



STUDY GROUP ON THE TRAINING AND PREPARATION OF
 TEACHERS FOR SCHOOLS OF MEDICINE AND ALLIED HEALTH SCIENCES

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WHO COMPREHENSIVE AND COORDINATED LONG-TERM TRAINING PROGRAMME
 FOR TEACHERS OF MEDICAL AND ALLIED HEALTH SCIENCES

by

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ANNEXES

1. Scheme of the comprehensive and coordinated long-term training programme for teachers of medical and allied health sciences
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4. Action proposed by consultants as to the establishment of an RTTC.
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1. WHO background information

1.1 The Expert Committee on Professional and Technical Education of Medical and Auxiliary Personnel, which met in 1965, discussed the training and preparation of teachers for medical schools with special regard to the needs of developing countries. Dr M. G. Candau, Director-General, in opening the meeting stressed "the world-wide shortage of suitable teachers, particularly in the fields of basic medical sciences and preventive and social medicine". He further pointed out that "this shortage is felt acutely in the developing countries. The urgency of this problem was evident, since the lack of adequate teachers constitutes the main obstacle to establishing the new medical schools that are needed, especially in the emerging and developing countries".¹ In its report the Committee emphasized that "Preparation of medical teachers is so important that action must be taken promptly by WHO and individual countries and their medical schools as well as other interested agencies".² One of the recommendations of this Committee was that "WHO should assist in the establishment of an international centre or centres for training medical teachers in educational science..... They should serve as a professional resource to which educational institutions in medicine may turn for counsel, advice and assistance in the development of their own educational training activities or in the conduct of intensive self study."³ A further recommendation is that "Individual medical schools be encouraged and assisted by WHO to establish, within the framework of their own organizations, departments or divisions of medical education to train medical teachers in the strategy and tactics of education as well as to coordinate the educational research programme upon which improved programmes may be built".³

1.2 Several of the WHO regional committees recommended that action be taken to promote the training of teachers for medical schools.⁴

¹ Wld Hlth Org. techn. Rep. Ser., (1966), No. 337, p. 5.

² Wld Hlth Org. techn. Rep. Ser., (1966), No. 337, p. 11.

³ Wld Hlth Org. techn. Rep. Ser., (1966), No. 337, p. 26.

⁴ The activities of the WHO regions in this field are described in a separate working paper, document ET/SG/72.11.

1.3 The fifth general programme of work covering a specific period (1973-1977 inclusive),¹ adopted by the Twenty-fourth World Health Assembly in 1971,² lists four principal programme objectives of the Organization, among which is the development of health manpower. Within the framework of this programme, WHO's activities in the field of education and training will concentrate on five main areas, one of which is "the training of teachers for medical and allied health sciences". This programme further states:

"The insufficiency of teachers continue to be a basic problem. Many academically qualified workers, despite their knowledge of subject matter, often lack special preparation in education science, particularly with respect to pedagogy and the learning process. In order to tackle this serious problem, WHO will promote the development of teacher-training centres in medical and allied sciences to serve inter-regional, regional and country needs".³

The Twenty-fourth World Health Assembly also passed a resolution on the "Training of national health personnel",⁴ which invites the Director-General "to pay further special attention... to the training of teachers for medical education institutions of the developing countries".

1.4 In October 1969 WHO convened a group of consultants in Geneva, who thoroughly discussed problems related to the preparation of teachers for health personnel. Their report discussed among other things: the need for teacher-training; the objectives, content and assessment of achievement of teacher-training; the selection of candidates for teacher-training; teaching staff for teacher-training; and the role of WHO in promoting teacher-training for the health professions. In connexion with the Organization's action, a scheme was proposed comprizing a comprehensive, coordinated long-term programme to be implemented in sequential steps, with a marked multiplying effect.⁵

The proposed WHO programme, which might be visualized as shown in Annex 1, was conceived not solely for teachers of medical students, but for teachers of all schools for health personnel. In addition, the consultants made important recommendations as to the implementation of this programme.

2. The WHO comprehensive, coordinated long-term programme for teachers of medical and allied health sciences

2.1 The organizational concept of this programme is based on the firm statement that the economical use of scarce educational resources calls for the training of "critical masses" required for the establishment of certain centres, thus putting an end to the support of scattered activities. This means that one from among the very few available training centres now capable of training larger numbers of teachers should be used as an inter-regional centre to train educational leaders and teaching personnel for the future regional centres. These regional centres, each of which would serve the countries of one of the six WHO regions, might also be set up in already existing institutions and could organize the training of teachers (not actually educational

¹ Off. Rec. Wld Hlth Org., (1971), 193, Annex 11

² Resolution WHA24.58.

