Human Resources for Health leadership and management: a prototype curricula package

Prototype curriculum for an executive short course
Human Resources for Health leadership and management: a prototype curricula package: prototype curriculum for an executive short course

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# Abbreviations

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<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>CU</td>
<td>curricular unit</td>
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<tr>
<td>HLM</td>
<td>health labour market</td>
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<td>HRH</td>
<td>human resources for health</td>
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<tr>
<td>HWF</td>
<td>health workforce</td>
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<tr>
<td>NHWA</td>
<td>national health workforce accounts</td>
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<tr>
<td>SDG</td>
<td>Sustainable Development Goal</td>
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<tr>
<td>UHC</td>
<td>universal health coverage</td>
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<td>WHO</td>
<td>World Health Organization</td>
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Introduction

While the year-long master’s course and the one-month course develop in-depth technical and professional skills across all aspects of human resources for health (HRH) leadership and management, this short executive course concentrates on selected priority competencies required to steer and oversee strategic leadership and policy dialogue in the HRH field.

The conceptualization of this course is informed by the notion of participatory leadership, as well as that of strategic and distributed leadership. The executive course will develop participants’ attitudes, skills and competencies to provide leadership and stewardship in all dimensions of HRH policy and management.

This short course focuses on the stewardship role of senior leaders in HRH, aiming specifically to enhance strategic leadership, strengthen participants’ capabilities to set the vision, strategies, and policies to achieve universal health coverage (UHC). Participants will also be able to facilitate dialogue and consensus-building across multiple stakeholders, ensure good governance that supports the achievement of these goals, and contribute to improved HRH efficiency, effectiveness and performance in diverse health systems and health care settings.

Rationale

The increasing complexity of society, including health systems, requires a systemic thinking approach that takes into account connectedness, intricate dynamics and sometimes the fragility of health systems. Senior leaders are required to guide and direct innovation and capacity-building and strengthening that are responsive to societal and systems’ needs. This requires awareness and understanding of health systems as interconnected adaptive entities, and the ability to adopt reflective practice and engage multiple stakeholders. This course develops participants’ competencies and their knowledge, skills and attitudes to navigate the global and local policy environment for HRH. Participants will develop both the cognitive aspects of problem solving (causal reasoning, double- and triple-loop learning, logical frameworks, decision-trees, and information integration) and non-cognitive components (motivation, self-regulation, flexibility, adaptability, resilience and partnership building).

HRH strategic decisions result from continuous interaction of diverse actors with varied interests across multiple policy spaces. Strong strategic leadership and stewardship is imperative to generate the necessary political will and availability of resources to advance the HRH agenda. Given many, often conflicting interests, policy-making is not necessarily consensual. Sometimes negotiation is necessary and consensus-building is a process requiring strong leadership to create sustainable solutions. Leadership is necessary to initiate the process, engage and collaborate with key stakeholders, and encourage them to adopt a partnership approach.

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a Distributed leadership is provided throughout the system, and participatory leadership implies that all stakeholders within the system contribute to overall leadership. As such, leadership in complex and rapidly-changing contexts, needs to be "alert, agile, adaptive, action- and outcome-oriented, and accountable to all stakeholders".
General characterization of the executive short course

Study cycles
The course is offered in two parts: a mandatory one-week (40–45 hours) facilitated course – either face-to-face or on a virtual platform with interaction between presenters and participants; and an optional (recommended) additional week (40 hours) of self-study. The total course duration is 2 weeks 80–85 hours. Depending on the institutional rules of the course provider, a certificate of attendance can be offered for the completion of the first module, and a certificate of completion at the end of week 2 upon satisfactory demonstration of achieving the learning objectives and satisfactory completion of the formative and summative assessment. Week 1 would usually not contain any assessments, given the character and brevity of the course. However, depending on local contexts, some institutions might consider the daily reflections and the presentations delivered at the end of week 1 as a formative assessment.

