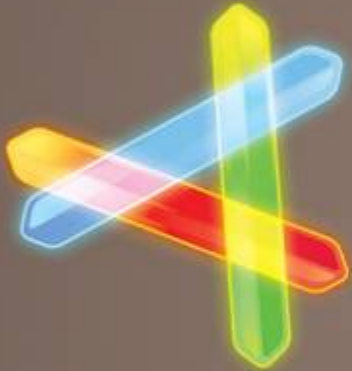


FIP – UNESCO – WHO

**Global Pharmacy Education Taskforce
and UNITWIN project**



Professor Ian Bates
Head Education Development
School of Pharmacy, University of London



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Why is pharmacy education important?

“Inadequate human resources for health, including pharmacists and pharmacy technicians, threatens to undermine all efforts to strengthen health systems and improve healthcare”

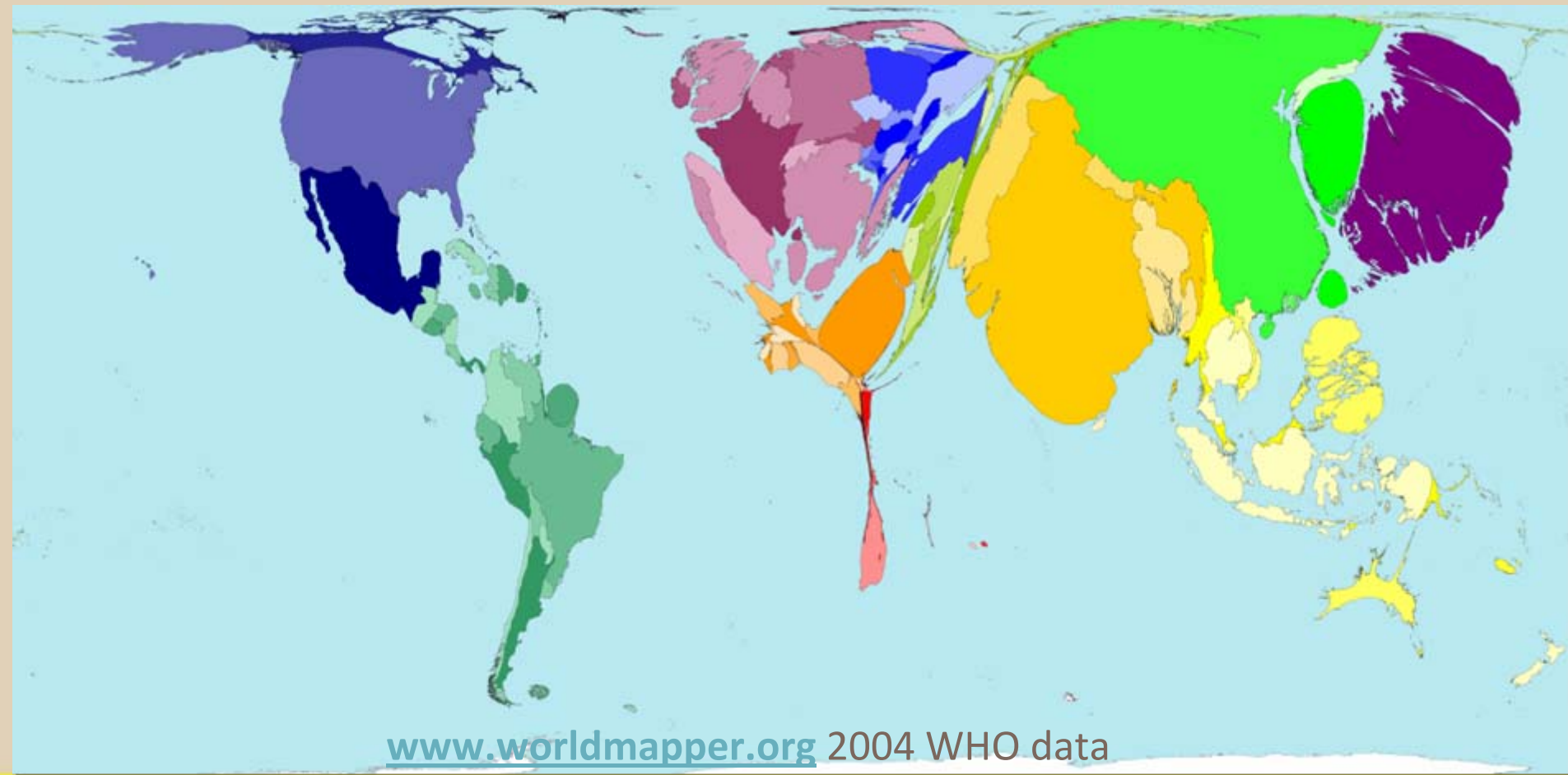
Pharmacy education:
provides capacity, leadership and mechanisms for innovation and delivery of all pharmacy services (science, R&D, policy, medicines expertise, supply)