³ Off. Rec. Wld Hlth Org., (1971), 193, Annex 11, p. 76

⁴ Resolution WHA24.59.

⁵ Report of Consultation on Teacher Training for Health Personnel, Geneva, 6-10 October 1969. (Unpublished WHO document PGE/70.1 which serves as information document for the present Study Group under symbol ET/INF/72.3, pp-16-19).

practitioners, but rather educational leaders and teaching personnel) who will later teach in the country and inter-country centres (national) to be created later. The latter centres should eventually train educational practitioners ("first-line teachers") for all the schools of health personnel of the country concerned, or - in the case of smaller countries where inter-country centres serve more than one country - of the countries concerned. Finally it would be useful to set up in the schools for health personnel units for educational research and development, the main task of which would be to offer the school's teaching staff opportunities for continuing education in educational science and practice, as well as for research in the field of health personnel education. These units would thus provide the necessary scientific basis for decisions to be taken as to changes to be effected in the educational pattern of the school concerned. (See the scheme in Annex 1).

It is expected that the implementation of this plan will render, within four to five years, all WHO regions self-sufficient in the preparation of teachers for health personnel and in educational research; this would make all those Member States who so wish, self-sufficient in this field, hopefully within about 10 years. WHO is providing consultants and fellowships for this programme, thus helping its Member States to build up their own facilities in teacher-training; it is therefore envisaged that the inter-regional centre will be phased out as such as soon as all the regional centres become self-sufficient. In turn, regional centres will be phased out as such as soon as national centres become self-sufficient.

The underlying concept to this plan is that first-line teachers should preferably be trained in their own country, in their own cultural setting, in their own language and with funds of their own country - or, at least, as near as possible to the schools where they will teach. The international (inter-regional and regional) centres should be used exclusively and temporarily for training the staff required for the national centres, where the first-line teachers will be taught for all sorts of schools for health (and not only medical) personnel.

2.2 At this stage, the programme covers only the special preparation for teaching, taking it for granted that all those selected for teaching are already, or will become, fully competent in their particular discipline.

Teachers for schools of health personnel should not only be well-versed in their own subject matter but also in educational planning and in its underlying concepts - such as educational psychology, educational measurement, and group dynamics. They should be able to assess real health needs and demands of the entire community in order to establish, on the basis of these needs and demands, their educational objectives. On the other hand, the educational objectives, reflecting these needs and demands and expressed in behavioural terms, should serve as a basis for curriculum construction and for selection of proper methods. An appropriate on-going evaluation should then assess how far the objectives have been met. The result of this feed-back, which should be a continuous type of activity, will be used for further planning. This cybernetic cycle of educational planning, based on the assessment of local health needs and demands, should be learnt by all teachers of schools for health personnel. Furthermore, it seems preferable to speak not about teaching teachers how to teach, but rather about teaching them how to help the learners learn more relevant material more effectively, and how to assist their students in becoming as efficient as possible to meet their community's real health needs and demands. This is the basic concept as to the content of the WHO teacher-training programme.

3. Implementation of the programme described under section 2 above

3.1 A Memorandum of Agreement was signed between WHO and the University of Illinois on 30 September 1970. It states, in its preamble, that "it is the desire and intention

of the parties to bring about a comprehensive and coordinated training programme for teachers from schools of medicine and allied health sciences which will enable the participating WHO Regions to set up regional and local (inter-country and country) Health Personnel Teacher Training Centres and thereby contributing to improve not only the teaching standards of schools of health personnel but also to meet the quantitative needs, i.e., manpower planning in relation to teaching staff". In the operational paragraphs it is said that:

- "(1) The University shall provide in each of the academic years 1970/71 through 1973/74 within and by its Center for Educational Development various training programmes and courses for selected candidates from each of WHO's participating Regions," and
- "(2) ... the training programmes and courses shall include the following:
 - (a) A programme of one-year duration for two to four fellows each academic year which may lead to a degree in Medical (Health Personnel) Education;
 - (b) One course (seminar/workshop) of four weeks duration each academic year for 12 to 14 participants per course from WHO's participating Regions;
 - (c) One, two to four week workshop on-site in the Regions each academic year for a maximum of 25 participants."

