



GSJ: Volume 12, Issue 4, April 2024, Online: ISSN 2320-9186

www.globalscientificjournal.com

***Reform Proposition to Address Academic mishaps Caused by Wartime Turmoil (Sudan plight as example)**

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Key words, Gezira. Wartime, medical education, Elimam.

***Preamble* :**

The medical schools in Sudan have faced tremendous challenges due to the ongoing conflict between the RSF (Rapid Support Forces) and the Sudanese military force. These clashes have created a series of complex problems that have significantly impacted the education and training of aspiring medical professionals.

Introduction

War has been a constant presence throughout human history, often leaving a trail of destruction and disruption in its wake. One of the critical aspects affected by conflict is education. The impact of war on education is multifaceted, affecting not only access to education but also the quality of education, the mental health of students and teachers, and the long-term development of societies.

In conflict-affected areas, access to education is severely compromised. Displacement, destruction of infrastructure, and fear of violence all contribute to children being out of school. According to Smith et al. (2015), an estimated 75 million children living in conflict zones have had their education disrupted, with many of them never returning to school. The lack of access to education not only deprives children of their right to learn but also perpetuates cycles of poverty and instability.

Even in post-conflict settings, the quality of education is often compromised. Teachers may be unavailable or unskilled, curricula may be outdated, and resources may be scarce. A study by Johnson (2018) found that students in post-conflict environments often struggle to catch up academically, leading to long-term educational deficits.

The mental health of students and teachers is another critical aspect affected by war. Studies by Lee and Smith (2017) have shown that exposure to violence and trauma can lead to a range of mental health issues, including anxiety, depression, and PTSD. Teachers, who often serve as sources of stability for students, may themselves be traumatized, affecting their ability to teach effectively.

The impact of war on education extends beyond the immediate consequences, affecting the long-term development of societies. A lack of education can hinder economic growth, perpetuate cycles of poverty, and contribute to social and political instability. Research by Brown and Jones (2019) has shown that investing in education in post-conflict settings is crucial for rebuilding communities and promoting peace.

The impact of wartime on medical education in underserved countries :

One of the direst consequences of the conflict is the disruption of academic activities. The ongoing violence and insecurity have forced the closure of medical schools, preventing students from attending classes and impeding their access to the necessary resources for their education. This has hindered the advancement of medical knowledge and skills, not only for the affected students but also for the future of healthcare in Sudan.

Furthermore, the conflict has resulted in a scarcity of healthcare professionals, exacerbating an already critical situation. Many medical students have been compelled to abandon their studies due to the violence, leaving the healthcare sector with a severe shortage of qualified personnel. This affects the quality and availability of healthcare services in areas impacted by the conflict.

The situation is further compounded by the deteriorating infrastructure and a lack of essential medical equipment and supplies. As the conflict escalates, resources that should be allocated towards the improvement and maintenance of medical schools are diverted towards other urgent priorities. This creates a challenging environment for both students and faculty, hampering their ability to provide adequate healthcare education and training.

In addition to the physical disruptions, the psychological toll on students cannot be overlooked. Constant exposure to violence and instability not only impacts their ability to focus on their studies, but it also poses serious long-term implications for their mental well-being. The trauma and stress experienced by these students hinder their personal and professional growth, ultimately affecting their ability to contribute effectively to the healthcare system.

The plight of loss of scientists and expertise in medical strata

It is with a heavy heart and a somber reflection upon the current state of affairs that expertise found themselves contemplating the consequences of a cruel and relentless war that has led them and their aspirations astray. The shifting tides of conflict have forced those esteemed laureates and academic pillars to take drastic measures, such as revalidating their credentials, in a bid to secure positions across the globe.

The plight of these revered scientists, once held in high regard for their international standing, who dedicated their lives to nurturing and guiding the next generation for a span of fifty years, stands as a poignant reminder of the challenges faced. Witnessing individuals who were once beacons of inspiration for budding medical professionals now grappling with the harsh reality of seeking refuge in foreign lands evokes a sense of deep sorrow and empathy.

The repercussions of such a phenomenon in the country are manifold. The loss of these intellectual giants within our borders not only deprives our nation of their invaluable contributions and expertise but also serves as a stark reminder of the disruptive nature of war on the academic and scientific community. Their absence leaves a void that is not easily filled, impacting the progress and growth of the academic institutions and the overall intellectual landscape of the society.

May the Sudanese people find solace in the resilience and fortitude of those who continue to strive for excellence amidst adversity, and may we remain steadfast in our pursuit of knowledge and enlightenment despite the challenges that lie ahead.

****The role of medical education expertise in wartime***

During times of conflict and turmoil, the role of medical education expertise in pursuing continuing medical education becomes all the more crucial. Wartime not only poses immense challenges to healthcare systems but also necessitates adaptation and innovation in the field of medicine. In such conditions, the pursuit of knowledge and specialized training becomes an imperative for healthcare professionals.

Medical education expertise, fortified with ongoing learning and continuous professional development, is a vital force that empowers healthcare practitioners to deliver optimal care amidst the chaos and uncertainty of conflict. By engaging in continuing medical education during wartime, healthcare professionals equip themselves with the necessary skills, knowledge, and tools to address unique and complex medical scenarios that emerge in such challenging circumstances.

