



WHO UNESCO FIP Pharmacy Education Taskforce

Newsletter
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News and Updates

Presentations from **FIP Congress 2009 in Istanbul** are available online via the **Members Only** area of the FIP Website. In addition, videos of certain sessions are also available. You can access links at http://www.fip.org/www/?page=mo_im_fl_presentations. You must be a member of FIP to access the presentations.

The website for the upcoming **FIP Congress in Lisbon, Portugal, 28 August to 2 September 2010**, is now live at <http://www.fip.org/lisbon2010/>. Register before 1st May to get the Early Bird Fees.

The Taskforce is organising a pre-conference satellite symposium for FIP Congress 2010 in Lisbon entitled **“How to develop academic capacity to ensure seamless education.”** Please mark your calendars for Saturday, 28th August 2010. More details to follow.

The **Project Team for Quality Assurance** will hold a session during FIP Congress 2010 in Lisbon. Mark your calendars for Monday 30 Aug from 12.30-13.30. Project Lead for QA Mike Rouse will chair the event, entitled **“The Updated Global Framework for Quality Assurance of Pharmacy Education.”**

Special Announcement

The Taskforce COP has two sub-communities which you can join if you wish to be further involved in Taskforce work:

1. Quality Assurance (QA) is one of the three Taskforce domains and is a continuation of the FIP International Forum for Quality Assurance of Pharmacy Education. The QA project team’s current objectives under the Action Plan 2008-2010 are to: 1. Validate and further develop the Global Framework for Quality Assurance of Pharmacy Education; 2. Examine accreditation and quality assurance models and systems in country case studies; and 3. Provide guidance for quality assurance system development. The Project Lead for the Quality Assurance team is Mike Rouse; he can be contacted at mrouse@acpe-accredit.org.

2. Continuing Pharmacy Education (CPE) is recognised as one of the domains of the Pharmacy Education Taskforce, though not one of the four priority areas outlined in the Global Pharmacy Education Taskforce Action Plan 2008-2010. However, CPE will likely be addressed as a focus area in the future, a subcommunity has been set up with the intention that it be a member-driven forum that can evolve and expand over time. The objectives of the Continuing Pharmacy Education COP are to: 1. Provide a member-driven forum to promote and facilitate international networking, information exchange and collaboration in the area of continuing pharmacy education, including continuing professional

development, certification and specialization 2. Provide a member-driven central source of information and resources associated with continuing pharmacy education; and 3. Establish an international network that will provide a foundation for future PET work in this area of pharmacy education.

To become a member of either the Quality Assurance and/or Continuing Pharmacy Education sub-communities, please contact Sarah Whitmarsh, Communications Liaison, at education@fip.org.

Special Report

This month we're featuring a special report by Ms Zoe LIM, BPharm (Hons.), MSc., a doctoral student at the Division of Social Research in Medicines and Health, School of Pharmacy, University of Nottingham. Her project falls under the Academic and Institutional Capacity domain of the Taskforce.

Institutional Capacity Development for Needs- Based Pharmacy Education in Sub-Saharan Africa

Access to quality essential medicines is one of the most basic health services. However 'access', as defined by World Health Organisation, includes not only geographic accessibility but also affordability, acceptability and physical availability. These functions suggest that within any country, an appropriately trained health workforce is needed to coordinate medicines management from the system level to the patient level.

Unfortunately, the distribution of health workforce, including pharmacists, is severely skewed toward developed nations. Indeed, pharmacists and pharmacy support personnel in many countries are too few in number and trained at a critically insufficient scale to be able to ensure consistent access to quality essential medicines. Sub-Saharan Africa is the region which has the most severe shortage of pharmacy workforce (Wuliji, 2009, Chan and Wuliji, 2006). One of the most fundamental solutions to scaling up of the pharmacy workforce is to increase the number of qualified pharmacists via pre-service higher education.

Recognising the need to ensure a sustainable pharmacy workforce relevant to local needs and build the local capacity of pharmacy higher-education institutions, the International Pharmaceutical Federation (FIP) launched the Pharmacy Education Taskforce with the World Health Organization (WHO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) in March 2008 after a series of global consultations on pharmacy education. The Taskforce is a collection of stakeholders representing various global, regional and country networks with the shared goal of coordinating and catalysing actions to develop pharmacy education. The taskforce is working on implementing its action plan with seven sub-Saharan African case study partners. Part of the action plan is to examine the issue of academic capacity and this where this PhD is focused.

Perhaps related to historic colonization, the higher education system in sub-Saharan Africa has tended to adopt a western template despite a lack of evidence that this model is appropriate for the local needs (Teferra and Altbach, 2003). In pharmacy education, Anglophone countries have generally adopted a western Bachelor of Pharmacy model. This curricular template has resulted in under-responsiveness of the pharmacy workforce toward local pharmaceutical needs (e.g., supply chain management, tropical infectious diseases), under-utilisation of pharmacists' skills, brain drain to developed countries (where the skills are a better fit) and ineffective use of national resources in education/employment of pharmacists. It is therefore of foremost importance to establish locally determined educational needs.

Termed as 'needs-based education' (Anderson et al., 2009), educational/training needs of pharmacy students should align with local pharmaceutical needs and/or other health-related needs as perceived by the local community. In this case, the 'community' is comprised of multiple stakeholders whose perceived needs and priorities might vary. Examples of stakeholders for pharmacy education include governments,

employers like hospitals and private pharmacies, pharmacy faculty members, pharmacy professional bodies, pharmacy students, practising pharmacists, etc.

