



## PROF. PETER PIOT

The Prince Mahidol Award Laureate 2013  
In the field of Public Health

**Director of the London School of Hygiene and  
Tropical Medicine, the United Kingdom and  
Former Executive Director of UNAIDS**  
Kingdom of Belgium

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Prof. Peter Piot began his study on HIV/AIDS epidemiology in 1980 while working on Project SIDA, the first AIDS research project in Africa. He then joined the World Health Organization's (WHO) Global Program on AIDS in 1992 and later served as the first Executive Director of UNAIDS between 1994 – 2008. He has played a major role in raising global HIV/AIDS awareness and promoted the inclusion of HIV/AIDS prevention in national development agendas among politicians, businessmen, scientists, and spiritual leaders. He has been instrumental in the rise of the global anti-AIDS movement, championed HIV prevention and lower prices for Anti-Retroviral Therapy, as well as greater access to medication for patients in less developed countries.

## DR. JIM YONG KIM

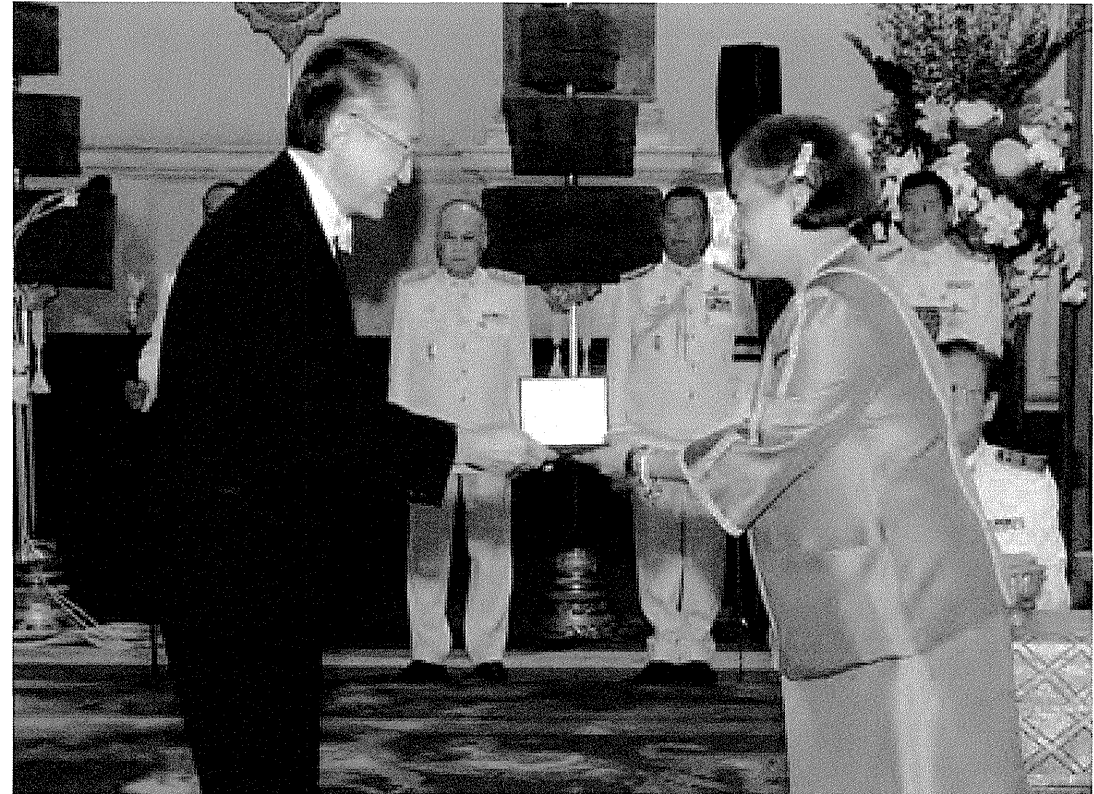
The Prince Mahidol Award Laureate 2013  
In the field of Public Health

**President of The World Bank**  
**Former Director of the WHO's HIV/AIDS Department**  
The United States of America

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Dr. Jim Yong Kim was the leader to promote universal access to anti-retrovirals while serving as Director of the WHO's HIV/AIDS Department. After launching the "3 by 5 initiative" to support HIV/AIDS patients in low- and middle-income countries receiving Highly Active Anti-Retroviral Therapy (HAART), he managed to help 3 million patients to receive this therapy in 2007 by coordinating with UNAIDS, governments and agencies concerned with arranging funding, training courses and capacity building programs for the treatment, reducing the cost of HAART therapies, and enhancing treatment, prevention, and care for HIV/AIDS patients.

The earnest efforts of Prof. Peter Piot, during his tenure as Executive Director of UNAIDS, and Dr. Jim Yong Kim, during his leadership as Director of WHO's HIV/AIDS Department, have made HIV/AIDS treatment and prevention a global agenda, enabling faster, more comprehensive treatment that has saved millions of lives and benefited people's health throughout the world.





