health and non-health related faculties:

- An Education Development Centre has been established, leading the roll out of the HPE course.
- HPE Masters graduates are leading delivery of an independent HPE course.
- Committees for evaluation, assessment and curriculum development are active.
- A Standard Operating Procedure for the Clinical Teaching Coordination Office has been developed.

Edna Adan University is making steps towards mainstreaming of the HPE:

- A two-day induction on HPE topics is mandatory at the start of the academic year.
- An audit and evaluation of teaching standards through observation has been conducted by senior management.
- Review and revision of examination and academic policies towards best practice on assessing students has taken place.



Over 320 medical, nursing and midwifery students have been assessed in practical, clinical examinations held by their own universities independently

Beyond health faculties

At the University of Hargeisa the HPE course has been rolled out to health faculties and an adaptation of the course has been rolled out to non-health faculties, reaching two new cohorts of educators. This is the first time a project innovation has been scaled to benefit non-health faculty.

The adapted HPE course has now reached departments across the university, including the College of Islamic Studies; Engineering; Law; and Business and Administration.

New assessment policy

All universities have made efforts to improve exam setting with new policies and procedures for developing examination questions and managing the process.

At Amoud University the reformed Evaluation and Assessment Committee is led by HPE students and graduates. With the development of a new Assessment Policy based on the guidance provided by the HPE course, the Committee provide quality assurance and

set the standard for assessments, and hold the university and their peers to account. Prior to the introduction of this policy, there was no common approach to the assessment of medical students.

The new assessment policy has resulted in:

- more rigorous examinations at the end of years 3 and 4
- practical clinical examinations at the end of year 5
- five other health schools developing similar assessment policies.

New clinical teaching policies

At Amoud and Hargeisa universities, new policies around clinical teaching set out a common standard, laying out the roles and responsibilities of clinical supervisors, interns and medical students and their learning outcomes, based on lessons from the HPE course.

Evidence-based examinations

Rigorous, evidence-based examinations for final year medical, nursing and midwifery students are critical to ensuring that only those students that meet an acceptable level of knowledge, skills and competencies graduate and enter the health profession.

All three universities facilitated their own examinations independently for the first time, with those that participated in the assessment module, taught under the HPE course, taking leadership roles in

“they [management] are doing improvements to harmonize the examinations. Previously every lecturer used to prepare exams the way they want, now they are trying to unify the process and have one format.”

LECTURER AT EDAN ADAN UNIVERSITY

“A team came together and constructed an assessment policy which is based on what we have learnt from the HPE and [it said] that every lecturer who is going to [set] an exam for the students should be checked by the assessment committee”

LECTURER AT AMOUD UNIVERSITY

the coordination. Despite collaboration being unusual between Somaliland higher education institutions, our partner universities exchanged expertise and personnel who had studied the HPE courses, with other universities to provide additional external capacity to oversee examinations and pool administrative support.

A COMMUNITY OF EDUCATORS

One of the less visible outcomes stemming in part from the HPE has been the creation of a “community of educators” at Amoud University. Although harder to evidence, this is both an important result of the HPE and a catalyst for further sustainable improvements. HPE students regularly come together to share learning, evaluate their peers and develop their practice.

“after the teacher prepares [their] exams, we send another teacher who we assign to check if there are any mistakes, we arrange an appointment, then correct together so that teachers improve on their areas of weakness”.

SENIOR CLINICAL STAFF AT UNIVERSITY OF HARGEISA

3. Group decision-making. The Committees are now a core part of the faculty structure and play a group decision-making/action-taking function, in addition to the role they play in facilitating continuous learning among members.

The success at Amoud University should in part be put down to strong change leadership and HPE buy-in. A leadership wholly committed to Health Professions Education was the catalyst and enabler for many of the changes that have occurred. Faculty cite both the HPE courses and strong change leadership as reasons for their progress, but the drive and commitment of HPE graduates themselves has been crucial, and it is evident that all have been essential to achieve widespread and sustainable change.

There is clear evidence of:

1. A unified vision among staff, and between staff and management who are driving and implementing these changes and share a desire for improvement.
2. A dedication to research and evidence-based pedagogy. The Committees provide a forum for HPE students to share, learn together and workshop new ideas, building and perpetuating a community of educators who will continue to drive change. HPE students recognise that they also have a role as advisers to their colleagues, demonstrating the existence of an accepted culture of learning at the university as a whole, but particularly among HPE students.

“In the college of health sciences, Dr. Walhad, I can say he is the father of change. He always gives us some meetings ... and we are discussing how we are trying to improve, and how we are trying to improve the [other] lecturers”.

**SENIOR LECTURER
AT AMOUD UNIVERSITY**

Future opportunities

The investment in faculty development through the HPE and Administration courses has developed a workforce who are able to help their institutions meet and maintain global standards for undergraduate medical, nursing and midwifery education. This was demonstrated by the 2019 assessment of Somaliland medical schools based on standards set by the World Federation of Medical Education. Faculty participating in the HPE course also made a major contribution to the technical and leadership group that developed and are now implementing the 6-year, harmonised, national undergraduate curriculum for medicine.

These are considerable achievements that can now be applied to other health professions' training programmes, and built on to develop much needed opportunities in health professions' post-graduate education.

The Education Development Centres (EDCs) are important institutions for consolidating gains made through PfP, and also focal points for new interventions to strengthen the health workforce through education. EDCs can potentially develop as:

- hubs for faculty development and quality assurance
- drivers for innovation in health professions education
- communities of practice in institutions within and beyond health faculties
- communities of practice for Somaliland health educators and focal points for Ministries and regulators and centres of excellence for broader partnerships e.g AFREhealth pan African community of health educators.

Although PfP funding ceases at the end of 2021 the need to strengthen the health workforce in Somaliland is still considerable and the EDCs and Somaliland health education system will benefit from external support in the future. Progress also comes with new challenges, for example there is a need to find new ways to recognise faculty members who have increased confidence, professionalism and expectations about career development that may not be matched by opportunities currently open to them.

THANKS AND ACKNOWLEDGEMENTS

We are grateful to all of the volunteers who have guided and driven this work, generously dedicating their time to health professions education in Somaliland.

In particular we would like to thank Joanna De Souza and Professor John Rees for their invaluable expertise and commitment to quality. Many of the achievements detailed in this report are down to them and we are extremely grateful for their support to the project.

We would also like to recognise the dedicated Deans, Faculty and Administrators at the University of Hargeisa, Amoud University and Edna Adan University who have worked alongside King's Global Health Partnerships, putting in many additional hours and lending

their expertise throughout the project.

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