The aim of this PhD project to explore what these 'needs' are and how one stakeholder's needs differs from another's. The first research objective seeks to answer questions such as: What is/are the purpose(s) of pharmacy education? And what roles and responsibilities do stakeholders desire pharmacists to have?

Educational needs could not be achieved without capacity support from the stakeholders. Hence the level of support from different groups of stakeholders is investigated by the second research objective:

- What could stakeholders contribute to institutional capacity development in sub-Saharan Africa?
- What opportunities are there for university-stakeholder collaboration/partnerships?

Since there is no prior research evidence on this issue, qualitative research methods will be used to explore stakeholders' opinions, attitudes and perceptions. An in-depth case study will be conducted in one of the sub-Saharan African countries, where stakeholders for pharmacy education in the country will be interviewed. Semi-structured interviews will be used to allow stakeholders to freely express their views. Focus groups will be also be used to generate more ideas among "non-official" stakeholders, for instance pharmacy students. At the same time a documentary analysis of public documents (e.g. policy papers, health/education reports, organisation charts, mission statements) will take place.

Themes generated from Phase one qualitative research will then be used in Phase two of the project to develop strategic adaptable tools for developing academic capacity. These tools should be made generic for use in all seven participating countries in the WHO UNESCO FIP Pharmacy Education Taskforce Country Case Studies and potentially others in sub-Saharan Africa. The exact method for Phase two study is dependent on findings from Phase one.

ANDERSON, C., BATES, I., BECK, D., BROCK, T., FUTTER, B., MERCER, H., ROUSE, M., WHITMARSH, S., WULJI, T. & YONEMURA, A. (2009) *The WHO UNESCO FIP Pharmacy Education Taskforce. Human Resources for Health*, 7, 45.

CHAN, X. H. & WULJI, T. (2006) *Global Pharmacy Workforce and Migration Report: A Call for Action. Portugal, International Pharmaceutical Federation.*

TEFERRA, D. & ALTBACH, P. G. (2003) *Trends and Perspectives in African Higher Education. IN TEFERRA, D. & ALTBACH, P. G. (Eds.) African Higher Education: An International Reference Handbook. Bloomington, Indiana University Press.*

WULJI, T. (2009) *2009 FIP Global Pharmacy Workforce Report. The Hague, International Pharmaceutical Federation.*

Resources

The FIP Young Pharmacists Group (YPG) is now calling for applications for its **Grant for Professional Innovation 2010**. The Grant consists of **€ 1,000** for the implementation of a project by a young pharmacist/pharmaceutical scientist. Projects can stem from any field of pharmacy (pharmacy practice, pharmaceutical science and/or pharmacy education) but should directly or indirectly benefit or improve health of communities and demonstrate the value-add of pharmacy on health. Pending the acceptance of a project report, the Grant recipient may additionally be awarded a fully-paid trip to attend the 71st FIP Congress in Hyderabad, India in September 2011. For more information about criteria and eligibility, view the FIP-YPG website http://www.fip.org/www/?page=menu_ypg or contact the YPG Steering Committee at ypg@fip.org. The deadline is 1st April.

IPSF (International Pharmaceutical Students' Federation) Development Fund is calling for applications for the **Student Exchange Programme Grant for 2009-2010**. Through the Student Exchange Programme, more than 600 students worldwide receive opportunities to work in community, hospital, industrial,

administrative or academic pharmacy sectors in other countries in order to learn about pharmacy education, research and practice outside their home nations. The deadline for submission is 15th March 2010. Applications can be requested from **Jenna Carmichael, Development Fund Coordinator, at df@ipsf.org**.

The **BBC World News** documentary series "Kill or Cure" broadcasted a new documentary this month featuring struggles of health workers in both developed and developing countries. A short version of the episode, "Doctors and Nurses," is available at <http://rockhopper.tv/programmes/306>.

The World Health Organization and partners invite you to join the **Health Professionals Global Network (HPGN)** Virtual Global Discussion Forum Working Together for Health on the topic: How can inter-professional collaboration in education and practice contribute to better health outcomes? The discussion will take place from 1-12 February 2010. For more information, go to www.hpgn.org.

Events

World Health Professions Conference on Regulation will take place 18-19th February in Geneva. More information is available at <http://www.whpa.org/whpcr2010/>.

The **International Conference on Research in Human Resources for Health** will be held in Rio de Janeiro, Brazil, on 9-11 June 2010. It is hosted by the Social Medicine Institute, University of the State of Rio de Janeiro and jointly organised by WHO Department of Human Resources for Health. To register, please RSVP to conferenciarhs@ims.uerj.br.

The Global Health Workforce Alliance, the Prince Mahidol Award (PMA) Conference and the World Health Organization are jointly convening the second **Global Forum on Human Resources for Health** in Bangkok, Thailand in the first quarter of 2011. <http://www.who.int/workforcealliance/forum/2011/en/index.html>.

Contact

If you would like more information about the Pharmacy Education Taskforce or have any feedback on the Taskforce Newsletter, please contact Sarah Whitmarsh, Communications Liaison, at education@fip.org. If you have any information you would like to include in this newsletter, please also send it to her by the 15th of each month.

Project Team Leads

Project Team Leads are responsible for overseeing and developing activities in each priority domain of work to achieve the Action Plan's objectives.

Academic and Institutional Capacity – Claire Anderson, claire.anderson@nottingham.ac.uk

Vision and Competency – Ian Bates, ian.bates@pharmacy.ac.uk

Quality Assurance – Mike Rouse, mrouse@acpe-accredit.org