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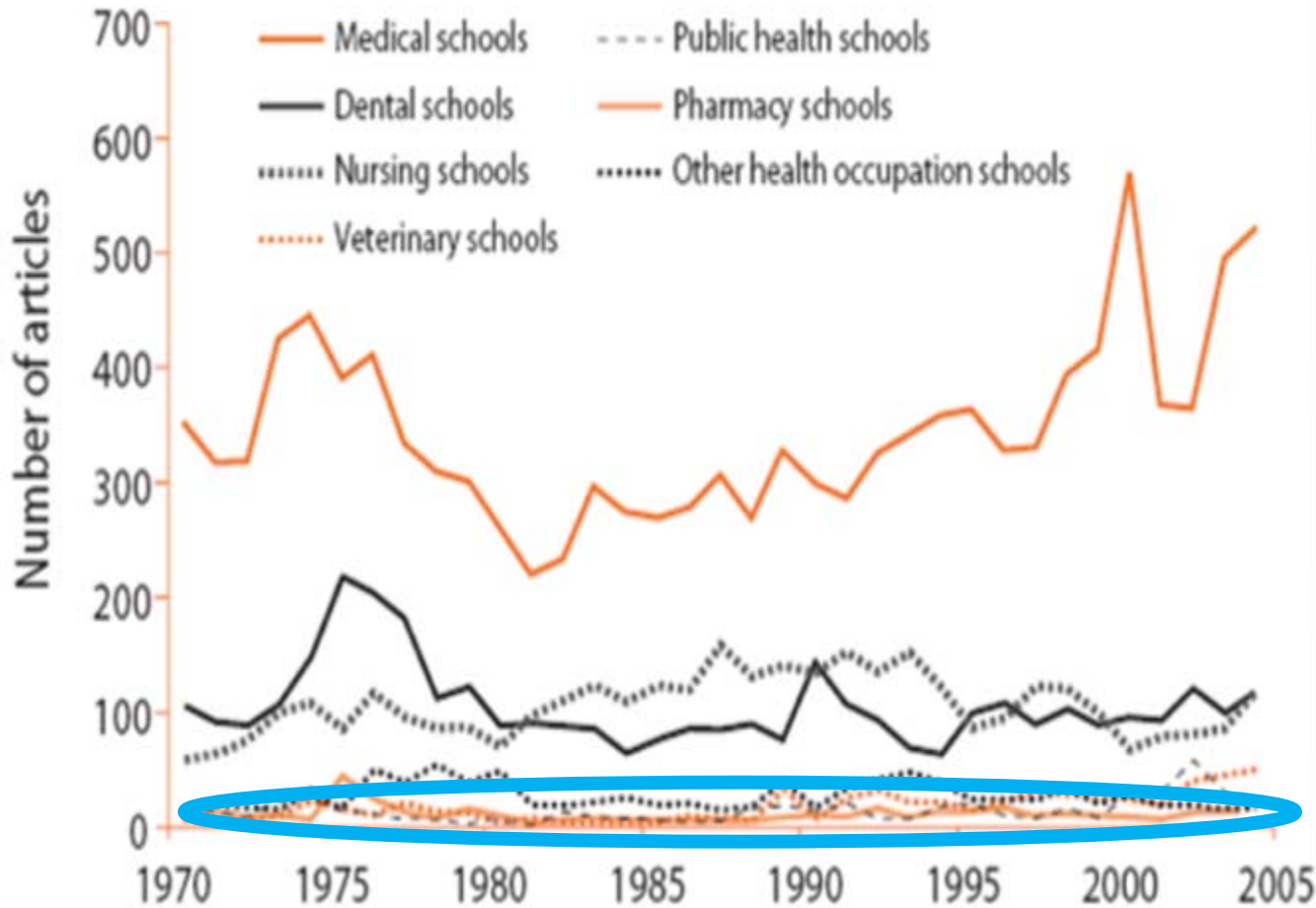
Practitioner workforce – *per capita*



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Pharmacy education evidence gap



Research articles on health professions education

World Health Report 2006.



