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

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March 18<sup>th</sup>, 2014

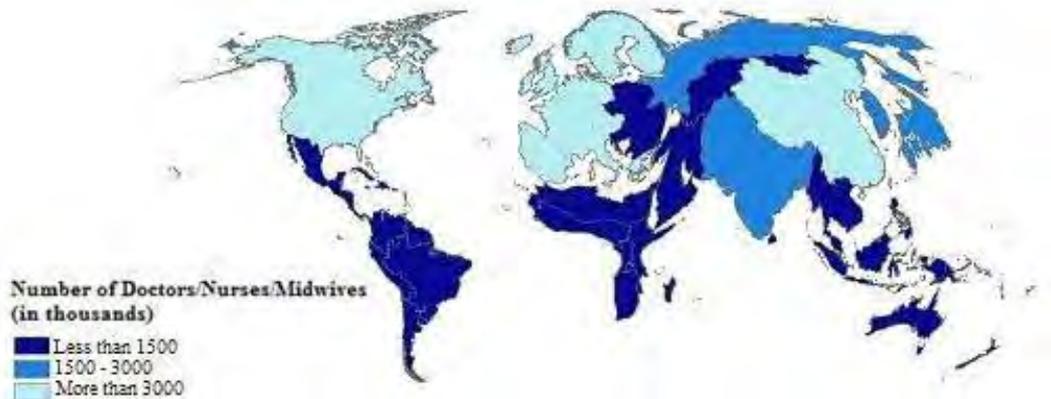


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# Challenges of HRH Availability to Meet Demands



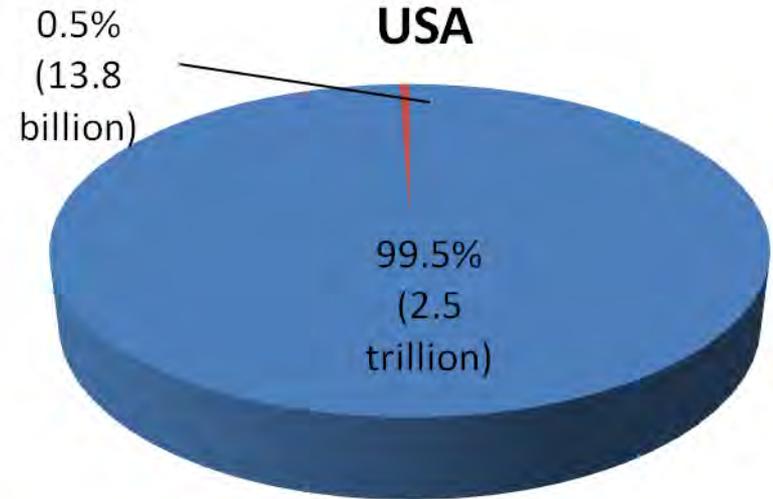
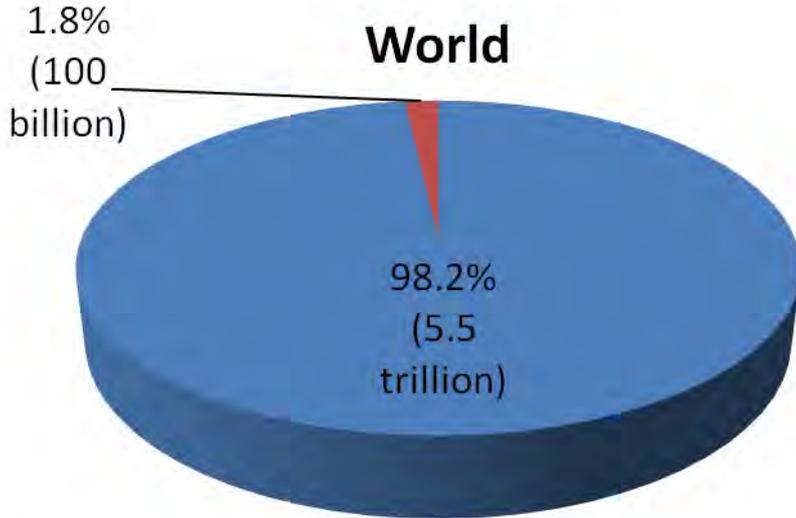
**b) Burden of Disease**