The one-year course is designed to train the future full-time members of Regional Teacher Training Centres (RTTC's), among them the directors and deputy-directors. The four-week seminar/workshops are intended for those who will become part-time teachers for the RTTC's. Finally, the two-week on-site workshops are designed to "prepare the ground" for the RTTC's by discussing relevant problems with the teaching staff of the institution where the RTTC's will be located.

The goals and objectives for these three types of training have been properly defined (see Annex 2). The training activities, within the framework of this Agreement, started in June 1971. Thereby the Center for Educational Development (CED), University of Illinois College of Medicine, Chicago, Illinois, started to function as an Inter-regional Teacher-training Centre for Schools of Health Personnel (IRTC).

3.2 The whole programme and the draft of the above mentioned Agreement were thoroughly discussed with the staff of all WHO regional offices. The regional offices for Africa, the Eastern Mediterranean, South-East Asia and Western Pacific expressed their marked interest and willingness to participate actively in it. In 1971 the above-mentioned regional offices proceeded to select the site for RTTC's. First the Eastern Mediterranean, then the Western Pacific and finally the South-East Asia regional offices called upon consultants to assist in the selection of a site and in drawing up a plan of operations. The site of the RTTC for the African Region was selected by the regional office staff.

3.2.1 Consultant visits were arranged in Shiraz (Iran), in Sydney (Australia), in Bangkok (Thailand) and in Peradeniya (Ceylon). For the purpose of these feasibility studies, in order to standardize procedures for site-selection, certain criteria were elaborated and adopted by the above consultant groups (see Annex 3). These criteria for a site of a potential RTTC were intended to guide in the data collection and subsequent evaluation during consultants' visits. The consultants also drew up recommendations in case the site of an RTTC is selected by the regional office concerned. An example of such recommendations appears in Annex 4, and in an attachment to these recommendation may be found the minimum requirements in space, equipment and staff for RTTC's suggested by the consultants.

A PERT diagram, which depicts the steps of the implementation, the time sequence of the programme and the inter-relationships of the different programme elements appears in Annex 5. (This diagram was prepared for the use of regional offices and attached to the consultants' reports.)

3.2.2 In 1971 and 1972 the regional offices achieved progress in implementing the programme. The situation as at July 1972 is as follows:

AFRO: will assist in the establishment of an English language RTTC in Makerere University, Kampala (Uganda) and of a French language RTTC in the University Centre of Health Sciences, Yaoundé (Cameroon). In June 1972 one fellow from Makerere University received his Master's degree after a one-year course in the IRTTC. Another fellow from the same University, and a fellow from UCHS, Cameroon started a one-year course in June 1972.

AMRO: is considering assisting in the establishment in Member States of national teacher-training centres (NTTC's), if the need arises.

EMRO: is assisting in the establishment of an RTTC at the Pahlavi University Medical School, Shiraz, Iran. One fellow finished his one-year course in June 1972 and has been awarded a Master's degree. Four fellows participated in a four-week course in CED held in the spring of 1972, and five others will participate in a similar course next autumn. A two-week on-site workshop will be organized in Shiraz from 4 to 15 September 1972.

EURO: considers teacher-training as a high priority matter and activities will mainly consist of educational meetings.

SEARO: is assisting in the establishment of regional centres at the Faculty of Medicine, Chulalongkorn University, Bangkok (Thailand) and at the Faculty of Medicine, University of Ceylon, Peradeniya (Ceylon). In June 1972 a one-year fellow from Bangkok received his Master's degree after a one-year course in the IRTTC, and another one from the same University started a one-year course in June 1972. One fellow from Peradeniya was trained in 1970/71 and received his Master's degree (his training had been arranged before the Agreement was signed). One fellow was sent to the four-week course held in the spring of 1972, and another three will be sent this autumn from the Chulalongkorn University. A two-week on-site workshop was organized in Bangkok from 3 to 15 July 1972.

WPRO: is considering assisting in the establishment of an RTTC at the University of New South Wales Medical Faculty, Sydney, Australia. Four fellows from that University participated in the four-week course held in the IRTTC in the spring of 1972, and another four will participate in a similar course next autumn. A two-week on-site workshop was organized in Sydney from 29 November to 12 December 1971.