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...some history

2005

- Executive Committee FIP (International Pharmaceutical Federation)
- Executive identify a clearer role for FIP in education development

2006

- March: meeting of key stakeholders
- August: 1st Global Pharmacy Education Roundtable

2007

- March: establish Pharmacy Education Taskforce and Action Plan
- September: 2nd Global Pharmacy Education Consultation
- November: Action Plan 2008 – 2010, tripartite collaboration negotiation

2008

- March: Launch Action Plan, adopt Taskforce structure and Terms of Reference
- March: UNESCO UNITWIN Global Pharmacy Education Network Proposal
- July: Workshops on competency and international collaboration, establish Community of Practice



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Pharmacy Education Action Plan



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Global Pharmacy Education Action Plan

Needs based

**Vision for pharmacy
education &
developmental
frameworks**

**Academic
& institutional
capacity**

**Quality of
education**

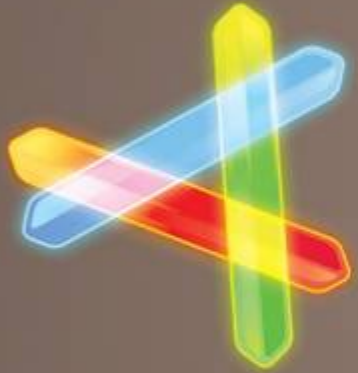
Advocacy Collaboration Evidence Strengthening



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Global Pharmacy Education Taskforce

Themes, Objectives & Projects

Academic and Institutional Capacity

- Gather and interpret data on academic workforce and institution infrastructure;
- Review strategies for academic workforce and institution capacity development at national level;
- Publish report and provide guidance for academic workforce and institution capacity building.



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Avicenna Directories

- WHO and University of Copenhagen
- Database of health professional schools including schools of pharmacy (1000 worldwide)
- Mapping of key domains of interests surrounding education of health professionals and workforce planning
 - quality assurance
 - accreditation of higher education
 - gender
 - licensure and registration requirements.



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Quality Assurance

- Promote excellence in education;
- Provide a forum for information exchange, collaboration and cooperation; facilitate and promote communication;
- Support the establishment and improvement of QA systems
- Global Framework finalized, approved by FIP Bureau and available online at www.fip.org/education



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Competency and Vision

Developmental Frameworks for Practitioners

Realise LLL concepts – provide useful CPD

Enhance health care delivery



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Fuzzy concepts

Competence

(Overarching capacity)

Competences

(Functional, theoretical)

New, modern, exemplary

Competence

- Responsive
- Shopping lists
- Job specific
- Central control
- Adequacy

Generic/creative approaches

- Abstract
- Subject fragments
- Performance deficit
- Provider autonomy
- Isolated excellence

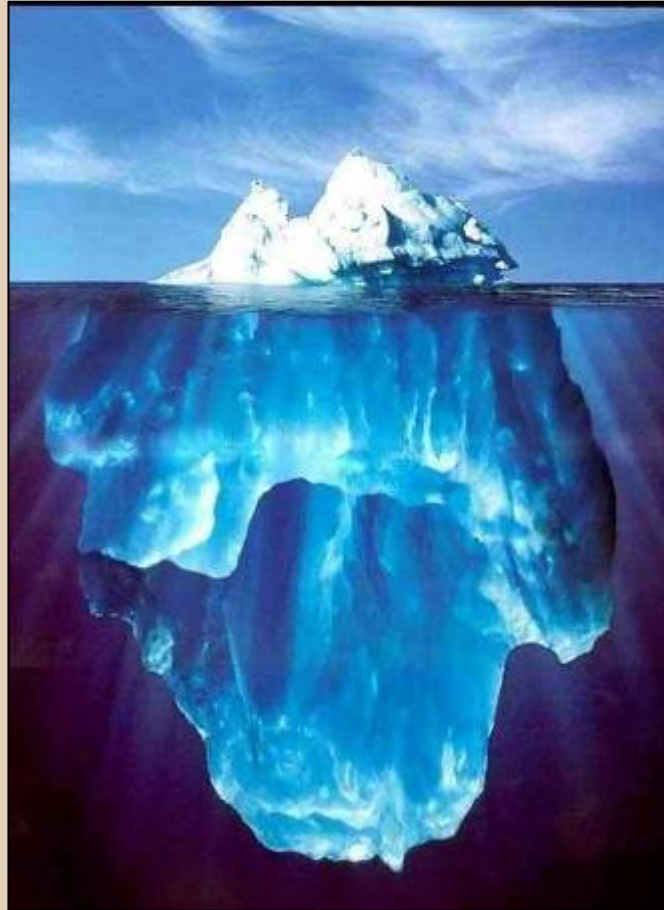


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Competency iceberg

Effective, persistent performance



Knowledge

Skills

Behaviours

Values



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Competency

- Gather and review existing competency frameworks
- Explore cultural influences on competency
- Develop evidence-based professional development frameworks

