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Ministry of Health and Medical Education

September 2002
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      and Parliamentary Affairs

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Introduction

Islamic Republic of Iran with its expanded Primary Health Care delivery network has made possible the accessibility of services for all over the country. Approximately twenty million rural inhabitants are living in more than sixty thousand villages and have access to services through “Health Houses” and “Rural Health Centers” and more than forty million urban inhabitants through “Urban Health Centers” and “Urban Health Posts”.

By integration of medical education with health care delivery services and establishment of “Ministry of Health & Medical Education”, workforce training for health has reached an acceptable base line fortunately nowadays all the workforce for different branches in medical science are being trained inside the country.

The unique situation of integrated health care delivery and medical education sectors in Islamic Republic of Iran makes it possible to think about a functional model for integration of different activities within a comprehensive infrastructure, and it is a valuable experience, which shows the best “Elite Relationship” for development in health sector.

"Elite Relationship"
Some International Approvals

- Prof. Walton, the former chief of the World Federation of Medical Education (WFME), called the integrated system in Iran as an appropriate model in 21st century.

- In 1995 UNESCO stated that higher education should be in harmony with the needs of the community, since responsibility taking & accountability of the universities against the needs of the people is considered as a hot issue in the world. The system ought to be able to meet the demands of the society, because universities cannot be completely independent & should be responsible against people's needs.

- WFME held several meetings with the cooperation of WHO from 1988 to 1995, mainly focusing on close relations between the medical education & health care delivery systems.

- In 1995 Eastern Mediterranean Conference was held in Alein in the United Arab Emirates in which the Ministers of Health attended. The conference also put emphasis on COME (Community Oriented Medical Education) which means, the cooperation between medical education & health care service delivery.

Comparing some development indexes in Health Sector before and 16 years after integration:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1984</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The no. of physicians</td>
<td>14000</td>
<td>70000</td>
</tr>
<tr>
<td>2 The ratio of physicians per 1000 population</td>
<td>0.39</td>
<td>1.04</td>
</tr>
<tr>
<td>3 The no. of beds (educational &amp; non-educational)</td>
<td>50760</td>
<td>104400</td>
</tr>
<tr>
<td>4 The no. of full time faculty members</td>
<td>3153</td>
<td>9000</td>
</tr>
<tr>
<td>5 The ratio of the students in postdoctoral programmes to all medical students</td>
<td>2.30%</td>
<td>10%</td>
</tr>
<tr>
<td>6 The no. of Medical &amp; Paramedical Faculties</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>8 The no. of Medical Universities</td>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td>9 The no. of Medical articles in Medical Univ.(per year)</td>
<td>160</td>
<td>1847</td>
</tr>
<tr>
<td>10 The no. of Medical journals</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>11 The no. of research centers</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>12 Transplantation</td>
<td>6</td>
<td>1217</td>
</tr>
<tr>
<td>13 Sending patients abroad for treatment</td>
<td>11000</td>
<td>200</td>
</tr>
<tr>
<td>14 Controlling population growth</td>
<td>3.80%</td>
<td>1.30%</td>
</tr>
<tr>
<td>15 Reduction of Maternal Mortality Rate</td>
<td>140</td>
<td>37.4</td>
</tr>
<tr>
<td>16 Reduction of Infant Mortality Rate</td>
<td>51</td>
<td>26</td>
</tr>
<tr>
<td>17 Reduction of child mortality (under 5 year)</td>
<td>70</td>
<td>33</td>
</tr>
<tr>
<td>18 Vaccination coverage against 7 contagious diseases</td>
<td>20%</td>
<td>95%</td>
</tr>
<tr>
<td>19 The need for foreign medical workers</td>
<td>3153</td>
<td>0</td>
</tr>
</tbody>
</table>
Ministry of Health and Medical Education (MOHME) was established in 1985 in order to coordinate the activities in medical education and health care delivery services, and its mission was defined as follows:

Mission: “Provide the proper health care & medical education to community for health promotion.”

Goal: “To ensure the availability of the right workforces, right quality and quantity of them, at the right places, for right jobs & tasks, and the right time.”

Strategy: “Strengthening country capacities to optimize development and utilization of their human resources for health.”