At the time of writing this paper none of the RTTC's are opened and active as yet, but most likely those in Kampala, in Shiraz, in Bangkok, in Peradeniya and in Sydney will begin their activity during 1972. Other teacher-training activities carried out in the WHO regions are described in a separate working paper.¹

3.3 The following training activities have been held in, or conducted by the IRTTC with a view to preparing future leaders and collaborators of RTTC's (where will later be prepared leaders and teachers for NTTC's):

a one-year course held from June 1971 to June 1972, with four participants, all of whom have been awarded the Master's degree;

¹ Document ET/SG/72.11.

a four-week seminar/workshop held from 21 February to 17 March 1972, with thirteen participants;

a two-week on-site workshop in Sydney held from 9 November to 12 December 1971¹

a second one-year course started in June 1972, with four participants;

Further training activities planned for 1972 and 1973 at the IRTTC;

a third one-year course will start in June 1973;

a four-week seminar/workshop will be organized in the autumn of 1972, and two similar ones in 1973;

on-site two-week workshops, as requested by the regions.

3.4 An Inter-regional Seminar on Teacher-training for Schools of Medicine and Allied Health Sciences was held at the IRTTC from 18 to 28 October 1971, with 12 participants, including top-level administrators of schools for health personnel, where regional or national teacher-training centres may be established. The general purpose of this seminar was "to allow participants to gain greater insight into the nature of educational leadership, and the requirements for facilitating the implementation both of basic educational programmes for the health professions and of programmes designed to train teachers for the health professions".² A similar Seminar in the French language will be held in Yaoundé (Cameroon) from 11 to 21 December 1972.

3.5 The present Study Group on the Training and Preparation of Teachers for Schools of Medicine and of Allied Health Sciences is to be convened in Geneva from 2 to 6 October 1972. Its terms of reference are: "to analyse and evaluate the WHO teacher-training programme for health personnel, and make recommendations on the further development of its organization and methodology".³ It is expected that the Group will study the different existing programmes in the field of health personnel teacher-training, review them and give advice regarding further development.

4. Development forecast

The network of RTTC's in those WHO regions wishing to establish such centres may be completed by the end of 1974. The first NTTC's may start their activity in 1974, and all Member States wishing to establish such centres may have at least one by the end of this decade. Centres for educational research and development at the level of individual schools have already started to develop in several countries.⁴ A more rapid development might be expected in the second half of this decade after the NTTC's will have started their activity.

The general functions that all these centres could be expected to perform are outlined in Annex 4. Their activity in the field of training, research and service is, of course, not an end in itself. Their main purpose is to assist the schools in training health workers who will meet the real health needs and demands of the community which they will later serve.

¹ The report of this workshop is on display (document WPRO 6002).

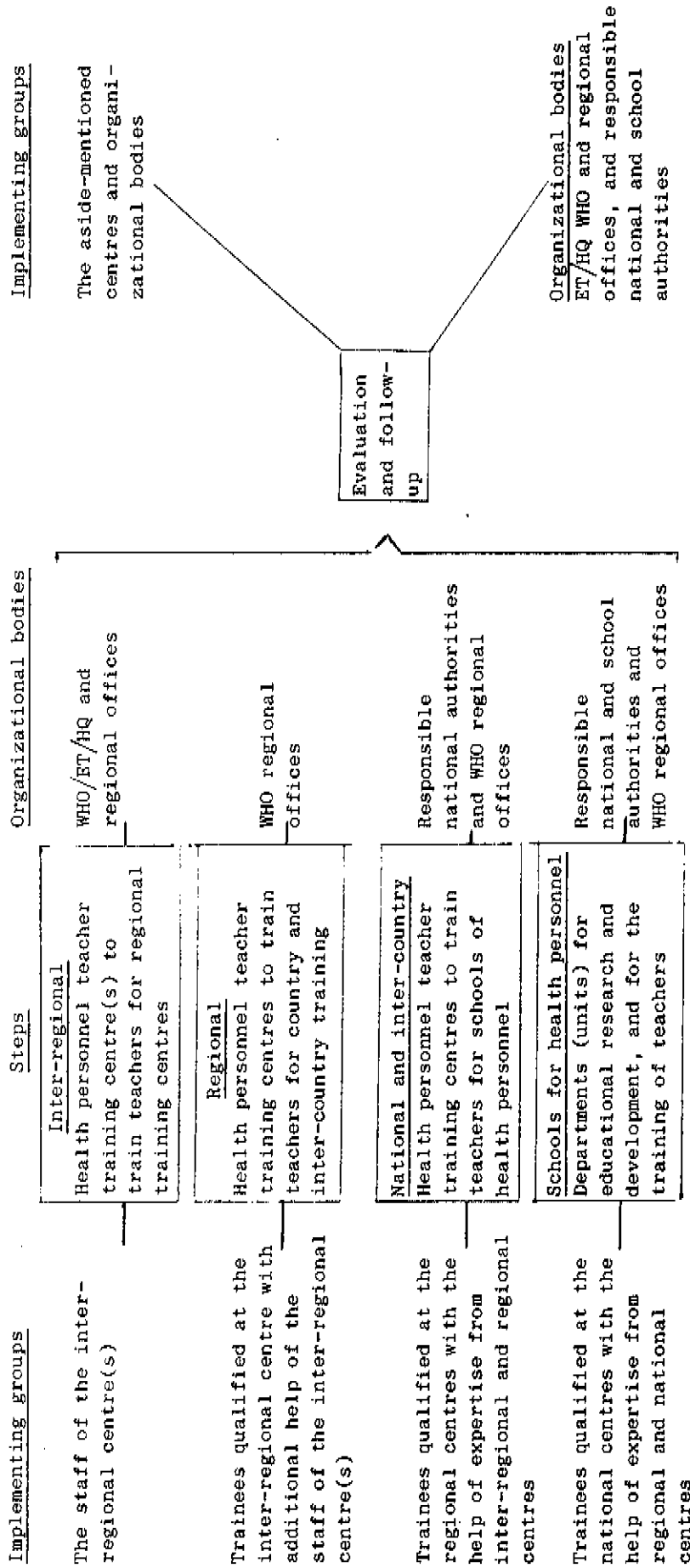
² Document ET/INF/72.4.