Target audience
The course targets a mix of audiences potentially engaged with HRH strategy development, advocacy, policy, planning, information and communication and interpretation of HRH intelligence, namely:

- Senior technical, policy-making and managerial staff in national and provincial/state/regional ministries of health, involved in strategic decision-making, policy development, planning and implementation, either for general HRH development or for specialist areas, e.g. information systems, training, workforce planning and projections, and financing.
- Senior decision-makers responsible for policies for finance, labour, education, social affairs or foreign affairs whose work intersects with health workforce (HWF) policy.
- Leaders of professional organizations – regulatory councils, specialization boards, professional associations – technical staff of international agencies and nongovernmental organizations, or senior technical and managerial staff involved in HRH policy matters.
- Other interested public health professionals who aspire to acquire additional competencies in HRH policy, leadership and management.

Approach to teaching and learning
The course proposes an integration of theory and practice through small groups or pair work, simulations and practical exercises. The sequence of synchronous\(^a\) and asynchronous\(^a\) activities are structured to meet the learning objectives of each module. The amount and proportion of synchronous and asynchronous activities may be adapted to the preferences and standards of the educational institution that offers the course, taking into consideration participants’ resources and availability.

With minor variations, the curricular units stimulate peer learning and propose presentations, seminars, discussions and sharing of experiences, and systematic reflection and planning. These are complemented with readings, input from experts and engagement in case studies.

\(^a\) Synchronous learning activities are those in which a group of students engage in learning at the same time regardless if there is teacher contact or the activities take place in-class or online. Asynchronous learning activities describe forms of education, instruction, and learning that do not occur in the same place or at the same time.
The final task will be an outline of a strategic leadership intervention that can be implemented in the participants’ institutions. This and other products prepared by the participants will form the basis for formative and summative assessments of achievement of the learning objectives.

Considering the approach to teaching and learning, the educational modalities may vary depending on the prior level of knowledge and experience of the participants. In order to minimize this variability and to ensure minimum shared standards, it is recommended that participants engage in some preparatory reading before the beginning of the course.

**Minimum institutional requirements**

The course may be offered by academic institutions accredited by the national authorities for higher learning but also by nationally or internationally accredited continuing professional education providers, complying with relevant legislation.

**Post-course evaluation**

As with the master’s course and the one-month course, the evaluation of the executive short course will be based on Kirkpatrick’s Four Level Training Evaluation Model. Participant and tutor feedback will be gathered immediately after course completion (level 1); a course assessment will measure the level of learning (level 2); and an evaluation of the course's impact (levels 3 and 4) will be made through an online questionnaire to participants 6 and 12 months after completion of the course. If participants were nominated by an employer to attend the training, their supervisor will also receive an online questionnaire 12 months after course completion. Levels 3 and 4 evaluations are not easy to implement and the implementing institution should decide on how this may be achieved and then develop a detailed evaluation approach based on the above framework.

**Course structure, learning outcomes and learning objectives**

The executive course consists of two modules broken down into curricular units (CUs): six CUs for Module 1 and one comprehensive CU for Module 2. Each CU is further subdivided into learning sessions of different lengths. Module 1 is an intensive learning experience of 40–45 hours, whose impact can be maximized if participants complete the essential reading in advance of the course work (10 hours). This is highly recommended, but feasibility will depend on local circumstances. Module 2 is a practice-based assignment focused on a strategic leadership intervention in the participants’ organizational context (40 hours).

