



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

INDEXED

Geneva, 2-6 October 1972



THE WHO REGIONS AND THE PREPARATION
 OF MEDICAL AND ALLIED TEACHERS AS EDUCATORS

by

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An earlier paper¹ has outlined the development of the WHO Comprehensive and Coordinated Long-Term Programme for Teachers of Medical and Allied Health Sciences.

The present paper refers to the developments in the WHO Regions, either as part of the Comprehensive Programme, or independent from it. It aims at illustrating variety and trends rather than presenting a complete picture, and is based on a report prepared to this effect by the WHO Regional Offices. Some material has been added mainly from the complete listing of activities - past² and forthcoming³ - given annually in WHO publications.

The rôle of the Regional Offices in teacher training is not new. Some have pioneered a number of activities. A summary was given in the Report of Consultation on Teacher Training for Health Personnel, Geneva, 6-10 October 1969.⁴

¹ Fulöp, T. WHO comprehensive and coordinated long-term training programme for teachers of medical and allied health sciences. (Unpublished WHO document ET/SG/72.10).

² The most recent being: the work of WHO 1971. Annual report of the Director-General to the World Health Assembly and to the United Nations. Off. Rec. Wld Hlth Org., No. 197.

³ The most recent being: Proposed programme and budget estimates for the financial year 1 January - 31 December 1973. Off. Rec. Wld Hlth Org., No. 196.

⁴ Report of Consultation on Teacher Training for Health Personnel, Geneva, October 1969. (Unpublished WHO document PGE/70.1 - ET/INF/72.3).

1. The Regional Committees. The interest of the Member States of WHO in teacher training is practically shown at the Regional Committee Meetings. There the delegates of the governments of each region approve relevant provisions in the proposed annual programmes and budgets for the region, which will form part of the Director-General's proposals.¹

In addition, the Regional Committees pass resolutions which show the prevailing climate of opinion. For instance, they have resolved to emphasize teacher training in all fields of health and to promote further the application of modern educational concepts to the education and training of health personnel.² They have urged that all necessary steps possible be taken to assist in making reviews of curricula and their better coverage of the health needs of the Community.³ They have recognized the value of research in the teaching of medicine carried out by the Organization and request the continuation of assistance to countries in studies of this type.⁴ They invite governments to do all in their power to undertake analyses of the available data, with a view to better defining the educational objectives.⁵

Other resolutions recommend Member States to introduce postgraduate programmes in medical teaching methodology in at least one of the existing medical schools in each country and to give priority in existing teacher training on a regional basis.⁶ They request the provision of consultants to help in undertaking evaluation studies, in developing teaching techniques and in reviewing curricula and to provide fellowships and organize training, particularly for faculty members.⁷ They invite the Regional Director to use every available means to accelerate the teacher training programme in Africa and intensify activities concerning applied research in the field of educational methodology and technology for the training of teaching personnel in Africa.⁸ Even more specifically, the Regional Committee has endorsed the proposal that the Medical Faculty of the University of South Wales, Australia, should be considered a suitable site for the Regional Teacher Training Centre.⁹

It is always taken for granted, if not explicitly stated, that when speaking of teacher training, even though the reference may be to medicine, it applies also to the other health professions.

2. The Fellowships. An activity common to all the WHO regions is the awarding of fellowships for advanced study abroad. Some 40 000 fellowships have been granted since 1948.¹⁰ The proportion of those obtained by personnel of teaching institutions is high, 14.7% of the 3317 awards in 1971, not counting the short fellowships for participation in seminars and other educational activities organized by WHO.

¹ The most recent being: Proposed programme and budget estimates for the financial year 1 January - 31 December 1973. Off. Rec. Wld Hlth Org., No. 196

² EUR/RC19/R8 - 12 September 1969.

³ SEA/RC24/R4 - 1 October 1971.

⁴ PAHO-CD19.35 - 1969.

⁵ AFR/RC19/R6 - 10 October 1969.

⁶ EM/RC20A/R10 - 24 September 1970.

⁷ SEA/RC22/R11 - 3 October 1969

⁸ AFR/RC21/R6 - 11 September 1971.

⁹ WPR/RC22/R16 - 26 September 1971.

