MAPPING AND ANALYSIS OF CAPACITY BUILDING INITIATIVES OF HRH LEADERSHIP
OBJECTIVES

• Following on

  – WHO’s Global Strategy on Human Resources for Health: Workforce 2030 intention “To build the capacity, stewardship, leadership and governance of actions on Human Resources for health”.

  – WHO’s responsibility for the “development of an internationally recognized, postgraduate professional program on HRH policy and planning, with international mentoring and a professional network to support the implementation of workforce science”.

• The objective of this study was “Mapping, identifying and analyzing training programs focused on HRD capacity building”.
MATERIALS & METHODS

OBJECTIVE
To conduct a mapping and critical analysis of relevant initiatives and post-graduate training programmes focused on HDR capacity building

Descriptive study of mixed approach

SOURCES OF DATA
49 Key informants

8000 Digital sources

Search of internet sources

DATA SEARCH
Snowballing

Searches extracted using a specialized browser plug-in, around groups of keywords

DATA COLLECTION INSTRUMENTS
Online mixed questions questionnaire

49 institutions and 86 programs

Short questionnaire

18 institutions and 21 programs

DATA ANALYSIS
Descriptive statistics

Content analysis methodology

DELIVERABLES
First draft report

Final report

Data collected in English, French, Spanish and Portuguese
GEOGRAPHICAL DISTRIBUTION OF RESPONDENTS
KEY FINDINGS

Focus of content of training

- Human resources policy and strategies: 11%
- Human resources leadership and change management: 20%
- Human resources workforce planning: 17%
- Human Resources Governance: 15%
- Human resources management and supervision: 15%
- Human Resources Evaluation: 6%
- Health metrics for Human Resources management: 10%
- Others: 6%

Policy/strategic dimension: 11% + 20% + 17% = 48%
Operational dimension: 15% + 15% + 6% + 10% + 6% = 42%
Mixed strategic/operational: 0%

(n=344)
**KEY FINDINGS**

Nature of the training

- Postgraduate diploma: 17%
- Master degree: 20%
- Postgraduate certificate: 16%
- Technical training oriented for specific job competencies: 11%
- Doctoral degree: 10%
- Module within larger course: 11%
- Other: 10%
- Massive Open Online Course: 4%

(n=162)
KEY FINDINGS

- Problem-based learning: 26%
- Teaching cases: 25%
- Work based project: 18%
- Standard instructional model: 17%
- Learning sets: 9%
- Other: 5%

(n=145)
KEY FINDINGS

Delivery modalities

- **53%**  Face to face classroom methods
- **9%**    Distance learning
- **26%**   Blended learning
- **12%**   Other
KEY FINDINGS

Funding

- **50%** Self-financing
- **16%** Funded by patron/benefactor
- **16%** Funded by health sector budget
- **17%** Other
KEY FINDINGS

Language of teaching

- 29% Portuguese
- 39% English
- 23% Spanish
- 9% French
KEY FINDINGS

Target audiences

- Health managers and administrators: 25%
- Doctors: 22%
- Nurses and midwives: 21%
- Other health professionals: 21%
- Other: 7%
- No specified: 4%
KEY FINDINGS

• 20 were associated with an international credit system and
  – 18 used the European Credit Transfer System - ECTS).
  – 14 referred to either a national credit system or did not specify the answer.
KEY FINDINGS

- Training was offered as part of a network in 35 programs:
  - 46% - international network
  - 26% - national one
  - 29% - national and international elements.
Regarding the 14 training programs in Africa,

- 72% were delivered by blended learning and/or computer-mediated activities.
KEY FINDINGS

• Examples of good practices included:
  – development of HRD toolkits,
  – interdisciplinary collaborations,
  – strong institutional involvement in international collaborations,
  – focusing the training on specific HRD problem solving issues,
  – training the trainers, and
  – supporting them through adequate supervisory/mentoring/coaching mechanisms.
KEY FINDINGS

• Lack of sustainability - termination of 14 programs during the study period.

• Lack of sustainability attributed to:
  – insufficient **funding**,
  – end of external funding;
  – **lack of partnerships** to sustain the training capacity;
  – **lack of interest** and emphasis of the country's health and educational policies;
  – **contextual** aspects such as dispersion of students in the national territory;
  – difficulty in using **ICT**; and
  – **Pedagogical**.
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Definitions

• HRD is “a concept that integrates workforce analysis and planning, human resources management and capability development, to strengthen organization success by aligning the workforce to both current and future service demands”.

• Capacity building is
  – a difficult concept to define.
  – an approach to strengthening organizations that is common to a variety of different sectors, including business and health program management
  – a term that has been used with such frequency and variety of interpretation that its true meaning has become obscured
  – Includes efforts generally linked in some way to better performance with a commitment to improvement in the health and other sectors in order to prolong and multiply health gains many times over
  – usually involves some form of education and training