Table 1 specifies the course learning outcomes and, for each module, the CU learning objectives.
### Table 1 Learning outcomes and learning objectives

<table>
<thead>
<tr>
<th>Course learning outcomes</th>
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<tbody>
<tr>
<td>By the end of the executive course, participants should be able to:</td>
</tr>
<tr>
<td>• understand the requirements of development and management of the HWF, including linkages with other health system functional areas such as financing and service delivery.</td>
</tr>
<tr>
<td>• critically interpret HRH evidence and information and apply this to policy.</td>
</tr>
<tr>
<td>• develop and implement good governance arrangements that support participatory leadership in HRH.</td>
</tr>
<tr>
<td>• mobilize and engage multiple stakeholders to coordinate policy dialogue and consensus-building in HRH policy-making and implementation.</td>
</tr>
<tr>
<td>• set the vision and strategies to effectively steward the HRH agenda.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning objectives of Module 1, CU 1: HRH environment and introductory concepts</th>
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<tbody>
<tr>
<td>• Discuss the role and scope of HRH in the context of the global health agenda: Sustainable Development Goals (SDGs), UHC and the WHO Global strategy on human resources for health: Workforce 2030.</td>
</tr>
<tr>
<td>• Identify and describe the different components of health systems and HRH: Workforce 2030.</td>
</tr>
<tr>
<td>• Differentiate between the components of developing and managing a sustainable HWF.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning objectives of Module 1, CU 2: Principles, theories and practices of HRH leadership and management</th>
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</thead>
<tbody>
<tr>
<td>• Describe the nature and role of leadership, governance and stewardship for different aspects of HRH.</td>
</tr>
<tr>
<td>• Identify linkages between HRH and other health system functional areas, including financing, information systems and service delivery.</td>
</tr>
<tr>
<td>• Characterize the role of policy, politics, stakeholder engagement and evidence-informed policy dialogue for shared decision-making.</td>
</tr>
<tr>
<td>• Describe the process to conduct a stakeholder analysis in HRH policy-making.</td>
</tr>
<tr>
<td>• Identify the considerations in developing and negotiating a national HRH strategy/plan.</td>
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<table>
<thead>
<tr>
<th>Learning objectives of Module 1, CU 3: HLM dynamics</th>
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<tbody>
<tr>
<td>• Recognize and explain the importance of the health labour market (HLM) to inform the HRH policy development process.</td>
</tr>
<tr>
<td>• Identify and describe the different components, dynamics and flows of the HLM.</td>
</tr>
<tr>
<td>• Interpret findings of the analysis of the dynamics of the HLM and articulate relevant policy options.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning objectives of Module 1, CU 4: HRH education</th>
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</thead>
<tbody>
<tr>
<td>• Describe the characteristics of education systems in relation to labour market dynamics and challenges.</td>
</tr>
<tr>
<td>• Explain the strategic relationship, problems and bottlenecks between HRH education systems and accreditation, regulation and licensing mechanisms to ensure the quality of graduates.</td>
</tr>
<tr>
<td>• Identify key elements in the selection, training and socialization of students to ensure HRH education necessary to align education programmes with health system and population needs.</td>
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<table>
<thead>
<tr>
<th>Learning objectives of Module 1, CU 5: From HRH data to information and research systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the sources and types of evidence and data available for HRH decision-making.</td>
</tr>
<tr>
<td>• Describe the relevance and utility of evidence and data for HRH decision-making.</td>
</tr>
<tr>
<td>• Discuss the factors in the design and implementation of information, research and communication systems and projects to support HRH.</td>
</tr>
<tr>
<td>• Describe key concepts of national health workforce accounts (NHWA), their approach to implementation and how to use them to inform and monitor HRH policies.</td>
</tr>
</tbody>
</table>
Learning objectives of Module 1, CU 6: Evidence for policy: enabling a learning health system

- Develop capacity to “Get Research into Policy and Practice” (GRIPP).
- Develop technical and/or research questions related to HRH policy issues, drawing on themes, lessons and tools introduced in the module.
- Select appropriate strategies and methodologies to obtain answers to the questions.
- Plan relevant interventions to answer leadership and management questions.

