



# **“Transforming and Scaling Up Health Professional Education and Training” Global Policy Recommendations**

**Regional meeting to review progress in strengthening teaching of public health in medical schools, Bangkok, December, 2013**

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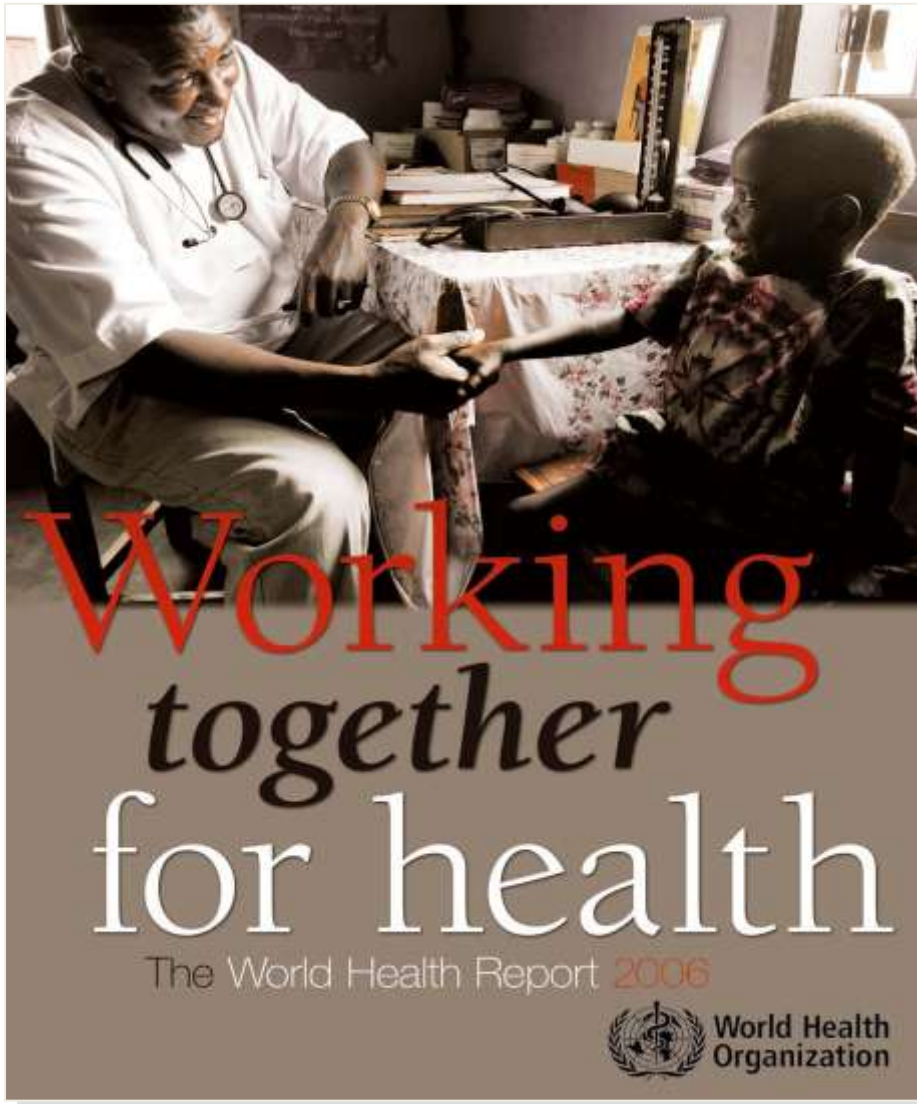
**World Health  
Organization**

# The Purpose of the Presentation

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- 1. To describe the context in which the policy recommendations were developed and the challenges faced**
- 2. The WHO response (normative role)**
- 3. The aims and process of development of the recommendations**
- 4. To explain some of the next steps and plans for implementation**