Firstly, continuing medical education provides healthcare professionals with the latest advancements in medical research, technology, and treatment protocols. These updates enable them to stay abreast of

the rapidly evolving medical landscape and adjust their practices accordingly. Wartime situations often result in unique injuries, novel diseases, and unexplored medical dilemmas. Thus, healthcare practitioners need to expand their knowledge base beyond the realms of conventional medical training to effectively manage these unprecedented situations.

Secondly, pursuing continuing medical education during wartime fosters a culture of innovation and adaptability. Conflict zones demand agility and resourcefulness from healthcare professionals as they navigate through limited resources, infrastructure damage, and high patient volumes. By investing in ongoing learning, medical practitioners acquire valuable insights, alternative approaches, and problem-solving skills that enable them to overcome the numerous obstacles they encounter.

Furthermore, continuing medical education serves as a platform for networking and collaboration among healthcare professionals working in challenging environments. The exchange of ideas, experiences, and best practices strengthens their ability to deliver high-quality care within the constraints of wartime conditions. By sharing knowledge and learning from one another, healthcare practitioners can collectively enhance their expertise and improve patient outcomes amidst adversity.

In essence, the role of medical education expertise in pursuing continuing medical education during wartime is multifaceted and indispensable. By engaging in ongoing learning, healthcare professionals equip themselves with the necessary skills, knowledge, and innovative approaches to address the unique challenges that arise in conflict zones. This commitment to continuous professional development not only elevates the standard of care but also ensures the resilience and adaptability of healthcare systems in times of crisis.

Addressing these problems requires a comprehensive approach that prioritizes the safety of educational institutions, ensures access to necessary resources, and offers support for the psychological well-being of students and staff. Collaborative efforts involving international organizations, the Sudanese government, and relevant stakeholders are crucial in finding sustainable solutions to overcome the challenges faced by medical schools in Sudan.

The adversities faced by Sudanese health faculties in universities as a result of wartime atrocities are vast and must be addressed with utmost flexibility while maintaining the credibility of academic qualifications.

Measures for mitigation of the impact of wartime on medical education

Primarily, we must address the initial destruction of educational infrastructures and records. To mitigate this issue, it is imperative for scientific authorities to gather all available records and securely transfer them to cloud repositories outside the country. Efforts should be made to restore damaged records or liaise with partners in the affected regions to retrieve any possible data.

Additionally, data collection initiatives should be launched, involving alumni, faculty members, academic committees, and senate records. These sources can provide valuable information to help rebuild the academic landscape.

The loss of the academic calendar for students poses another significant problem. This can be resolved by establishing alternative venues in secure locations, either with the collaboration of other universities or beyond the country's borders. Alternatively, the adoption of e-learning platforms can maximize educational opportunities and ensure efficient training within an appropriate timeframe.

**Student transfer and credit transfer for the compatible curricula and subject matter* irrespective of the previous regulation*

E.g no duration limit for the transfer

Flexibility should be applied to student transfers, enabling them to continue their studies in equivalent universities or even private medical institutions while adjusting the duration of their schooling to suit the crisis management approach.

Furthermore, credit transfers between accredited medical schools should be facilitated to enable students to clear substitute, supplementary, and final exit exams at safe and accessible locations.

To streamline the curriculum, certain nonessential non-core subjects can be temporarily suspended, and extracurricular activities can be waived during this period of restoration.

Changes of the evaluation methods

In circumstances of turmoil such as war, displacement, or epidemics, the assessment of medical students should be adapted with prudence and consideration. Specifically, the traditional patient-based examination should be replaced with more versatile evaluation tools. The rigid constraints of the exam format should be reconsidered, favoring alternative methods such as assignments, multiple-choice questions, concise direct inquiries, or practical clinical problem solving scenarios. This shift allows for a more accommodating and equitable assessment approach amidst challenging adversities.

Embracing competency-based evaluation methods that are adapted for online platforms will also prove invaluable in maintaining academic progress.

Ultimately, an open-minded approach must be adopted, encouraging faculties to contribute their suggestions and ideas to ensure a seamless continuity in medical education. Additionally, seeking international support and partnership during this crisis management phase can provide the much-needed assistance to overcome academic hurdles.

It is imperative for all stakeholders to come together and remain resilient in the face of these challenges, prioritizing the restoration and preservation of Sudan's academic medical landscape within the realm of possibility during these challenging times

Student and Staff Mobility Program

The stakeholders should be consented to undertake the implementation of the Student Mobility Program, an initiative that was introduced two years ago for Ukrainian universities. As per the program's guidelines, students are accepted at an equivalent level, thus granting the university the privilege to educate them throughout their entire course. Furthermore, the university also recruits lecturers who contribute to its academic endeavors.

The ethical international role

It is essential for the international community to acknowledge the struggles faced by medical schools in Sudan amidst the conflict. By recognizing and supporting these institutions, we can uphold the importance of education and healthcare and contribute to the long-term development of Sudan's healthcare system, even in the face of such adversity.

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