Learning objectives of Module 2

- Identify a priority HWF challenge to be addressed in the participant’s professional/geographical context.
- Analyse the determinants and features of the problem identified.
- Describe the evidence required to identify relevant policy options.
- Identify the inputs needed (data, evidence, stakeholder engagement) to address the issue.
- Mobilize and engage multiple stakeholders for advocacy and/or shared policy-making and/or strategy development.
- Articulate different interventions/options considering advantages and disadvantages, and available resources.
- Present and communicate technical findings/policy options to relevant audiences through the production of a technical report.

The contents of the executive course are aligned with the key themes defined for the three courses, which are organized around the policy levers for HRH development: HRH context and environment, HRH leadership and management, HLM dynamics, health worker education and training, HRH information and research. The sequence in which the modules are offered requires some flexibility to allow institutions offering the course to adapt it to the specific profile of participants.

Week one will be offered face-to-face – either classroom based/residential or on a virtual platform that allows continuous interaction between presenters and participants. It will involve presentations, simulation exercises, case studies, discussion on lectures, readings and other materials provided, group work, peer engagements and individual reflections, which continuously link the content and discussions of the course to participants’ professional practice. Taking into account the extensive experience of the target audience, the course will focus on peer learning and interaction through group discussions, sharing of experiences, systematic reflections and planning. This is complemented by expert inputs, readings and engagement with case studies.

Given the limited time available in the course, participants will be sent a number of resources to review several weeks in advance, which will ease the learning process and maximize peer interaction and tutor-facilitated learning during the course. This resources will depend on the implementing institution but should include the following:

Week 2 consists of approximately 40 hours of self-study, mentoring, virtual peer engagement, engagement with workplace-based colleagues, and submission of a practice-based assignment for purposes of assessment and continuous mentoring and coaching to accompany the participant in the application of competencies acquired in the work setting.

**Facilitator’s guide and case studies**

The Prototype curriculum for an executive short course is supported by a Prototype curriculum for an executive short course: facilitator’s guide, which includes a more detailed description of contents, session outlines, essential and optional reading lists, followed by a chapter containing pertinent case studies.
Module 1: HRH Leadership and Governance

Module 1 consists of six curricular units distributed over five days:

Day 1, CU 1: HRH environment and introductory concepts – 6.5 hours
Day 2, CU 2: Principles, theories and practices of HRH leadership and governance – 6.5 hours
Day 3, CU 3: HLM dynamics – 3.5 hours
Day 3, CU 4: HRH education – 3 hours
Day 3, CU 5: From HRH data to information and research systems: developing capacity to mobilize evidence (session 1) – 2 hours
Day 4, CU 5: From HRH data to information and research systems: developing capacity to mobilize evidence (sessions 1 and 2) – 3.5 hours
Day 4, CU 6: Evidence for policy: enabling a learning health system (sessions 1 and 2) – 3 hours
Day 5, CU 6: Evidence for policy: enabling a learning health system (sessions 2 and 3) – 5 hours

Wrap-up and course evaluation – 1.5 hours

Add 1.5–2 hours of reading and reflection every evening.

Tables 2 to 7 describe Module 1’s six CUs in detail.

Table 2 Module 1, Curricular Unit 1

<table>
<thead>
<tr>
<th>CU 1</th>
<th>HRH environment and introductory concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe</td>
<td>6.5 hours</td>
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</table>

Learning objectives

- Discuss the role and scope of HRH in the context of the global health agenda: SDGs, UHC and the WHO Global strategy on human resources for health: Workforce 2030
- Identify and describe the different components of health systems and HRH.
- Differentiate between the components of developing and managing a sustainable HWF.

Programmatic content

- Key international debates (SDGs, UHC, other global developments).
- Introduction to fundamentals of systems thinking.
- HRH as a health systems function.
- HRH in the context of UHC.
- Introduction to the field of HRH: overview of key dimensions (policy, planning, the HLM, economics, legal issues, information systems, education) and of different HRH functionalities across different levels of government.