Policy: “MOHME is responsible for all aspects of planning, leadership, supervision and evaluation of health services in the country, including training & educating of human resources for health at all levels.”

Rules: According to the “Third Five-years National Development Plan”, MOHME is bound to allocate the percentage of budget for HRD and design & implement the need-assessment for training and educating on human resources in health sector and establish the comprehensive & continuing system for HRD.

Objectives:

1. Promoting and supporting coordinated efforts by health authorities, professional bodies, and schools of health sciences to study and implement new patterns of practice and working conditions.
2. Promoting the reorientation of technical and professional education in health sciences.
3. Provision of guidance, models, and methods for the evaluation and revision of training programs.
4. Optimizing the production, distribution, and utilization of good quality learning materials.
5. Promoting continuing education processes.
According to the organogram of MOHME three undersecretaries (as marked by *) are responsible for human resources development, training, and education in health sector.

The universities of medical sciences and health services are the authorities for health and medical education in the provinces, as the larger administrative divisions of the country. The chancellors of the universities are fully authorizes in their areas and act as deputy ministers in their provinces.

Different levels of "Comprehensive Health Delivery System" are as follows:

- **First Level**: Health Houses (rural) and Health Posts (urban).
- **Second Level**: Health Centers (rural and urban).
- **Third Level**: District Health Centers and District Hospitals / Management of the DHC.
- **Fourth Level**: Provincial Health Centers & Specialized Hospitals / Teaching Hospitals / Universities of Medical Sciences.
- **Fifth Level**: Ministry of Health & Medical Education / Responsible Deputies.
HRD for Health in I.R IRAN
The duties of said-undersecretaries related to HRD, briefly as follows:

1 Undersecretary for Health Affairs is responsible for:
   - Behvarz (CHW) training
   - Female Health Volunteers training

2 Undersecretary for Educational & Universities Affairs is responsible for:
   - Educating
     - Health Technicians
     - Bachelor of Sciences (BS)
     - Master of Sciences (MS)
     - Medical Doctors (MD)
     - PhD Courses
     - Medical Specialists
   - Continuing Education
     - Medical Doctors
     - Specialists
     - Dentists
     - Pharmacists

3 Undersecretary for Management and Resources Development & Parliamentary Affairs is responsible for:
   - Managers training
   - Staff training

In general, the training and educational modules address the following subjects:

a. Primary Health Care as part of the overall health system,
b. Master Plan for PHC implementation,
c. Peripheral services and training of personnel,
d. Appropriate technology in response to local needs,
e. District health system management,
f. Support through supervision, research, and continuing education,
g. Community-oriented medical education,
h. Trainings in PHC,
i. Community participation and intersectoral collaboration,
j. New challenges.

HRD for Health in I.R IRAN
1. **Undersecretary for HEALTH Affairs**

**A  The experience of Behvarz Training**

The staffs in Health Houses, i.e. Behvarzes, are chosen from among the natives (males & females) according to specific rules and regulations and are trained in Behvarz Educational Centers. This great experience started in 1979 and continues up to now.

**General Qualifications**

*Education:*
- Having at least Diploma in different courses,

*Being native:*
- They should be from one of the villages covered by a Health House,

*Age:*
- **Female:** at least 18 years & at most 28 years
- **Male:** at least 18 years & at most 30 years

**The number of Behvarzes based on the rural population in Health Houses:**

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Behvarzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per 1000 rural population</td>
<td>1</td>
</tr>
<tr>
<td>Up to 2000</td>
<td>2</td>
</tr>
<tr>
<td>From 2001 to 3000 people</td>
<td>3 Behvarzes(2 women &amp; 1 man)</td>
</tr>
<tr>
<td>Population under 500</td>
<td>1 Behvarz</td>
</tr>
<tr>
<td>Health Houses covering more than 6 villages</td>
<td>An extra male Behvarz</td>
</tr>
</tbody>
</table>

For the time being there are 32500-trained Behvarz (male & female) who deliver necessary services in Health Houses.

**B  The experience of Female Health Volunteers**

In the late 60s The Ministry of Health tried ‘The project of female health volunteers’ to solve the health problems in the southern suburbs (in the margin of cities). The project was noticeably successful and has been done as ‘The program of female health HRD for Health in I.R IRAN’.
volunteers’ since 1993 throughout the country. It is in fact an indicative of public cooperation in promoting social health.