³ Off. Rec. Wld Hlth Org., 1970), 187, p. 29

⁴ See document WHO/EDUC 71.139.

S C H E M E

COMPREHENSIVE AND COORDINATED LONG-TERM TRAINING PROGRAMME
FOR TEACHERS OF MEDICAL AND ALLIED HEALTH SCIENCES



GOALS AND OBJECTIVES FOR EDUCATIONAL ACTIVITIES TO BE CARRIED
BY THE CENTER FOR EDUCATIONAL DEVELOPMENT, UNIVERSITY OF
ILLINOIS COLLEGE OF MEDICINE, CHICAGO, ILLINOIS, WITHIN THE
FRAMEWORK OF THE WHO TEACHER TRAINING PROGRAMME

1. Fellowship programme (Duration: 1 year)

A fellowship year at the Center for Educational Development provides a setting for an individual to define his role as an educational leader in the health professions. Some may elect to move toward this goal by enrolling in the Graduate Programme leading to a Master's degree in education, others by engaging in more focused work on a specific project. Whether through formal courses, independent study or project work, each Fellow will be provided with the opportunity to develop skills in such areas as educational planning, educational programme implementation and educational research and evaluation.

1.1 Educational planning

Fellows will be afforded opportunities to engage in several kinds of educational planning during the course of a year, including: short units of instruction, (e.g., one to three hours); short-term training programmes (e.g., one to four weeks) for health personnel, or instructional programmes in the biomedical discipline from which they come. Participants may expect to acquire such competencies essential for effective planning as:

- deriving objectives from multiple sources
- defining programme goals
- formulating objectives in terms of expected student outcomes
- using generally accepted principles of adult learning to develop strategies for implementing planned programmes
- specifying concrete, manageable evaluation strategies
- articulating alternative techniques to achieving specified objectives, emphasizing the advantages and disadvantages of each
- facilitating active involvement of educational specialists when appropriate
- identifying and utilizing varied kinds of educational resources
- identifying potential sources of funding and procedures for acquiring them.

1.2 Programme implementation

In addition to increasing their competence in programme planning, participants will also be afforded multiple opportunities to acquire some of the skills necessary for effective programme implementation. During the year, they can expect to increase their competence in some, or all, of the following areas:

- translating learning objectives into realistic instructional sequences
- stimulating faculty and student enthusiasm and capturing commitment to a programme plan
- facilitating constructive resolution of interpersonal conflicts that interfere with effective implementation of planned programmes
- recognizing the advantages and disadvantages, as well as skilful use, of such methods as lecture or small group discussion

Annex 2

- recognizing the strengths and limitations of such instructional media as films, audiotapes, television, and skilful incorporation of educational technology into instructional efforts
- facilitating the professional growth of colleagues as teachers
- assessment of personal as well as programme strengths and weaknesses
- systematic experimentation with both organizational and personal implementation strategies.

