Updates on the Agenda for Transforming Health Worker Education and Training for Health Equity

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Challenges of HRH Availability to Meet Demands

Source: Lancet 2010; 376: 1923-58
Investment in total health expenditure and health professional education

World
- Total health: 98.2% (5.5 trillion)
- Health professional education: 1.8% (100 billion)

USA
- Total Health: 99.5% (2.5 trillion)
- Medical and nursing education: 0.5% (13.8 billion)

Source: Lancet 2010; 376: 1923-58
Emerging Challenges

- Health System
- Epidemiological and demographic transitions
- Technological innovation
- Professional differentiation
- Population demands

Source: Lancet 2010; 376: 1923-58
Institutional Design

- **Systemic Level**
  - Stewardship and governance
  - Financing
  - Resource generation
  - Service provision

- **Organizational level**
  - Ownership
  - Affiliation
  - Internal structure

- **Global level**
  - Stewardship
  - Networks and partnerships

Instructional Design

- Criteria for admission
- Competencies
- Channels
- Career pathways

Source: Lancet 2010; 376: 1923-58
Transformative Health Professional Education
- Addressing inequities in health care access and quality

Recommendations:
- Competency-based curricula
- Creative use of ICTs
- Transformative learning
- Inter-professional teamwork
- Systems approach to institutional and instructional reforms

Source: Lancet 2010; 376: 1923-58
Prince Mahidol Award Conference (PMAC)  
(January 27-31 2014)

Theme: “Transformative Learning for Health Equity”

• Drawn from Commission on Education of Health Professionals for 21st Century
• Four Sub-Themes:
  1. Instructional Dimensions
  2. Institutional Dimensions
  3. Health Worker Education, Training, and Deployment

Annual conference hosted by the PMA Foundation, the Thai MOH, Mahidol University, and international partners
• This year, USAID co-hosted along with WHO, the World Bank, JICA, Rockefeller, and the China Medical Board

Broad USAID and partner representation
• USAID on the organizing committee and joint secretariat
PMAC- Key Highlights

Conclusions that emerged from the conference emphasize the need for schools to:

- Get out of ivory towers and into communities
- Address structural inequities and the social determinants of health
- Increase social accountability of schools, students and graduates
- Engage and empower communities
- Collaborate across the cadres of health workers and sectors
- Measure and evaluate process and outcome of transformative education
- Gather evidence on what works, in what context and how
USAID History

Investment in the education and training of a wide range of health care professionals since the mid-1980s.

Approach has continually adapted to have greater impact on health outcomes and the capacity on country health systems.
USAID-supported sessions at PMAC highlighted rich experience aligned with the transformative agenda:

• Continuum of learning from pre- through in-service training
• Integrating improvement competencies into health worker education
• Private sector models for pre-service education
• Health worker response to economic and demographic transitions
• Integration of leadership skills development into health worker pre-service education
• Strengthening school institutional capacity in supporting school scale-up