**General Qualification**

- They are chosen from among the women in the region,
- The ability to read & write (the initial levels of schooling is acceptable),
- Enjoying publicity,
- Having enough time,
- Being interested & motivated

The number of Female Health Volunteer according to urban population (the margin of large cities):

One female health volunteers per 50 households

**Quantitative development:**

- 39 Universities and faculties,
- 276 districts,
- 1959 active urban health units.

There are 55000 female health volunteers in the country who take part in educational & empowering programs according to the agreement between the health authorities & them.
2. **Undersecretary for EDUCATIONAL & UNIVERSITIES Affairs**

A **Education in the following courses:**

Health Technicians, Bachelor of Sciences, Master of Sciences, Doctors (MD), Ph.D.

Medical Specialists.

Medical universities and schools are the authorities for medical education leading to medical certificates. The related tables clearly demonstrate the quantitative growth from 1985 to 1997 after which there was a reduction in the said trend (quantitative growth) and much more attention was paid to qualitative growth.

<table>
<thead>
<tr>
<th>Degree &amp; Certification</th>
<th>1991-2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technician</td>
<td>77502</td>
</tr>
<tr>
<td>Bachelor</td>
<td>96116</td>
</tr>
<tr>
<td>Master</td>
<td>6357</td>
</tr>
<tr>
<td>Doctorate</td>
<td>55861</td>
</tr>
<tr>
<td>Speciality</td>
<td>517</td>
</tr>
<tr>
<td>Board certified</td>
<td>11530</td>
</tr>
<tr>
<td>Sub speciality</td>
<td>252</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>248135</td>
</tr>
</tbody>
</table>

The Number of Medical Universities Graduate during 10 years (1991-2000)

There are also EDC¹ in Undersecretaries for Educational Affairs, which consider the development of medical education seriously.

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¹ Educational Development Centre

**HRD for Health in I.R IRAN**


HRD for Health in I.R IRAN
The Growth of Medical and Paramedical Students in Public and Private Sectors

<table>
<thead>
<tr>
<th>Year</th>
<th>Public and affiliated Universities</th>
<th>Public and non-affiliated Universities</th>
<th>Azad University</th>
<th>Qom Fatemeh University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>89485</td>
<td>3182</td>
<td>30124</td>
<td>430</td>
</tr>
<tr>
<td>1996</td>
<td>99666</td>
<td>3958</td>
<td>30754</td>
<td>490</td>
</tr>
<tr>
<td>1997</td>
<td>100646</td>
<td>4201</td>
<td>28553</td>
<td>638</td>
</tr>
<tr>
<td>1998</td>
<td>107804</td>
<td>4268</td>
<td>29772</td>
<td>932</td>
</tr>
<tr>
<td>1999</td>
<td>111912</td>
<td>4300</td>
<td>31048</td>
<td>1056</td>
</tr>
</tbody>
</table>

The Number of Medical and Paramedical Students in Public and Private Sectors

HRD for Health in I.R IRAN
B  Continuing Education

In 1990, in order to implement Act-85 on the necessity of enhancing medical knowledge, an act called: “The necessity of training and retraining the medical community” was approved, which was followed by a 5-year experimental course. On
21st May 1996 the implementation of the aforementioned Act was approved in Majles. The office of Continuing Education, with the cooperation of universities and research centers, has directed the activity, which is scientific and needed for medical staff and related groups.

There are 44 universities and faculties, 62 scientific-professional associations and 10 research centers that are, in coordination with the O.C.E, working in this field and all people covered by the Act (MDs, Dentists, Pharmacists, Lab Technicians) enjoy various educational programs. The number of programs is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of O.C.E Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>908</td>
</tr>
<tr>
<td>1999</td>
<td>1213</td>
</tr>
<tr>
<td>2000</td>
<td>1544</td>
</tr>
<tr>
<td>2001</td>
<td>1505</td>
</tr>
</tbody>
</table>

There is also two major Information Bank actively involved in this area:

1. Information regarding Continuing Education Programs,
2. Records and experience of the attendants.

The attendants:

- Medical doctors,
- Dentists,
- Pharmacists,
- Lab. Specialists, and
- All licensed medical staff.