1.3 Research and evaluation

The focus of the fellowship programme will be upon acquisition of those research and evaluation competencies that can aid in the conduct of action research rather than in basic investigations. While it is unrealistic to expect that participants will become sophisticated investigators, the skills they acquire should make it possible for them to assess the major elements of student achievement and programme effectiveness. This should be manifested through increased proficiency in some of the following areas:

- utilizing formative and summative evaluation procedures
- selecting evaluation techniques which will measure at different levels:
 - (a) cognitive processes
 - (b) attitudes, interests, motivations
 - (c) skills
- constructing performance tests appropriate to such objectives
- using and interpreting standardized evaluation instruments
- interpreting evaluation data
- formulating a research problem
- utilizing work reported in the literature to identify areas for further study in medical education
- using basic statistical techniques (e.g., probability, parametric and non-parametric statistics)
- writing reports for publication.

2. Four-week seminar/workshop teacher training programmes

The general purpose of the four-week workshop is to provide participants with an opportunity to refine educational leadership skills that can be applied to the educational problems encountered in the home setting. It is not intended that they should leave merely with an increased store of information about educational process, but rather that they will be better prepared to use both old and newly acquired knowledge in a manner that will:

- stimulate local improvements in educational practices
- provide a personal example of the application of educational principles to teaching activities
- allow them to teach colleagues some of what they have learned.

More specifically attention will be directed toward five broad areas that represent the core of effective educational planning and implementation:

- (1) The nature of learning
 - principles of adult learning
 - application to curriculum and instructional planning
 - experimental set
- (2) Curriculum development
 - the nature, source and specification of educational objectives
 - influence of social forces upon programme planning
 - rationale for specific planning system
 - design of programme
- (3) The nature of teaching
 - selection of instructional methods
 - development of greater skill in selected techniques (e.g., lecture, group discussion)
 - sensitivity to individual and group needs
- (4) Instructional media
 - strengths and weaknesses of basic communication devices (e.g., slides, films, TV, audiotapes)
 - selection of media
 - skill in preparation of simple media (e.g., 2 x 2 slides, audiotapes, transparencias)
 - more skilful use of selected media
- (5) Evaluation
 - principles of student, teacher or programme evaluation
 - strengths and weaknesses of specific testing methods (e.g., oral, essay, multiple-choice, practical examination)
 - assessment of problem solving, clinical performance, attitudes
 - test scoring and reporting
 - use of tests as teaching tools

The programme is organized in a fashion that will allow each participant an opportunity to pursue in greater detail a special interest in one of these areas; and will require all participants to develop at least one instructional unit which he can take back to his home setting and share with colleagues. The four weeks will include:

- Three sessions dealing with learning
- 10 sessions dealing with curriculum (of which two will specifically relate to objectives)
- 18 sessions dealing with teaching, including five half days specifically devoted to micro-teaching in which each participant will have an opportunity to teach his special instructional unit to others
- 10 sessions dealing with instructional media
- 10 sessions dealing with evaluation principles and techniques.

Annex 2

In addition there will be time set aside for individual reading, personal consultation with staff members and participation in colloquia at which distinguished visitors will serve as discussion leaders.

3. WHO on-site workshops

3.1 General goal

At the conclusion of a two-week on-site programme each participant should be able to demonstrate that he comprehends the elementary components of sound educational process, that he can plan the application of such general principles to solve specific educational problems in his own setting, that he can use at least one instructional or evaluation technique with greater skill than prior to the workshop, and that he appreciates the importance of systematic educational studies.

3.2 Specific objectives

Achievement of the general goals will be approached through three broad areas: educational planning, instructional strategies, and evaluation tactics.

(i) Educational programme planning. Participants will be able to:

- identify major sources of programme objectives, from within an institution and from outside
- plan a rational system for review and selection of institutional and departmental goals
- identify conflicts in determining goals and priorities and suggest mechanisms for their resolution
- recognize ways in which his own actions may facilitate or impede the planning process
- recognize the implications for teacher performance of a faculty commitment to independent student study.

(ii) Instructional strategies. Participants will be able to:

- identify the major elements of adult learning
- recognize teaching practices which facilitate and impede learning
- distinguish among cognitive, psychomotor, and affective learning objectives
- write behavioural objectives in each of these domains
- justify the selection of specific instructional methods (either old or new) in terms of the objectives they are intended to serve
- develop a preliminary plan for an instructional unit, with clearly stated goals, appropriate materials and methods
- identify the cost/benefit issues in connexion with selection or development of audiovisual aids to learning.