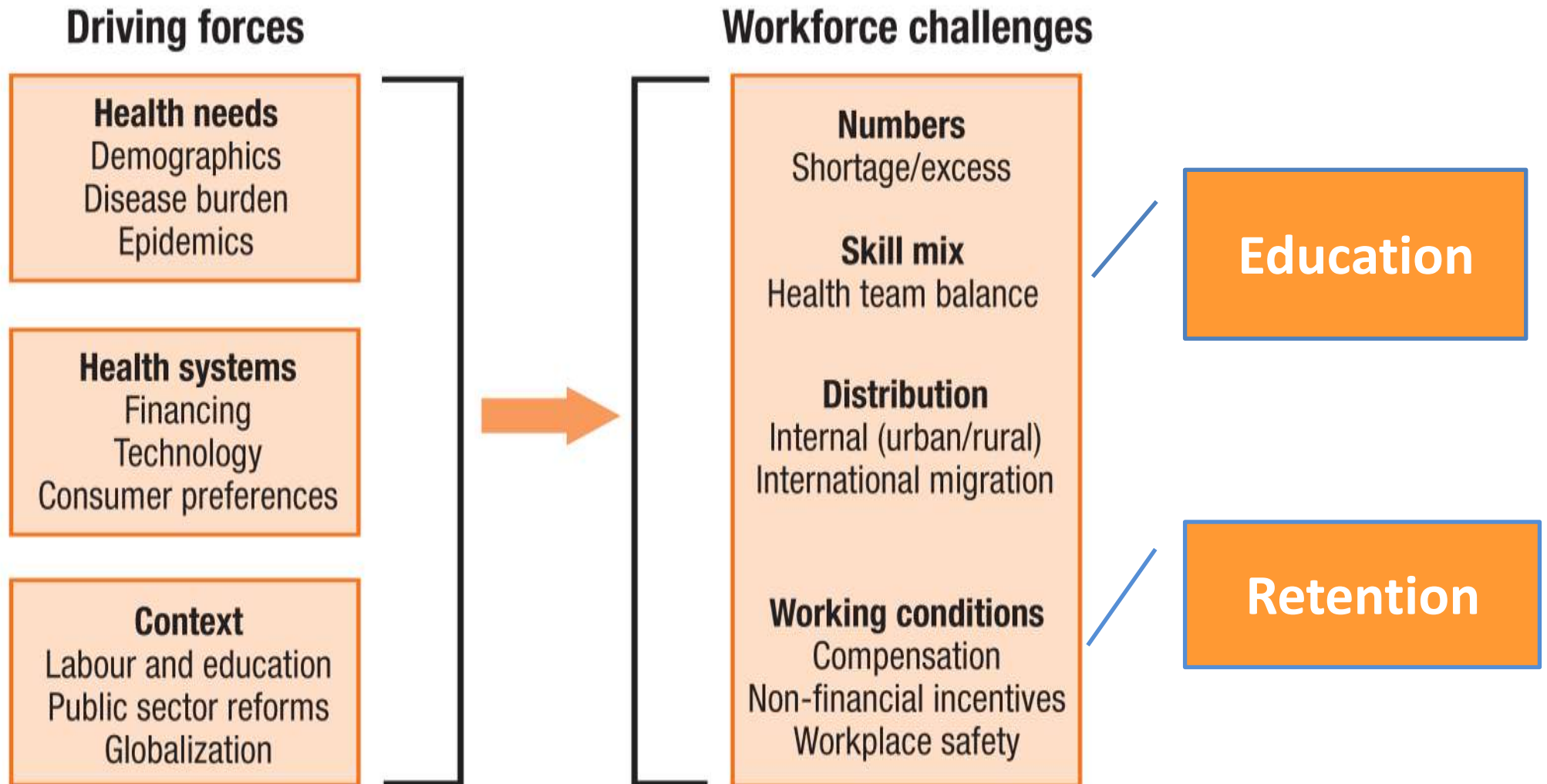
# Health workers save lives



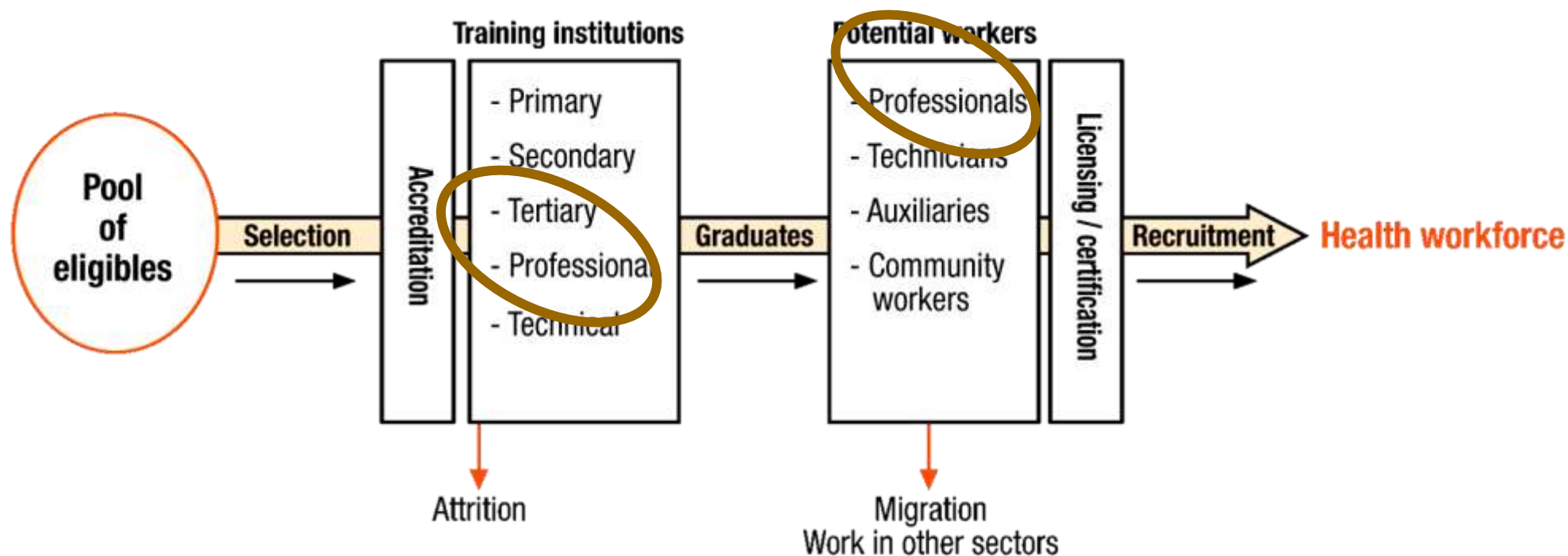
*2006 to 2013 How has our knowledge changed?*

- *World Health Assembly Resolutions on Health Systems/Health Workforce Strengthening.*
- *Call for different approach to health professional education (Lancet Commission Report).*
- *Better data: current deficit of 7.2 million skilled health professionals*

