“Transforming and Scaling Up Health Professional Education and Training"

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The Purpose of the Presentation

1. To describe the context in which the policy recommendations were developed and the challenges faced
2. The normative response
3. Assessing health workforce education
Policy framework for adapting 2006 WHO Report pipeline for generating and recruiting the health workforce; increasing complexity and interconnectedness

WHA 64.6: Health workforce strengthening
WHA 64.7: Strengthening nursing and midwifery
WHA 64.9: Sustainable health financing structures and universal coverage
WHA 66.23: Transforming health workforce education in support of universal health coverage

WHA 59.23: Rapid scaling up of health workforce production

2006

WHA62.12 Primary health care, including health system strengthening
WHA63.25 Improvement of health through safe and environmentally sound waste management
WHA63.16 WHO Global Code of Practice on the International Recruitment of Health Personnel

2011

Walking together for health

Transformative scale up of health workforce education

2012

WHA 65.8: prevention and control of noncommunicable Diseases (UN political declaration)
Rio +20 Political Declaration
WHA65.8 Outcome of the World Conference on Social Determinants of Health

2013

3rd Global Forum Recife Declaration
UN resolution on Global Health and Foreign Policy

UN platform Health in post 2015 development agenda
Adapting the 2006 WHO Report health workforce pipeline

Source: 2006 WHO World Health Report ‘Working together for health’ pipeline for generating and recruiting the health workforce
Adapting the 2006 WHO Report health workforce pipeline; achieving universal health, a key outcome of health systems strengthening

Achieving universal health, a key outcome of health systems strengthening (Using social determinants of health conceptual framework)
Innovation in the field of *ICT for Health* will support and enable 1. health systems strengthening and 2. strengthen health in other sectors i.e. Health in All Policies approach.
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.
Key policy issues and recommendations

- Governance and planning
- Education and training institutions
- Accreditation and regulation
- Financing and sustainability
- Planning, implementation and evaluation
Recommendations

1. Faculty development (3)
2. Curriculum development
3. Simulation methods
4. Direct entry of graduates
5. Admission procedures
6. Streamlined educational pathways and ladder programs
7. Interprofessional education
Recommendations

8. Accreditation
9. Continuous professional development of health professionals
But how do we assess what needs to be changed for UHC?

GLOBAL HEALTH WORKFORCE EVALUATION TOOL
Sustainable Development goals, SDGs (post 2015 development agenda)

Determining variables for health service delivery and quality of care

Determining variables for Research

Determining variables for Education

Assessment and evaluation in Support of UHC

Workforce serving the needs of the Reference Population

Workforce education and training informed by needs and inter-sectoral evidence for the Reference Population

Sustainable Workforce Fit for Purpose to meet Reference Population Health Needs
Would allow countries to map and visualize change process

- Agreed actions on determining variables in each domain by government with stakeholders, integrated within intersectoral action
Common themes important for UH applicable to education and training of the health workforce

- Acquisition of relevant competencies for 21st century: quantity, quality and relevance
- Community-oriented/engaged
- Faculty development/education
- Curriculum orientation: Pedagogy (IPE for ICP)
- Admissions policies (selection)
- Focus on underserved populations/areas
- Continuing professional development and lifelong learning (with UNESCO)
- Research (identifying gaps)
- Retention of HWF
- Service delivery focused
- Accreditation (mandatory)
- Regulatory frameworks

Key concepts

- Transformation
- Monitoring, Evaluation
- Systems approach (health+education)
- Social determinants of health
  - Equity
  - Social justice
  - Social inclusion
- Socially accountable curricula
- Adaptable to countries therefore culturally appropriate (recognition of bio-pyro-social-spiritual issues)
- Applicable at the national (including institutional), regional and global levels
Appropriate and equitable use of technology

Ensure sufficient response capacity with access to learning platforms

• Use of technology by health workers to access learning materials and receive credits not only tied to professional development.

• Use of Virtual Public Health library in PAHO

• Working with providers and communities to develop appropriate learning tools or ensuring that lessons learnt in one setting is shared and adapted to others
Country level indicators: quantity

Quantity refers to the number of health workforce and the adequacy of that number to address the health needs of a specific population.

Policy level indicator: A national and local policy environment that prioritises and produces an adequate number of HWF cadres to deliver UHC (WHO threshold of 2.28 per 1000 pop.)

- not prioritised
- policies exist but not effective
- policies effective in orienting the HWF towards UHC
Building block indicators: Curricula, faculty and education

- % of health worker programs taught using interprofessional education.
  - 0%
  - ≤10%
  - ≤ 30
  - ≥ 30

- % of curriculum time devoted to interprofessional learning
  - 0%
  - ≤ 5%
  - ≤ 15%
  - ≤ 50%
  - ≥ 50%

- Interprofessional education is practiced in your program/institution
  - Practiced
  - Not practiced
  - In process
  - Not understood
Institutional Level

Data analysed from 76 institutions from 27 Member States: Australia, Bangladesh, Belgium, Botswana, Cameroon, Canada, Chile, Ethiopia, Germany, Ghana, India, Jordan, Lesotho, Liberia, Malawi, Malta, Mauritius, Myanmar, Netherlands, Rwanda, Saudi Arabia, Sierra Leone, South Africa, United Kingdom, Tanzania, United States of America, Zambia

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Thank You!

QUESTIONS?