(iii) Evaluation tactics. Participants will be able to:

- define in non-technical terms the concepts of test reliability, validity, norm-related and criterion-related measures, formative and summative evaluation

- describe the several levels of complexity in the taxonomy of educational objectives (cognitive domain and affective domain)
- compare and contrast the relative merits of essay, oral, practical, multiple choice examinations and such newer procedures as PMP, role playing and chart review in assessing specific kinds of educational goals
- develop an evaluation instrument for the instructional unit under (ii) above
- list criteria upon which teaching effectiveness might be judged.

3.3 Evaluation procedures

The assessment of programme impact will be directed more toward general goals than specific objectives since the latter are principally means by which the former are to be achieved. The mechanisms for accumulating data upon which an evaluative judgement might be made will include:

- (i) Preliminary background information. This will include questionnaire data about each participant's educational responsibilities, his prior study of educational process, a description of the educational problems he is facing and the means by which he is attempting to solve them. In addition, each will be asked to prepare a solution to an educational problem posed by workshop staff, and to outline how he plans to use the workshop experience.
- (ii) Performance during workshop. Staff and participants will together develop means of assessing individual and group progress toward specific objectives ultimately accepted by the full group. This ongoing assessment will provide continuing feedback designed to influence programme evolution in a fashion that will optimize the potential achievement of what the group sets out to do.
- (iii) Terminal judgement. Participants and staff will, at the conclusion of the workshop, independently identify the extent to which specific objectives have been achieved. A sharing of these independently generated views will serve as a terminal assessment. In addition, each participant will be asked to summarize what he now intends to do with what he has learned, and what he expects to achieve in the ensuing six months.
- (iv) Follow-up. Six months after the workshop has ended there will be a follow-up of each participant to determine the extent to which he has been able to translate his learnings into practice. The questionnaire to generate such information will be developed jointly by participants and staff in the course of the workshop.

3.4 Special exceptions

Since each workshop will serve a different participant group it can be anticipated that both needs and wants will vary. The general goals and specific objectives set forth here will serve as the basic guide for most programmes but it is essential to preserve options; thus general emphasis, as well as specific content, may vary with the needs of different regions.

CRITERIA FOR THE SITE OF A POTENTIAL
REGIONAL TEACHER TRAINING CENTRE (RTTC)

1. Primary factors

These criteria, listed in absolute priority order, can be defined as those which must be present at the time of the Centre's initiation. Their unavailability would preclude satisfactory development.

(a) Administrative and faculty willingness to accept responsibility for developing and sustaining the centre as manifested by commitment of resources. Examples of such commitments would include the provision of office space, materials, and clerical staff, access to the necessary educational equipment and the availability of the readiness to release academic personnel from other responsibilities to initially attend training programmes in educational science for one month to one year and later to establish a regional teacher training centre which will provide teacher training to local and national centre personnel in the WHO region.

(b) Commitment to the achievement of excellence in training, research, and service. Evidence of such commitment would be manifest as introspective examination of educational and service activities by tissue committees, curriculum committees, etc., and on-going research programmes, the results of which are subjected to critique by professional colleagues in publications or meetings. Further, the results of this self-scrutiny should lead to appropriate changes in structure, staff or priorities.

(c) Staff willingness, and commitment of appropriate facilities to post-graduate education in several subject matter areas, manifested among other things by regularly scheduled programmes open to participation by health professionals from other institutions and countries.

2. Secondary factors

These criteria can be defined as those which, if present, would facilitate the achievement of goals for teacher training. Initiation of the centre's development could begin in their absence, but conditions must appear which are favourable for the ultimate presence of these factors.

(a) Training programmes in the health sciences designed to meet local needs for health care and research activities aimed at identifying these needs.

(b) Availability of training programmes in several areas of the health sciences field. A multidisciplinary and multiprofessional approach to the delivery of health care and its reflection in training.

(c) Professional relationships with other institutions in the WHO region. Evidence of this criterion would be the participation by individuals from other countries in educational or research activities and conversely faculty travel to other schools for similar activities.

(d) Educational research activities such as a study of the competencies required of physicians or other health professionals to meet local health needs or the correlation of student performance with the frequency or duration of specific learning experiences.

ACTION PROPOSED BY CONSULTANTS AS TO THE
ESTABLISHMENT OF AN RTTC

If the University (U) is designated as the site of a regional teacher-training centre (RTTC), certain steps are recommended to ensure the commencement of programme implementation. The Regional Office (RO) may consider the necessity to discuss details with the Government of the country and with U, recording them in due form.