# Forces driving the workforce



# Education: Innovations along the education pipeline



Source: *The World Health Report 2006 – Working together for health*

# WHO response: World Health Assembly Resolutions

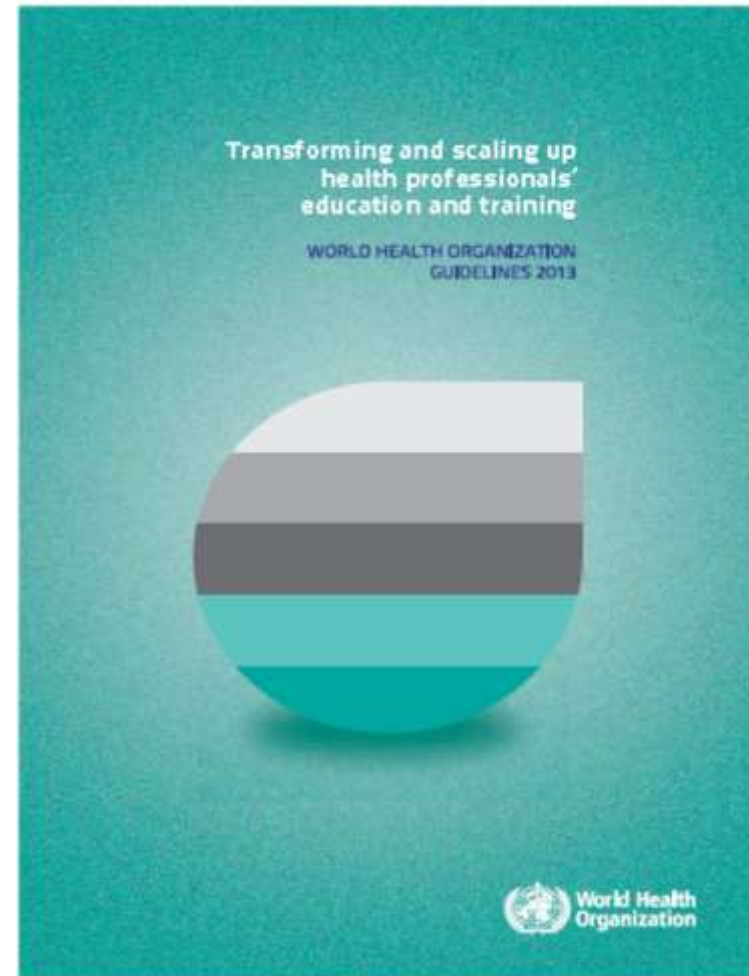


- **2006** – Rapid scaling-up of health workforce production (WHA59.23)
- 2006 – Strengthening Nursing and Midwifery (WHA59.27)
- **2009** – Primary health care, including health system strengthening (WHA62.12) 2011
- **2011-** Strengthening the health workforce (WHA64.6)
  - Strengthening nursing and midwifery (WHA64.7)
- **2013** Transforming health workforce health workforce education in support of universal health Coverage (WHA 66.23)



# Transforming and scaling up the education and training of health professionals recommendations: what is it?

- The expansion and reform of health professionals' education and training to increase **the quantity, quality and relevance** of health professionals to:
  - meet population health needs and expectations
  - strengthen countries' health systems and improve population health outcomes.



# Aims of the guidelines

- Define and provide guiding principles for transforming and scaling up health professionals' education and training.
- Provide sound policy and policy and technical guidance in the area of pre-service education, particularly to countries experiencing shortages of health professionals.
- Foster the integration of continuing professional development (CPD) as part of health professionals' education scale-up, in order to ensure excellence of care, responsive health service delivery and sustainable health systems.

**NOT MORE OF THE SAME! PARADIGM SHIFT!**





# Consultations with beneficiaries: Surveys



# Key policy issues and recommendations

- Governance and planning
- Regulatory frameworks
- Education and training institutions
- Financing and sustainability
- Planning, implementation and evaluation