Sessions

1.0 Introduce and clarify the aims of the course as a whole and allow the students to introduce themselves (40 minutes).
1.1 Introduction to the SDGs, the UHC agenda, and national and global development priorities (30 minutes).
1.2 Health systems and the role and rationale of HRH in the functioning of health systems (50 minutes).
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1.3 The field of HRH: overview of the dimensions of HRH (policy, planning, the HLM, economics, legal issues, information systems, education) and the most recent strategic developments (1 hour 30 minutes).

1.4 Global strategies for HRH (1 hour 30 minutes).

1.5 Country case study: leadership in HRH in Thailand (1 hour 30 minutes).

Recommended reading

https://apps.who.int/iris/handle/10665/44204

https://apps.who.int/iris/bitstream/handle/10665/250368/9789241511131-eng.pdf?sequence=1

https://apps.who.int/iris/handle/10665/43342

Additional bibliographic resources

https://www.thelancet.com/action/showPdf?pii=S2214-109X%2815%290104-X

http://apps.who.int/iris/bitstream/handle/10665/259460/9789241513357-eng.pdf?sequence=1

https://www.who.int/healthsystems/publications/healthy_systems_coverage.pdf


Table 3 Module 1, Curricular Unit 2

| CU 2 Principles, theories and practices of leadership and governance for HRH |
|---|---|

| Timeframe | 6 hours |

Learning objectives

- Describe the nature and role of leadership, governance and stewardship for different aspects of HRH.
- Identify linkages between HRH and other health system functional areas, including financing, information systems and service delivery.
- Characterize the role of policy, politics, stakeholder engagement and evidence-informed policy dialogue for shared decision-making.
- Describe the process to conduct a stakeholder analysis in HRH policy-making.
- Identify the considerations in developing and negotiating a national HRH strategy/plan.
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Programmatic content

- State-of-the-art leadership and governance concepts including what is meant by "good governance", multisector data governance, gender-transformative and participatory leadership and governance, and why it is important in the health sector.
- Leadership skills for good governance: leading in complex health systems; leading in times of uncertainty (e.g. risk and emergency situations).
- Power, politics and policy of HRH.
- Governance within the context of public service administration.
- Stakeholder engagement, stakeholder analysis and policy dialogue.
- Importance of multisectoral collaboration.

Sessions

2.1 State of the art of leadership and governance – theory and practical examples. Good governance, its prerequisites and importance for health sector management, including for multisectoral data governance (1 hour 10 minutes).

2.2 Power, politics and policy in HRH, including considerations for public sector administration (2 hours 10 minutes).

2.3 Stakeholder engagement, policy dialogue and multisectoral collaboration in HRH in the context of public service administration (1 hour 30 minutes).

2.4 Developing a national HRH strategic plan (1 hour 30 minutes).

Recommended reading

https://gh.bmj.com/content/bmjgh/4/Suppl_9/e001115.full.pdf

https://www.hfgproject.org/health-governance-concepts-experience-programming-options/


George A. Human resources for health: a gender analysis: Background paper prepared for the Women and Gender Equity Knowledge Network and the Health Systems Knowledge Network of the WHO Commission on Social Determinants of Health, Kochi; 2007.

https://www.tandfonline.com/doi/abs/10.1080/08039410.2006.9666348

https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-018-2994-0

https://www.intrahealth.org/resources/human-resources-health-strategic-planning

https://apps.who.int/iris/handle/10665/44263

https://www.who.int/publications/i/item/9789241514446


Table 4 Module 1, Curricular Unit 3

CU 3
HLM dynamics

| Timeframe     | 3.5 hours |

Learning objectives

- Recognize and explain the importance of the HLM to inform the HRH policy development process.
- Identify and describe the different components, dynamics and flows of the HLM.
- Interpret findings of the HLM dynamics analysis and articulate relevant policy options.