¹⁰ The most recent being: the work of WHO 1971. Annual report of the Director-General to the World Health Assembly and to the United Nations. Off. Rec. Wld Hlth Org., No. 197

The great bulk of those fellowships to teaching personnel are for studies in various technical fields and only a few in educational science per se. However, some of the advanced courses attended by WHO fellows include instruction in educational methodology. For instance, the WHO/UNICEF Inter-regional Course for Senior Teachers of Child Health, in the part of it which is held in London. Further, to the extent that the study abroad is in institutions where new educational concepts and methods are employed, the fellow stands to improve himself in this area of experience.

3. The assignment of teachers. Another general activity is the assignment of internationally recruited teachers to particular institutions. Again, to the extent that these international teachers utilize the newer educational concepts and methods, their national counterparts and the institutions as a whole stand to profit. The number of teachers assigned to medical institutions (medical schools, nursing schools etc.) at their request and that of the government was 271 in 1971.¹

As in the case of study arrangements for fellows, there is room for giving more attention to the possibilities of imparting better teaching concepts and methods, when assigning internationally recruited teachers.

4. The "Programme" of Teacher Training.² The Consultation on Teacher Training was held in 1969³ and the following year a Memorandum of Agreement on a Comprehensive, Coordinated, Long-term Programme for Teachers of Medical and Allied Health Sciences was signed. In 1971, four of the six WHO Regional Offices proceeded to select the site for Regional Teacher Training Centres, a step essential to the selection of teachers from these institutions for advanced training abroad in education. In general, they obtained the assistance of consultants in selecting the most appropriate institutions and in drafting plans of operations. They started negotiating agreements with the institutions and governments, and started awarding fellowships in connexion with this programme.

By July 1972, the situation was as follows:

AFRO is preparing for the establishment of a Regional Teacher Training Centre in Kampala, Uganda (English-speaking) and another in Yaoundé, Cameroon (French-speaking). AMRO is studying the needs for establishing National Teacher Training Centres. SEARO is preparing for a Regional Teacher Training Centre in Bangkok, Thailand and another in Paradenyia, Ceylon. EURO is studying the situation, while pursuing other activities (see below). EMRO is preparing for a Regional Teacher Training Centre in Shiraz, Iran. WPRO is likewise preparing for a Regional Teacher Training Centre in Sydney, Australia.

The Kampala, Shiraz, Bangkok, Paradenyia and Sydney Regional Teacher Training Centres are most likely to start within 1972.

¹ The most recent being: The work of WHO 1971. Annual report of the Director-General to the World Health Assembly and to the United Nations. Off. Rec. Wld Hlth Org., No. 197.

² FU18p, T. WHO comprehensive and coordinated long-term training programme for teachers of medical and allied health sciences. (Unpublished WHO document ET/SG/72.10).

³ Report of Consultation on Teacher Training for Health Personnel, Geneva, October 1969. (Unpublished WHO document PGE/70.1 - ET/INF/72.3).

5. Other activities in teacher training. The Regional Offices have, in the intervening period, in addition to fellowships and assignment of teachers, continued or initiated various other activities, which, although specifically for Teacher Training in some educational concepts and methods, are nevertheless independent of the "Programme". They are in the form of short courses of meetings. They are listed in the WHO annual publications referred to earlier.^{1,2}

A very limited list of the final reports of these activities is given in Annex 1. They are on display. Their perusal illustrates the expanding interest in educational concepts and methods among senior and prospective teachers and the increasing familiarity with educational terminology. This is, perhaps, not one of the lesser contributions made by these group activities.

6. Forthcoming and envisaged activities. The range of activities of the Regional Offices in teacher training is further indicated by what they will soon be doing or envisage for the future, in addition to those pertaining to the Comprehensive Programme. Expectations are, no doubt, based on past experience, requests received and interest voiced. Examples from three regions provide enough material.

SEARO reports that the topic "teaching methods and educational methodology" will be discussed at the 1973 meeting of the Indian Academy of Medical Sciences, with the cooperation of WHO. The Regional Office are arranging that, in their long-term programme of short refresher courses for teachers in various subjects, one topic for such courses will be educational methodology. Further, they envisage, when giving assistance for the establishment of new training institutions, to make provision for its designate and future teachers.