EDUCATION AND TRAINING INSTITUTIONS



ACCREDITATION AND REGULATION



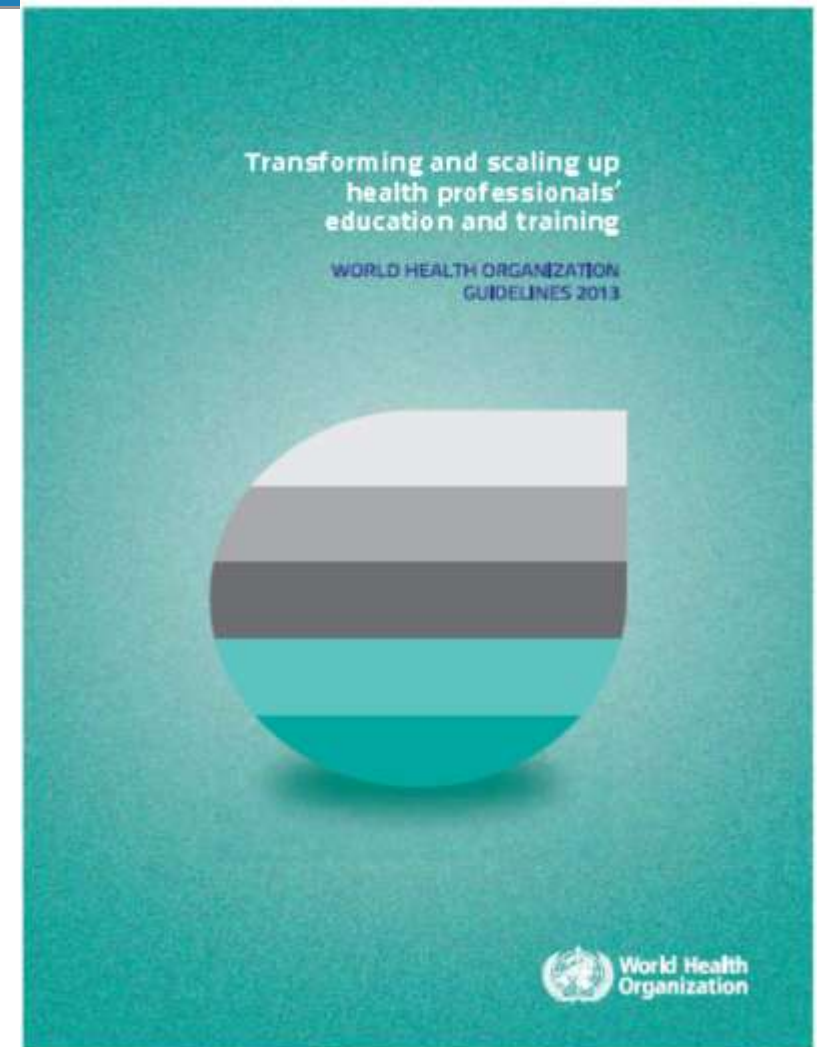
FINANCING AND SUSTAINABILITY



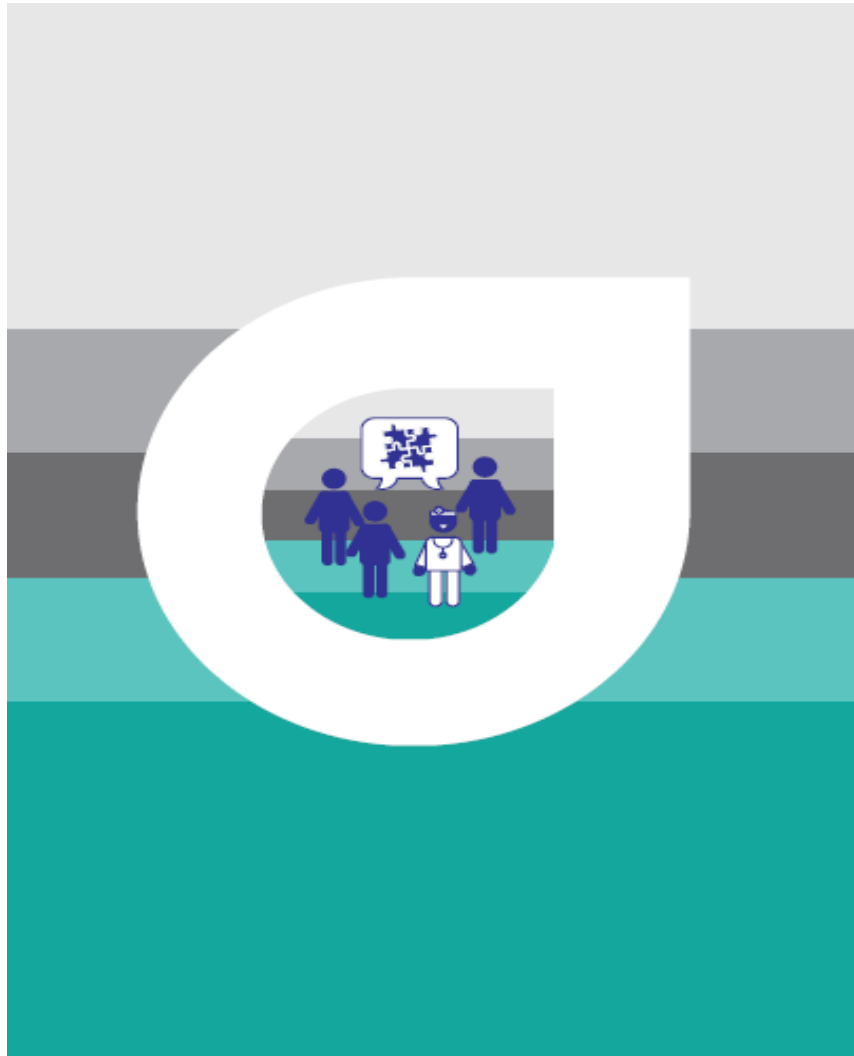
MONITORING, IMPLEMENTATION AND EVALUATION



GOVERNANCE AND PLANNING



# Recommendations



- Faculty development(3)
- Curriculum development
- Simulation methods
- Direct entry of graduates
- Admission procedures
- Streamlined educational pathways and ladder programmes
- Interprofessional education

# Recommendations



- Accreditation
- Continuous professional development of health professionals

# Implementation strategy

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- Form partnerships with existing transformative initiatives
- Work with NGO's in official relations with WHO to set agendas
- Influence the agenda of partners and collaborators
- Develop research agendas with partner insitutions
- Work with CSOs with political influence at the country level.