Programmatic content

- HLM framework: concepts and relevant dimensions, analysis design and implementation.
- Context, current situation and policy levers on the HLM to attain UHC, including the relationship between HLM analysis and the NHWA.
- HLM analysis: practical experience (case study, simulation exercise, etc.) on implications of an HLM analysis on local/national HRH strategies.

Sessions

3.1 Introduction to HLM concepts, frameworks and policy issues: lecture followed by debate (2 hours).
3.2 Practical experiences on HLM strategies, approaches and contexts: case studies and reading guide, virtual forum (requires availability of technology) (1 hour 30 minutes).

Recommended reading

https://www.who.int/publications/i/item/health-labour-market-analysis-9-july-2020


https://www.who.int/publications/i/item/9789240035546

https://www.who.int/publications/i/item/9789240035546

https://apps.who.int/iris/handle/10665/324911

https://openknowledge.worldbank.org/bitstream/handle/10986/13824/82557.pdf;sequence=5

https://apps.who.int/iris/handle/10665/271428

Additional bibliographic resources

https://openknowledge.worldbank.org/handle/10986/5951


http://dspace.unza.zm/handle/123456789/5862

http://doi.org/10.4103/2224-3151.206743

https://apps.who.int/iris/handle/10665/259360/9789241513111-eng.pdf?sequence=1

https://www.who.int/publications/i/item/9789241514446

https://www.scielo.br/j/csc/va27n4p1165v22/
lang=en

https://human-resources-health.biomedcentral.com/articles/10.1186/s12960-017-0264-6


http://doi.org/10.3917/spub.180.0019

http://www.mdpi.com/2071-1050/10/2/333
### Table 5 Module 1, Curricular Unit 4

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<th>CU 4 HRH education</th>
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<tbody>
<tr>
<td><strong>Timeframe</strong></td>
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#### Learning objectives

- Describe the characteristics of education systems in relation to labour market dynamics and challenges in ensuring an adequate supply of HRH for health system needs and HLM demands.
- Explain the strategic relationship, problems and bottlenecks between HRH education systems and accreditation, regulation and licensing mechanisms to ensure the quality of graduates.
- Identify key elements in the selection, training and socialization of students to ensure health worker education necessary to align education programmes with health system and population needs.

#### Programmatic content

- Characteristics and challenges of HRH education.
- Economics of HRH education.
- Data indicators for HRH education, measurement challenges and the ISCED classification (health and welfare).
- Key international experiences in HRH education.
- Regulation, accreditation and licensing of HRH education.
- Governance, management and implementation of education policies for health workers.

#### Sessions

4.1 Key themes in HRH education for the 21st century: matching supply with demand from a quantitative and qualitative viewpoint; the transformative education agenda; role of informational technology (IT) and eHealth in virtual and blended learning; interprofessional education; social accountability of health education institutions (student selection criteria, fee policy, rural recruitment, gender, affirmative action policies, etc.); regulation of private sector education providers; balance between pre-service education and in-service training; the role of education in addressing rural–urban maldistribution of health workers, etc.

4.2 The role of HRH in ensuring good governance for quality, appropriateness, and accessibility of HRH education.

#### Recommended reading


Table 6 Module 1, Curricular Unit 5

CU 5
From HRH data to information and research systems: developing capacity to mobilize evidence

Timeframe

| Timeframe | 3.5 hours |

Learning objectives

- Identify the sources and types of evidence and data available for HRH decision-making.
- Describe the relevance and utility of evidence and data for HRH decision-making.
- Discuss the factors in the design and implementation of information, research and communication systems, and projects to support HRH.
- Describe NHWA key concepts, implementation approaches and how to use them to inform and monitor HRH policies.