The parties might wish to spell out:

- (a) that the RTTC will function as a new department of the U and enjoy the same academic standing and maintenance as any other department. The staff of the department, including the department head, will be entitled to the same rights and standing as in any other department of the U;
- (b) the physical facilities which the U will ensure for the RTTC, including premises (specifying their number and approximate surface) and equipment (in detail) (see Appendix);
- (c) the minimum staff requirements of RTTC in terms of academic and secretarial staff (see Appendix);
- (d) the types of activities which the RTTC is expected to perform, namely;

research activities in the field of health personnel education in collaboration with the School of Education (or Tertiary Education Centre) of the U, with other departments of the U and with other health personnel schools of the WHO region;

service to be given in educational matters, whenever required, in the form of consultation, both to the departments of the U and to health personnel schools of the WHO region;

training of teachers in pedagogy both for the U and for the national teacher-training centres (NTTC) in the WHO region in the form of:

- (i) one-year fellowship, which might lead to a Master's Degree in Medical (or Health Personnel) Education, for future full-time leaders of NTTC's;
 - (ii) four to eight-week courses for future part-time instructors of NTTC's;
 - (iii) three to five-day single-topic workshops and one to two-week seminars for teachers;
 - (iv) tailor-made fellowships for teachers, of one to six months' duration;
 - (v) two to four-week workshops on the site of the would-be NTTC's;
 - (vi) seminars and on-the-job training courses for teachers of the U;
- (e) that the RO will provide fellowships for two fellows from the U to enable them to participate in a 12-month Mastership in Education programme at the Inter-regional Teacher Training Centre (IRTTTC); the RO will also provide six to eight fellowships to fellows from the U to enable them to participate in four-week courses at the IRTTTC and to become the part-time teaching staff of the RTTC; and, finally, that RO will provide fellowships to those fellows who will come for training to the RTTC from the NTTC's and

Annex 4

will pay tuition fees for them to the U as agreed. (It could happen that some of these latter fellows might wish to utilize the facilities of the departments of the U either before or after participation in the teacher-training course, taking additional time for exchange of professional experience); the RO will give sympathetic consideration to request short-term consultants to assist in the work of the RTTC; the RO will provide small-scale support for supplies and equipments in the first few years of existence of the RTTC;

(f) that a new Department of Medical Education (which will function as the RTTC) should be established as soon as possible. To this end suitable candidates to start the training activities should be sought by the U and the necessary steps should be taken by RO;

(g) that a two-week on-site full-time training programme (seminar/workshop) should be organized by RO and the IRTTC in 19.. (exact date to be agreed upon later, subject to negotiations between Headquarters, RO, the U and IRTTC) for 12-15 (maximum 20) participants from the U, according to the Memorandum of Agreement between the World Health Organization and the University of Illinois (paragraphs 2c and 9-12). The expenses will be covered by the RO. The U will provide the necessary facilities.

APPENDIX

MINIMUM SPACE, EQUIPMENT AND STAFF REQUIREMENTS FOR AN RTTC

Space:	1 office	15 m ²	-	150 sq ft (Director)
	1 office	15 m ²	-	150 sq ft (Assistant-Director)
	1 office	25 m ²	-	250 sq ft (Secretaries)
	1 office	15 m ²	-	150 sq ft (1 year and 1-3 month fellows)
	2 offices	15 m ²	-	150 sq ft (12 participants, short-term training programme
		15 m ²	-	150 sq ft or part-time staff)
	1 classroom	25 m ²	-	250 sq ft
Total: 7 rooms				
		<u>125 m²</u>	-	<u>1250 sq ft</u>

Materials and supplies: stationery, carbon and other paper etc.

data processing expenses

= \$ 500 per year

Equipment:

- 1 overhead projector
- 5 x 5 slide projector
- Tape recorders
- Blackboards
- 12 desks, chairs
- 6 filing cabinets
- 1 videotape recorder
- 10 videotapes
- 2 dictaphones
- 1 transcriber for dictaphone
- 3 typewriters
- 1 Xerox copier
- 1 mimeograph
- 15 chairs and table space 13 m² - 130 sq ft for classroom

- Staff:
- 1 Director (full-time)
 - 1 Assistant-Director (full-time)
 - Part-time staff (M.D. with limited training in educational science, or educationalist with orientation in medical (health professional) education)
- total equivalent to two full-time staff
 - 2 secretarial and clerical staff

PERT DIAGRAM ON THE IMPLEMENTATION OF THE WHO TEACHER TRAINING PROGRAMME