# Education and training institutions: curriculum development Recommendation 4

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- Social accountability framework being applied in 11 countries:
  - Ateneo de Zamboanga University School of Medicine, Philippines (ADZU)
  - Comprehensive Community Physician Training Program, Venezuela (CCPTP)
  - Flinders University School of Medicine, Australia (Flinders)
  - James Cook University Faculty of Medicine, Health and Molecular Sciences, Australia (JCU)
  - Latin American School of Medicine, Cuba
  - Northern Ontario School of Medicine, Canada (NOSM)

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- University of the Philippines Manila -School of Health Sciences, Leyte, Philippines
  - Walter Sisulu University Faculty of Health Sciences, South Africa (WSU)
  - Four new schools joined THEnet in late 2011
    - Gezira University Faculty of Medicine Sudan
    - Ghent University Faculty of Medicine and Health Sciences, Belgium
    - Patan Academy of Health Sciences in Nepal
    - University of New Mexico Health Sciences Center, USA

# Education and training institutions:NEPI cont'd

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Lesotho, Malawi, Zambia, Ethiopia, Kenya and DRC

- Curriculum reform
- Increasing the quantity and quality of nurses and midwives
- Building capacity of faculty (clinical instructors), teaching staff and midwifery assessors
- Multidisciplinary training and teaching of health professionals
- Supporting nursing and midwifery regulatory bodies
- Instituting accelerated midwifery programme (2 years)



# Accreditation and Regulation

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Regulation, accreditation and continuing professional development reform (The African Regulatory Collaborative (ARC)). **Sixteen countries:**

- Accreditation
- Regulation
- Continuing Professional Development

# CSOs and political accountability

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CSO commitments at the country level (Nigeria, Ghana, Malawi and Sierra Leone).

- Policy and guidelines on career pathway for mid- and community-level health workers that places emphasis on transformational education to produce the appropriate skills mix for universal health access and coverage.(Nigeria)
- Structures to oversee HRH policy planning and implementation are chaired by the Minister of Health. (Nigeria)
- Monitor the plan for health professional education within the HRH 2011-2016 strategic plan, and there is strong collaboration between all stakeholders involved in health education development through an HR technical Working Group. (Malawi)

# Implementation

- Incorporation into international agendas with partners and international meetings- PMAC, WFME, WHPA, WMA, FDI (Vision 2020), FIP, Regional WHO meetings of professionals, WHA 2014 side-meeting with partners.
- Interactive website/ePlatform for dissemination and feedback and caters for input from anyone who visits, identifies visitors, allows blogs, tweets, links products associated with the guidelines and health workforce education issues.
- eBooks
- Policy briefs, video clips and photo stories



# Four good practice recommendations



- Government at the highest level demonstrates political commitment to reform and takes leadership of its implementation.
- There is formal collaboration and shared accountability between the ministry of health, the ministry of education, and other related ministries (e.g. finance, labour, public service), at national and/or sub-national level.

# Good practice recommendations



- A national plan to produce and retain graduates is developed in consultation with stakeholders and aligned with the national health plan.
- The creation or strengthening of national or sub-national institutions, capacities or mechanisms to support the implementation of the reform and scale-up plan (e.g. legislation, policies, procedures).



# Transforming health workforce education in support of universal health coverage

## Health workforce education assessment tools

- Agreement on the targeted audience for these tools.
- Agreement on what kinds of criteria could be used to develop an effective assessment tool (snap shot type data, transformative guidelines criteria, policy briefs options and transformative guidelines plus i.e. that covers MLPs and CHWs).
- Three sub-groups formed to take the work forward and framework and components of tools should be ready for June 2014.
- Agreement on key overall milestones for the Technical Working Group, with timeline up to May 2016.

# Thank you !

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<http://whoeducationguidelines.org>