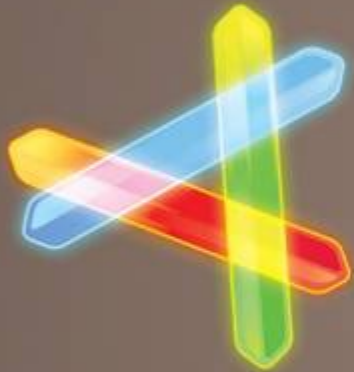


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Country Case Studies

Country Case Studies

To develop a consensus on objectives, principles and elements of methodology for the studies

To inform the Taskforce



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Country case studies project

- In-depth understanding of education development issues and strategies;
- Focus on African region (*Kenya, Zambia, Uganda, Ghana, Ethiopia, Malawi, Tanzania*)
- Identify priorities & needs, advocacy, evidence, sharing and guidance;
- Ground work for pilots & testing



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Country Case Study Workshop 2008

“Our school is to launch graduate programs in clinical pharmacy by January 2009...In spite of this huge plan, the school does not have any clinical staff or experts in pharmacy administration.”

- Dr Sultan Suleman, Dean of the School of Pharmacy, Jimma University, Ethiopia

“All the pharmacists currently working within Zambia have all been trained from abroad or overseas, except for pharmacy technicians...Over some time, the country realized that foreign-trained pharmacists did not address the needs of the country effectively.”

- Dr Lungwani Muungo, Head, Pharmacy Department, University of Zambia



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Priority Setting

	Low priority	High priority
High collaboration value	Utilisation of skills to education (<i>reducing the 'disconnect' between education and practice</i>)	Curriculum issues (<i>integration of science and practice</i>); supply chain issues; enforcement of regulation (<i>eg. quality of facilities</i>)
Low collaboration value	Having workforce meet the needs of community; ethical practice regulation; clarifying roles of pharmacy workforce	Increasing workforce; teacher training and capacity



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3rd Global Education Consultation 2008

- Report on results of pilot country case study from Ghana and Zambia in August
- Challenges of pharmacy education in Africa
- Proposal for development of a *global platform* for pharmacy education
- Next steps for the Taskforce



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2008 Workshop outcomes

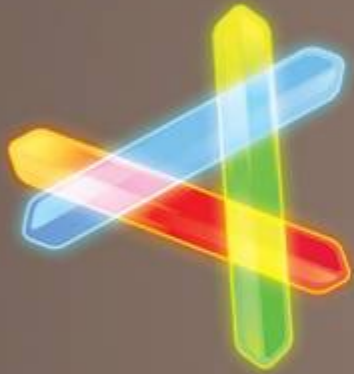
- Need for curriculum development and skills development
- Need for an “African” model of pharmacy education - based on local needs.
- Current facilities and infrastructure are inadequate or barely adequate
- Internet is available, but lack of bandwidth creates problems
- Importance of engaging stakeholders, particularly the media, to promote policy changes



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Global Pharmacy Education
UNITWIN project

UNITWIN

- Network of schools of pharmacy to enable the sustainable development of the pharmacy health workforce; (N=30)
- A resource base and collaborative forum for exchange, research and capacity building dedicated to tackling challenges of academic capacity, quality assurance of educational systems and workforce competence; fostering excellence.
- Foster a focus on Africa and the empowerment of women academics and scientists



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Pharmacy Education Taskforce FIP – WHO – UNESCO (Schematic)

