

**WORLD HEALTH
ORGANIZATION**



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SEVENTH MEETING OF DIRECTORS OR
REPRESENTATIVES OF SCHOOLS OF
PUBLIC HEALTH

January 1977

Iran, 3 - 10 March 1977

LIST OF BASIC DOCUMENTS

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|---|---------------------------|
| 1. Provisional Agenda | EM/VII MTG.DIR.SCHLS.PH/1 |
| 2. Provisional Programme | EM/VII MTG.DIR.SCHLS.PH/2 |
| 3. Provisional List of Participants | EM/VII MTG.DIR.SCHLS.PH/3 |
| 4. Progress reports and highlights of the development in public health teaching/research/community services since the last meeting at Manila in 1975 | EM/VII MTG.DIR.SCHLS.PH/4 |
| 5. The role of Schools of Public Health and Departments of Community Medicine in Research on the delivery of health care and health manpower development with particular emphasis on Primary Health Care - background paper by Dr. Ch.M.H. Mofidi | EM/VII MTG.DIR.SCHLS.PH/5 |
| 6. Trends in the integrated development of Health Services and Manpower and their Implications for Higher Education in Public Health - background paper by Dr. T. Fülöp | EM/VII MTG.DIR.SCHLS.PH/6 |

BACKGROUND MATERIAL

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| - Conclusions and Recommendations of the Sixth Meeting of the Directors or Representatives of Schools of Public Health Manila, 10 - 14 March 1975 | Extract from Document ref.
ICP/HMD/17 |
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CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations of the meeting were as follows:

- 5.1 In many countries the responsibilities for health services development and health manpower development are invested in different organizations, in spite of the fact that they ought to form integral parts of a national health development plan. There is need for close cooperation and collaboration between those responsible for the delivery of health services and for the development of health manpower, so that one integrated programme may be formed, bringing these elements together in accordance with the new concept of health services and manpower development (HSMD).
- 5.2 Health workers represent a spectrum of skills, from the top specialist physician to the front line health worker (including traditional healers), and all should be viewed and included in plans as an integrated whole. The classification of these workers is difficult in view of differences in task descriptions and specific conditions of each country and particularly in the absence of a standard terminology. Further attempts to solve this problem based on the evaluation of functions are highly desirable and should be undertaken by the Schools.
- 5.3 Schools of public health and departments of community health should recognize that they have a responsibility to influence members of the medical profession, particularly those in teaching and at health services decision making levels, to see the need for integrated health services and manpower development planning and to recognize their own important role in its implementation.
- 5.4 The schools should be responsible for or promote the training of health workers at all levels of the health services and manpower pyramid, as public health related knowledge, skills and attitudes are obviously necessary at all those levels.
- 5.5 The schools have a major responsibility in the training of teachers of all kinds for staffing present or future institutions, and for training health personnel with due regard to educational planning and processes. Another important role of the schools is the training of health leaders, managers, planners and specialists; and every necessary measure should be taken to include such activities in their teaching programme. Development of programmes at post-graduate level is highly desirable to meet these demands and also to prevent brain drain. It is recommended that WHO should offer the kind of support necessary for development of such capacity to those schools that have the potential for such endeavours.

5.6 Governments should note that although the number of qualified health specialists appears insufficient in many countries, unfortunately, many of those available are deployed in jobs which make little demand on their special skills. This practice is not only wasteful but also detrimental to the morale of those who had hoped to devote their lives to public health.

5.7 The schools have an important role to play in evaluating health and medical services and in this connexion they should also teach the appropriate methodology. Operational research projects and studies related to the delivery of health and medical care are being carried out by some schools of public health and departments on a pilot basis. These should be further developed, particularly in primary care; and those schools that have not yet embarked on this type of research are urged to initiate programmes in this field.

Participants suggested the following as possible topics for discussion at future meetings:

(a) The role of the school of public health in the development of primary care.

(b) Methodology of evaluation of health and medical services.

(c) Preparation of teachers for institutions training health personnel.

(d) Task analysis of health workers at various levels of service and their classification.

(e) The perception people have of changing attitudes to health and disease.

(f) Reasons why doctors are not attracted to public health careers, and how the situation can be improved.