Health Professionals for a New Century

Strengthening 21st Century Global Health Systems: Investing Strategically in the Health Care Workforce

Julio Frenk

New York City

October 13, 2011
Health professionals for a new century: transforming education to strengthen health systems in an interdependent world

The Lancet and Education of Health Professionals for the 21st Century Commission

“Health is about people: the core driving purpose of professional education must be to enhance the performance of health systems for meeting the needs of patients and populations in an equitable and efficient manner.”

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THE LANCET

Health Professionals for a New Century

Transforming education to strengthen health systems in an interdependent world

Education of Health Professionals for the 21st Century: A Global Independent Commission

THE LANCET
The Flexner Report

NURSING AND NURSING EDUCATION IN THE UNITED STATES

Report of the
Committee for the Study of Nursing Education

C. E. A. Winslow, D.P.H., Chairman
Mary Beard, R.N.
M. M. Biggs, M.D.
S. Lillian Clayton, R.N.
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Livingston Farrand, M.D.
Annie W. Goodrich, R.N.
L. Emmett Holt, M.D.
Julia C. Lathrop

Josephine Goldmark, Secretary

and
Report of a Survey
by
Josephine Goldmark, Secretary

THE WELCH-ROSE REPORT: A PUBLIC HEALTH CLASSIC
Delta Omega Honorary Public Health Society

A publication by the Delta Omega Alpha Chapter to mark the 75th Anniversary of the founding of the Johns Hopkins University School of Hygiene and Public Health

1916 - 1992
The Commission

Advisory Inputs
- Scientific advisors
- Youth commissioners
- Papers
- Consultations
- Research

Commissioners (20)

Education of Health Professionals for the 21st Century
- Global
- Multi-professional
- Evidence-based
- Instruction-institution
Health Professionals for a New Century:
Transforming Education to Strengthen Health Systems in an Interdependent World
What’s New

• Global outlook

• Focus on all health professions beyond traditional silos, with emphasis on medicine, nursing, and public health

• Long-term perspective on post-secondary education

• Integrative framework

• New vision driving specific recommendations
1. A Century of Progress, a Time of New Challenges

2. An Integrative Framework

3. Major Findings

4. Reforms for a Second Century

5. Follow-Up
1. A Century of Progress, a Time of New Challenges
2. An Integrative Framework
3. Major Findings
4. Reforms for a Second Century
5. Follow-Up
The Health Revolution of the 20th Century
Life Expectancy and Income per capita, by Decade

Income Per Capita (1991 International Dollars)
Knowledge Translation and the Improvement of Health

Knowledge

Technology

Evidence

Behavior

Policy
Emerging challenges

Health System

- Epidemiological and demographic transitions
- Technological innovation
- Professional differentiation
- Population demands
1. A Century of Progress, a Time of New Challenges

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A Systems Approach

Supply of health workforce
Provision
Demand
Needs
Education System

Labor market for health professionals
Demand for health workforce
Provision
Demand
Needs
Health System

Population
Key components of the educational system

**Structure**

**Institutional Design**
- **Systemic Level**
  - Stewardship and governance
  - Financing
  - Resource generation
  - Service provision
- **Organizational level**
  - Ownership
  - Affiliation
  - Internal structure
- **Global level**
  - Stewardship
  - Networks and partnerships

**Process**

**Instructional Design**
- Criteria for admission
- Competencies
- Channels
- Career pathways

**Context**

Global-Local

**Proposed Outcomes**

**Interdependence in Education**

**Transformative Learning**
General Report Outline

1. A Century of Progress, a Time of New Challenges
2. An Integrative Framework
3. Major Findings
4. Reforms for a Second Century
5. Follow-Up
Systemic failures

- Mismatch of competencies to needs
- Weak teamwork
- Gender stratification
- Hospital dominance over primary care
- Labour market imbalances
- Weak leadership for health system performance
Density of medical schools by region

Density per 10 million

- 2 or less
- 2.1 - 6
- >6
Resized world maps

**a) Population**
- Population (in millions):
  - Less than 100
  - 100 - 1000
  - More than 1000

**b) Burden of Disease**
- DALYs (all causes) per 100000:
  - Less than 15000
  - 15000 - 30000
  - More than 30000

**c) Medical Schools**
- Number of medical schools:
  - Less than 100
  - 100 - 200
  - More than 200

**d) Workforce**
- Number of Doctors/Nurses/Midwives (in thousands):
  - Less than 1500
  - 1500 - 3000
  - More than 3000
Countries by number of medical schools

Number of medical schools

Number of countries

Other

Sub-Saharan Africa
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Investment in total health expenditure and health professional education

**World**
- 98.2% (5.5 trillion)
- 1.8% (100 billion)

**USA**
- 99.5% (2.5 trillion)
- 0.5% (13.8 billion)
Macro and Micro Estimates of Physician Education Expenditures

- **Regions**
  - Africa
  - Asia
  - Europe
  - LAC
  - N. America
  - Oceania

- **Education expenditure in USD (billions)**

- **Chart**
  - **Macro**
  - **Micro**
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5. Follow-Up
Three Generations of Reform

1900
- Science-based
  - Scientific curriculum
  - University based

Problem-based
- Problem-based learning
  - Academic centers

Systems-based
- Competency driven: local-global
  - Health and education systems

2000+
Recommendations

Reforms

**Instructional**
- Competency-driven
- Local responsiveness with global connectivity
- Inter- & trans-professional education
- IT-empowered
- Educational resources
- New professionalism

**Institutional**
- Joint planning
- Academic systems
- Global networks
- Culture of critical inquiry

Enabling Actions

- Mobilize leadership
- Enhance investments
- Align accreditation
- Strengthen global learning

Goal
Transformative and interdependent professional education for equity in health
Competency-based education

Traditional model

Curriculum -> Educational objectives

Educational objectives -> Assessment

Competency-based education model

Health needs Health systems

Health needs Health systems -> Competencies outcomes

Competencies outcomes -> Curriculum

Curriculum -> Assessment
Models of inter- and trans-professional education

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Community health workers
## Levels of Learning

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<td>Formative</td>
<td>• Socialization</td>
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<td>Transformative</td>
<td>• Leadership attributes</td>
<td>Change agents</td>
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Follow-Up

• Worldwide Launches: 20

• National Initiatives
  USA – IOM, IAMP, CUGH, Harvard
  Canada, Brazil, Peru, Lebanon
  Thailand, China, Vietnam, India, Japan

• Regional Networks
  Asia 5-C network
“The pursuit, production, dissemination, application, and preservation of knowledge are the central activities of a civilization. Knowledge is social memory, a connection to the past; and it is social hope, an investment in the future. The ability to create knowledge and put it to use is the adaptive characteristic of humans. It is how we reproduce ourselves as social beings and how we change—how we keep our feet on the ground and our heads in the clouds.”

Louis Menand

The Marketplace of Ideas, 2010