Programmatic content

- Overview of key resources and data sources (personnel information systems; observatories; ministerial, social security and professional councils’ websites and portals; libraries; registers), bodies of literature, and tools (e.g. NHWA) for HWF evidence; classification systems (e.g. ISCO, ISIC, ISCED).
- Design and implementation of appropriate HRH information systems and the link with health information systems.
- Design and implementation of appropriate HRH research.
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Sessions

4.1 Overview of HRH data and information sources and systems (2 hours).
4.2 Overview and discussion of HRH research approaches and initiatives (1 hour 30 minutes).

Recommended reading


Additional bibliographic resources

CU 6
Evidence for policy: enabling a learning health system

Timeframe
9.5 hours (this includes 1.5 hours for wrap-up and evaluation)

Learning objectives
- Develop capacity for Getting Research into Policy and Practice (GRIPP).
- Develop technical and/or research questions related to HRH policy issues, drawing on themes, lessons and tools introduced in the module.
- Select appropriate strategies and methodologies to obtain answers to the questions.
- Plan relevant interventions to answer leadership and management questions.

Programmatic content
- Converting policy questions into information needs.
- Identification and mobilization of evidence.
- Evidence-based HRH planning.
- Presentation and debate of intervention, with stakeholder engagement and policy dialogue approaches.

Sessions
6.1 Understanding the relevance and principles of Getting Research into Policy and Practice for HRH leadership (1 hour 30 minutes).
6.2 Group work to discuss and present case studies (3 hours 30 minutes).
6.3 Presentation of participants’ projects and discussions (3 hours).
6.4 Course wrap-up and evaluation (1 hour 30 minutes).

Recommended reading
https://pdfs.semanticscholar.org/5bb5/f10eb92547039b7fa4efbad9d3728a457700.pdf

https://doi.org/10.1186/s12992-016-0209-1

Additional bibliographic resources
http://apps.who.int/iris/bitstream/handle/10665/259460/9789241513357-eng.pdf?sequence=1


https://apps.who.int/iris/handle/10665/75211

Indicative timetable for Module 1

It is recommended that the course be developed according to the indicative timetable in Table 8, adapted as needed according to context and characteristics of the target audience attending each course.

Table 8 Illustrative indicative timetable of executive course, Module 1*

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8h30–10h30</td>
<td>CU 1/Session 0 Introduction to course and participants (40 minutes)</td>
<td>CU 2/Session 1 State of the art of leadership and governance – theory and practical examples (1 hour 10 minutes)</td>
<td>CU 3/Session 1 Introduction to HLM concepts, frameworks and policy issues (2 hours)</td>
<td>CU 5/Session 1 Overview of HRH data and information sources and systems (2 hours)</td>
<td>CU 6/Session 2 Continuation of case study work: presentations (2 hours)</td>
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<td></td>
<td>CU 1/Session 1 Introduction to the SDGs, the UHC agenda, national and global development priorities (30 minutes)</td>
<td>CU 2/Session 2 Power, politics and policy in HRH, including considerations for public sector administration (50 minutes)</td>
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<td>CU 1/Session 2 Health systems and the role and rationale of HRH on the functioning of health systems (50 minutes)</td>
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<tr>
<td>10h30–11h00</td>
<td>Refreshment</td>
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<tr>
<td>11h00–12h30</td>
<td>CU 1/Session 3 The field of HRH: overview of the dimensions of HRH (1 hour 30 minutes)</td>
<td>CU 2/Session 2 Power, politics and policy in HRH (cont.) (1 hour 30 minutes)</td>
<td>CU 3/Session 2 Practical experiences of HLM analysis and policy (1 hour 30 minutes)</td>
<td>CU 5/Session 2 Overview and discussion of HRH research systems: approaches and initiatives (1 hour 30 minutes)</td>
<td>CU 6/Session 3 Presentation of participants’ projects and discussions (1 hour 30 minutes)</td>
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<tr>
<td>12h30–13h30</td>
<td>Lunch</td>
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<tr>
<td>13h30–15h00</td>
<td>CU 1/Session 4 Global strategies for HRH (1 hour 30 minutes)</td>
<td>CU 2/Session 3 Stakeholder engagement, policy dialogue and multisectoral collaboration in HRH in the context of public service administration (1 hour 30 minutes)</td>
<td>CU 4/Session 1 Key themes in HRH education for the 21st century (1 hour 30 minutes)</td>
<td>CU 6/Session 1 Evidence for policy: enabling a learning health care system (1 hour 30 minutes)</td>
<td>CU 6/Session 3 Presentation of participants’ projects and discussions (cont.) (1 hour 30 minutes)</td>
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<tr>
<td>Time</td>
<td>Session 1</td>
<td>Session 2</td>
<td>Session 3</td>
<td>Session 4</td>
<td>Session 5</td>
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<td>15h30 – 17h00</td>
<td>CU 1/Session 5 Country case study: leadership in HRH in Thailand (1 hour 30 minutes)</td>
<td>CU 2/Session 4 Developing a national HRH strategic plan (1 hour 30 minutes)</td>
<td>CU 4/Session 2 The role of HRH in ensuring good governance for quality, appropriateness, accessibility of health worker education (1 hour 30 minutes)</td>
<td>CU 6/Session 2 Case study work (1 hour 30 minutes)</td>
<td>Wrap-up and evaluation (1 hour 30 minutes)</td>
</tr>
</tbody>
</table>