**d) Workforce**



# Investment in total health expenditure and health professional education

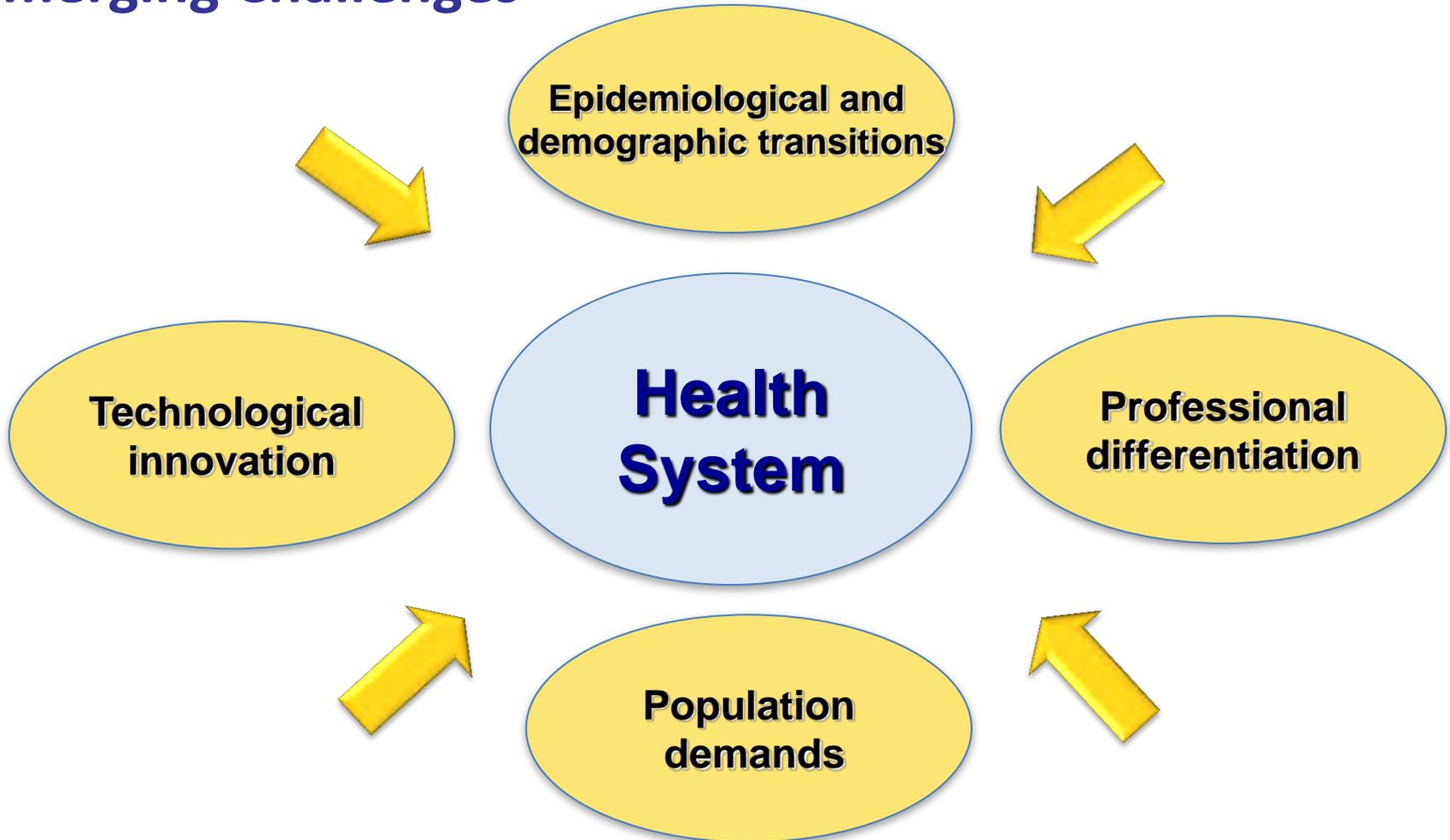


■ Total health ■ Health professional education

■ Total Health ■ Medical and nursing education



## Emerging Challenges





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## Education System

### 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**



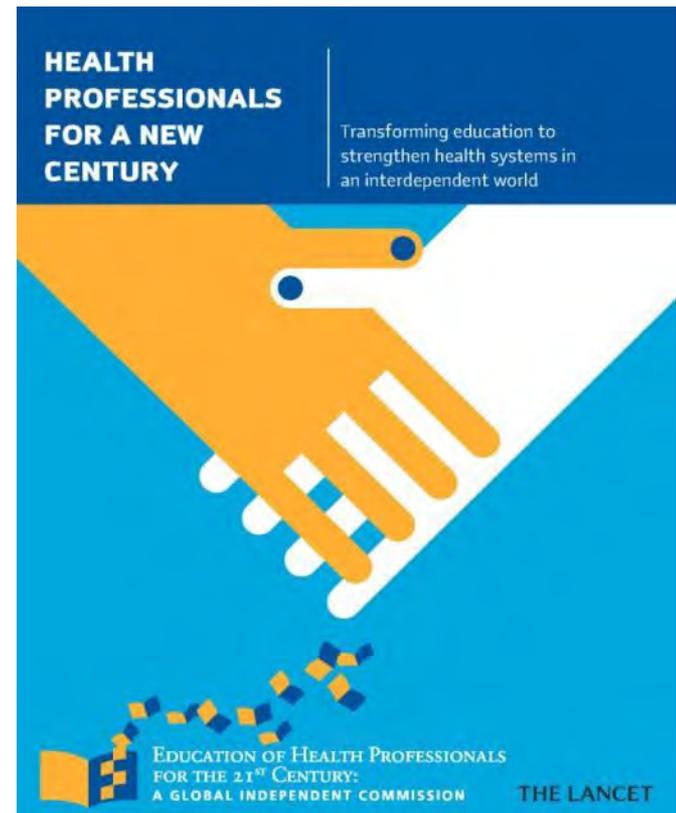
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# Transformative Health Professional Education

- 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





# Prince Mahidol Award Conference (PMAAC) (January 27-31 2014)

Theme: “ Transformative Learning for Health Equity”

- Drawn from Commission on Education of Health Professionals for 21<sup>st</sup> Century
- Four Sub-Themes:
  1. Instructional Dimensions
  2. Institutional Dimensions
  3. Health Worker Education, Training, and Deployment
  4. Changing Context and Impact on Labor Market and Training

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



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## 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



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## 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



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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**