AMRO is pursuing the establishment of a Latin American Centre for Educational Technology in Health (CLATES) at Rio de Janeiro, and envisages organizing two-month courses/workshops there and in Washington, DC, for 20 participants each, as well as holding Human Relations Laboratories in Medical Education, four a year for 12 participants each; organizing workshops on educational methodology research, four a year with 15 participants each; and workshops on educational objectives and curricula planning, four a year for 12 participants each.

EURO, while pursuing its programme for teachers, consisting mainly of meetings and short courses in newer technical fields, has been reviewing the situation. A questionnaire survey, completed in 1971, has shown that the number of existing and planned programmes for teacher training reflects a substantial and growing level of interest in this work; that the currently available resources are much better developed for nursing and allied health professions than they are for physicians and dentists; that there is a broad basis on which teacher training programmes can be further developed; and that the nature of replies received indicate the time is ripe for promoting teacher training activities.³

For the immediate future EURO is already providing for fellowships in medical pedagogy; the organization of a course in teaching methods for nurse educators (one was held in French, the forthcoming is in English and one in Russian is envisaged); and two workshops yearly for training teachers of health personnel (in English, French and Russian). Further, a first conference of Deans of European Medical Schools will include discussion on educational planning, definition of objectives, teaching methods and systems of evaluation.

¹ The most recent being: The work of WHO 1971. Annual report of the Director-General to the World Health Assembly and to the United Nations. Off. Rec. Wld Hlth Org., No. 197.

² The most recent being: Proposed programme and budget estimates for the financial year 1 January - 31 December 1973. Off. Rec. Wld Hlth Org., No. 196.

³ Jason, H. (1971) Report on a questionnaire survey of current and planned teacher training in the health professions in Europe. (Unpublished WHO document E2/62/2 - EURO 6002).

CONCLUSION

The recognition that there is a grave lack of teachers for the health professions, and that the traditional preparation for this task cannot meet the needs, has led to various efforts in special teacher training. The Member States of WHO, individually or collectively through the Organization, have been active in this field.

In this paper the situation in the WHO Regions is sketched, as to developments assisted by WHO for making the competent in a health discipline also competent in teaching it. Reference is made to opinions expressed in recent resolutions of the WHO Regional Committees, to a variety of activities in teacher training pursued by the Regional Offices and to those envisaged for the future. It is a complement to the separate paper on the WHO Comprehensive and Coordinated Long-term Training Programme for Teachers of Medical and Allied Health Sciences.

PARTIAL LIST OF RECENT REGIONAL REPORTS ON GROUP
EDUCATIONAL ACTIVITIES AND MEETINGS IN
EDUCATIONAL SCIENCE AND METHODOLOGY

(Reports available for consultation)

REPORT ON MEDICAL TEACHERS' TRAINING COURSE HELD IN PERADENIYA, CEYLON from 14 November to
2 December 1970 (WHO Project: SEARO 0096) SEA/MED.EDUC/176

REPORT OF THE WORKSHOP FOR MEDICAL FACULTY, UNIVERSITY OF NEW SOUTH WALES, SYDNEY, AUSTRALIA
from 25 November to 10 December 1971. World Health Organization - Regional Office for the
Western Pacific

SEMINAR ON THE TRAINING OF MEDICAL TEACHERS IN PEDAGOGY, SAN REMO, from 18 April to 22 April
1972. EURO 6002/7 Rev.1

REPORT ON MEDICAL TEACHERS' TRAINING COURSE, WORLD HEALTH HOUSE, NEW DELHI, from 7 July to
1 August 1969. SEA/MED.EDUC/128

RAPPORT SUR UNE CONFERENCE-ATELIER METHODOLOGIE DE L'ENSEIGNEMENT MEDICAL, DAKAR, from 5 April
to 17 April 1971. AFR/E&T/49

REPORT ON A WORKSHOP MEDICAL EDUCATION METHODOLOGY, KAMPALA, 12 October to 30 October 1970.
AFR/E&T/48

A HANDBOOK FOR TEACHERS OF HEALTH SCIENCES, May 1970