**Evenings** 1.5 – 2 hours of preparatory readings for the following day and/or reflective journaling focusing on the application of the day’s lessons to participants’ own context.

* if administered as an on-site, face-to-face training course.
Module 2: Practice-based leadership assignment

Module 2 consists of one comprehensive curricular unit (Table 9).

Table 9 Module 2, Curricular Unit 1

<table>
<thead>
<tr>
<th>CU 1</th>
<th>Practice-based leadership assignment</th>
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<td></td>
<td><strong>Timeframe</strong></td>
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</table>

**Learning objectives**

- Identify a priority HWF challenge to be addressed in the participant’s professional/geographical context.
- Analyse the determinants and features of the problem identified.
- Describe the evidence required to identify relevant policy options.
- Identify the inputs needed (data, evidence, stakeholder engagement) to address the issue.
- Mobilize and engage multiple stakeholders for advocacy and/or shared policy-making and/or strategy development.
- Articulate different interventions/options considering advantages and disadvantages, available resources.
- Present and communicate technical findings/policy options to relevant audience, through the production of a technical report.

**Programmatic content**

Themes to be chosen by each participant as appropriate to their own context. Participants will, as a rule, follow these steps in the process of the module:

Step 1: Identify the gap or issue to be addressed.
Step 2: Summarize the evidence you have that demonstrates the gap.
Step 3: Referring to course work, develop an approach to collate the inputs you will need to address the issue:
  - Conduct stakeholder analysis, engage stakeholders (even if simulated);
  - Conduct a desk-based review of relevant available data and evidence;
  - Conduct related analytical work (e.g. HLM analysis).
Step 4: Prepare a concise policy brief that summarizes the gap and the direction that should be taken, supported by evidence, and suggested impact.
Step 5: Engage with and receive feedback from peers and workplace colleagues (online presentations and discussions).
Step 6: Write up the assignment for assessment purposes.

Participants will receive mentoring by course facilitators and/or designated mentors throughout this module.

**Educational approach**

Self-study, reflection and experiential learning to deepen understanding and application of a selected strategic leadership intervention.

**Formative assessment for course**

Participants will develop a technical report summarizing a strategic leadership intervention in their organizational context. This intervention will be shared with peers who attended the course, as well as colleagues in their organizational context. Written reflection on this process will constitute the formative assessment.

**Summative assessment for course**

The structured write-up of the proposed strategic leadership intervention discussed above will form the summative assessment.
Recommended reading

As appropriate, participants will be assisted to find relevant literature and evidence for their chosen topics from the additional readings recommended or other relevant resources.
References