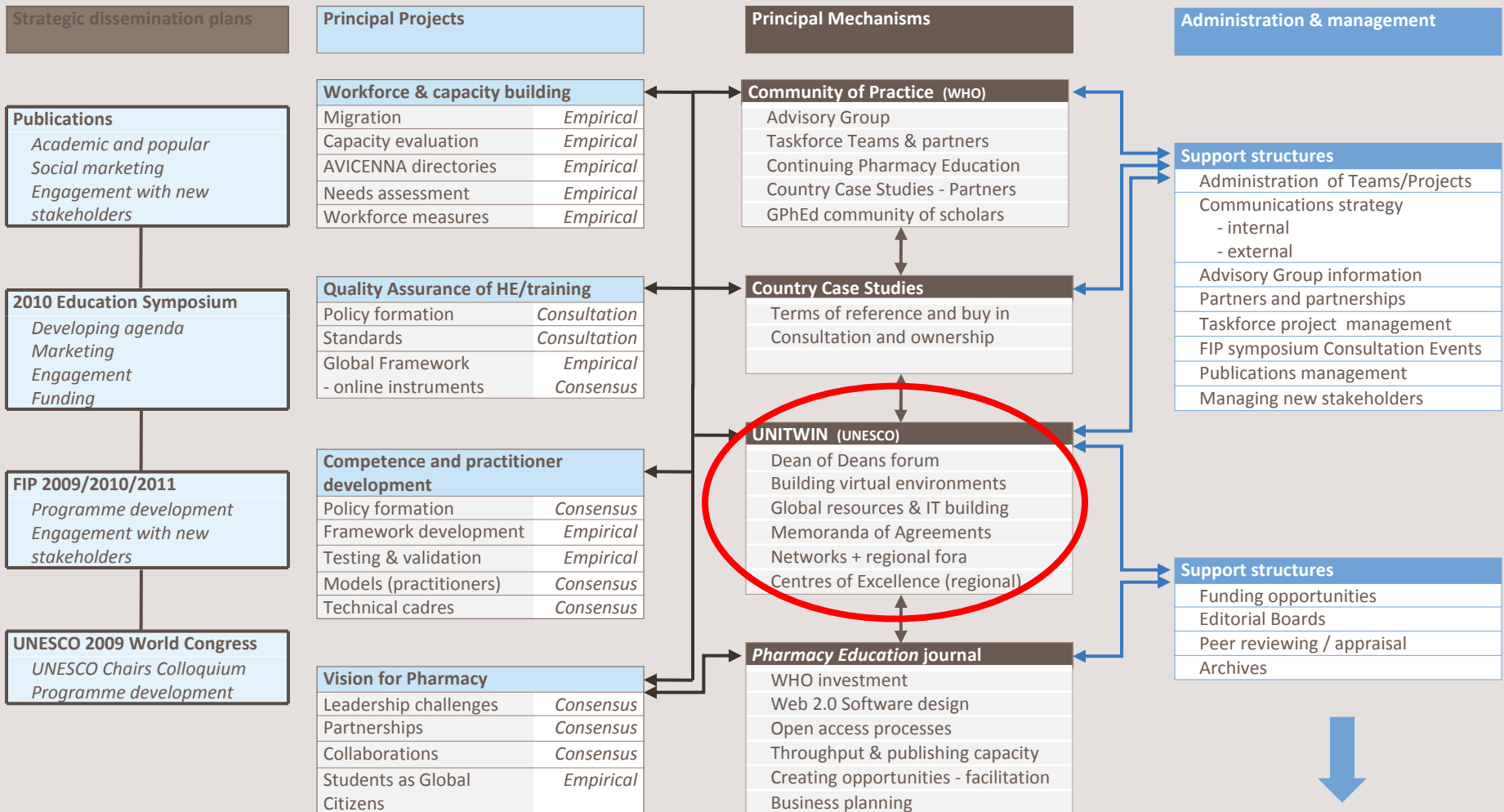


Table box = Principal Action: Each row approximates to an individual project (with some overlap)
 The Taskforce has around 14 active project and management strands (rows)[Jan 09]

The Taskforce is receiving resource support from FIP, WHO, FIP Collaborating Centre, Nottingham University, ACCP. The Taskforce has a significant reliance on goodwill.

Global Platform for Pharmacy Education

- Platform should be web-based and include digital meetings and discussions as well as face-to-face components
- Need for shared & accessible resources
- Scope should be both “transnational” and national



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Transnational education...



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UNITWIN Network



...and finally...the “Vision” thing?

workforce

development

performance

effectiveness

learning
competence

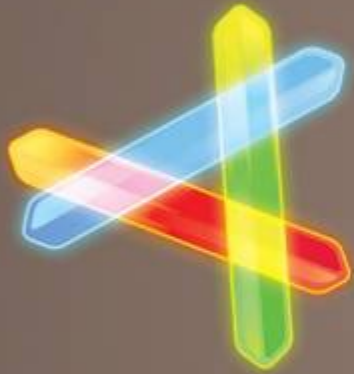
saving lives



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Contact: education@fip.org

Website: www.fip.org/education