Administration:

Since the medical licenses are valid only for five (5) years, the medical staff should obtain 125 scores (about 25 scores annually).

Retraining courses delivered by specific centers at universities are classified under five activities as follows:

- Seminars and Congresses,
- Short-term training courses,
- Retraining programs,
- Research and educational activities,
- Self-training.
Educational Programs are available through the web at http://dme.hbi.dmr.or.ir

WHO has considered the Islamic Republic of Iran as a model in Eastern Mediterranean countries, due to its success in Continuing Education.

Office of Continuing Education is working on providing a comprehensive plan for continuing education & using modern techniques such as Distance Learning Network (DLN) to enhance C.E. quality in the country.
3. **Undersecretary for MANAGEMENT & RESOURCES DEVELOPMENT and PARLIAMENTARY Affairs**

The capacity to plan, produce and manage health personnel and guarantee their career prospects is a determinant factor in human resources development for health.

The bureau responsible for human resources for health is hardly ever structured or given the tools with which to carry out the principal functions of modern-day human resources management, namely planning (qualitative and quantitative determination of staffing needs, identification, projection and programming of those needs), production (training related to needs and job profiles), management (routine, forward-looking, and performance evaluation).

**Target group:**

The training programs are divided into 2 groups, according to the target groups; the managers and the employees.

**The purpose of training:**

- For the newly employed personnel,
- Introducing a new technique to the employees,
- Achieving the standards, i.e. promoting the employees’ academic knowledge continuously as it is done, in an active system.

**The training courses are divided into 3 packages:**

- Training course
- Retraining course
- Preparation course

Each course is classified in other sub-courses as: courses for explaining and clarifying the rules & regulation. The courses for training related to the person’s job, the courses of general training and training related to management improvement. At the end of each course, the attendants receive a license and after 176 hours of training they receive some money equal to their monthly salary and allowances and it is done once a year.
The Number of Ministry of Health and Medical Universities Employees By Education and Years of Experiences.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>&gt;30</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist</td>
<td>2806</td>
<td>1141</td>
<td>996</td>
<td>609</td>
<td>572</td>
<td>317</td>
<td>27</td>
<td>6468</td>
</tr>
<tr>
<td>Doctoral</td>
<td>5963</td>
<td>2269</td>
<td>1030</td>
<td>529</td>
<td>534</td>
<td>311</td>
<td>12</td>
<td>10648</td>
</tr>
<tr>
<td>Master</td>
<td>658</td>
<td>768</td>
<td>863</td>
<td>428</td>
<td>432</td>
<td>315</td>
<td>14</td>
<td>3478</td>
</tr>
<tr>
<td>Bachelor</td>
<td>12942</td>
<td>9345</td>
<td>7381</td>
<td>4529</td>
<td>3806</td>
<td>2144</td>
<td>21</td>
<td>40168</td>
</tr>
<tr>
<td>Associate</td>
<td>10426</td>
<td>5317</td>
<td>3802</td>
<td>2561</td>
<td>2824</td>
<td>1494</td>
<td>14</td>
<td>26438</td>
</tr>
<tr>
<td>Diploma</td>
<td>4960</td>
<td>7057</td>
<td>6444</td>
<td>9498</td>
<td>10878</td>
<td>6908</td>
<td>74</td>
<td>45819</td>
</tr>
<tr>
<td>Under-diploma*</td>
<td>6866</td>
<td>11996</td>
<td>12101</td>
<td>12530</td>
<td>17612</td>
<td>11700</td>
<td>187</td>
<td>72992</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44621</td>
<td>37893</td>
<td>32617</td>
<td>30684</td>
<td>36658</td>
<td>23189</td>
<td>349</td>
<td>20607</td>
</tr>
</tbody>
</table>

* Those who did not finish their studies.
** Gilan University is not calculated.

The Scheme Showing Education and Years of Employment of Human Resources in the "Ministry of Health and Medical Education" and Universities of Medical Sciences.

HRD for Health in I.R IRAN
Educational and Gender Distribution of Human Resources in MOHME and Universities of Medical Sciences
References:

2. Rezaie, Sakinee & etal. Regulation of Behvarz Training Center. MOHME, 2000
3. Sayari, Ali-Akbar. Medical Education "Waiting for Continuous Integration or Separation".