

## 2010: Educational commitment respecting cultural pluralism - learnings from the North African chapter

“Education and certified ALS training ‘**Medical Emergency Response Techniques & Procedures Level 1**’ course to upskill local staff Al Fateh Hospital in Marg Libya. Training was interrupted by ‘Arab Spring’ movement in a series of anti-government protests, uprisings and armed rebellions that spread across the Middle East in early 2011.

Key successes achieved:

- **Restructured training** to ensure maximum impact and attendance with **achievable goals**, ensure training incorporates differing skill levels based upon current local advice and knowledge not limiting attendance criteria, staff availability, **cultural and ethical issues** and the availability of training equipment and **volunteer translators**.
- Training delivered in **open and friendly manner** with a priority to capture as many medical and nursing personnel as possible, in the hope this would serve as an introduction to the ethos of training and promote an awareness of skill degradation and its potential consequences.
- **Enthusiasm for training was apparent**, attendance better than anticipated - great care was taken to nurture the growing interest in training, often at the expense of oversubscribed courses and at times accepting some managed chaos. Often medical staff had travelled some distance or post night duty prior to attendance deemed preferable not to refuse any member of staff who wished to attend training (positive, rather than negative message)”.



Louise breaking down barriers to new techniques

*“I believe that all experienced clinicians are educators by default, positioned favourably to engender opportunities that keen learners could benefit from.*

*It was in North Africa that I learned never to underestimate the incredible educational influence that highly motivated and skilled clinicians possess”.*

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