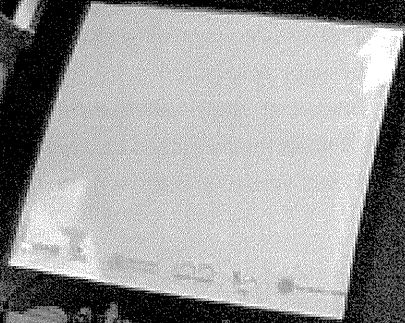
TRANSFORMATIVE  
FOR HEALTH EQUITY



PERENCANAAN  
KEMENTERIAN KESEHATAN MALAYSIA



TRANSFORMASI  
PEMBELAJARAN  
UNTUK KEADILAN



## MESSAGE FROM CHAIRS

### OF THE INTERNATIONAL ORGANIZING COMMITTEE

Recently, there has been a strong movement to foster and deepen health professional education reform in the world, in particular in Africa, Asia and the Americas. These reforms have been supported by various actors, including the Commission on Education of Health Professionals for the 21st Century, the Global Health Workforce Alliance, the Asia Pacific Action Alliance on Human Resources for Health, U.S. Agency for International Development, the President's Emergency Plan For AIDS Relief, the Medical Education Partnership Initiative, the Nursing Education Partnership Initiative, and others.

The imperative for transformation of health professional education has been driven by deepening social concerns over the persistence or worsening of health equity. The equity challenge is conditioned by changing contexts of globalization, cross-border health risk transfer as well as migration of health professionals. These contextual shifts are accompanying transitions in demography of aging and urbanization and epidemiology of shifts from infectious to non-communicable disease threats. All of these changes have highlighted challenges in health care systems, including access and quality, escalating

costs, and the competencies of health professionals to work effectively in these new contexts.

This year, the Prince Mahidol Award Conference has joined forces with international partners including the World Health Organization, the World Bank, U.S. Agency for International Development, Japan International Cooperation Agency, the Rockefeller Foundation, and the China Medical Board, with the support from other key related partners, to host the Prince Mahidol Award Conference 2014.

The Conference theme "Transformative Learning for Health Equity" highlights the need and the opportunity for continued improvement of the health professional's education in order to keep pace with the scientific, social and economic changes transforming the healthcare environment to further advance the health equity agenda.

As Chairs of the International Organizing Committee, we are delighted to welcome you to Bangkok, Thailand to join more than 500 fellow health leaders and educators from around the world. We encourage your active participation and ideas to develop new strategies and interventions in order to transform health professional education systems.



We hope you will be able to take advantage of the varied range of side meetings organized by our partners. Please also take the opportunity to join the field trips that demonstrate Thailand's efforts at health education reform. In addition, please visit the exhibition area, where you will find poster displays that present current health professional education systems in different country contexts. The exhibition area will also honor health professional educators whose work has had a strong impact on the improvement of health care.

We would like to thank the many committed individuals and organizations that have worked together to prepare and execute the plan for this conference, in particular the

international partners, the Prince Mahidol Award Foundation, and the Royal Thai Government. We would also like to express our thanks to all speakers, moderators, discussants, and participants whose wealth of experience and knowledge will benefit us all this week.

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| <b>Dr. Vicharn PANICH</b><br>Chair<br>Prince Mahidol<br>Award Conference<br>Organization | <b>Dr. Marie-Paule KIENY</b><br>Co-Chair<br>World Health<br>Organization | <b>Dr. Timothy EVANS</b><br>Co-Chair<br>The World Bank        | <b>Dr. Ariel PABLOS-MENDEZ</b><br>Co-Chair<br>U.S. Agency for<br>International Development |
| <b>Mr. Kiyoshi KODERA</b><br>Co-Chair<br>Japan International<br>Cooperation Agency       | <b>Dr. Jeanette VEGA</b><br>Co-Chair<br>The Rockefeller Foundation       | <b>Dr. Lincoln C. CHEN</b><br>Co-Chair<br>China Medical Board |  |

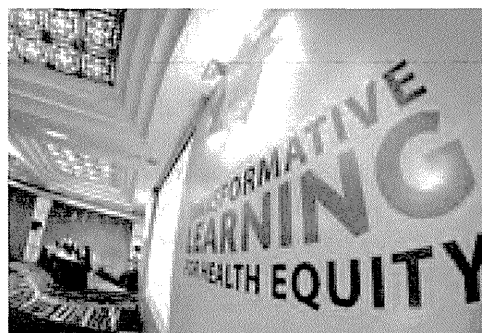


# SUMMARY IN BRIEF

## PROGRAM

### Monday, 27 January 2014

There were 23 side meetings and workshops convened by partners. A list of side meetings is shown in ANNEX IV



### Tuesday, 28 January 2014

There were 5 optional field visit sites, where 91 PMAC participants attended.



### Wednesday 29 – Friday 31 2014

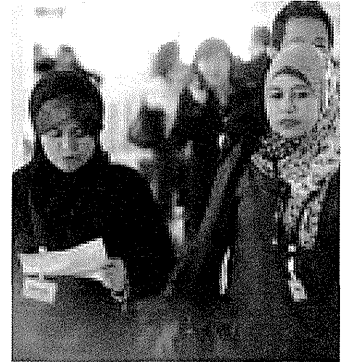
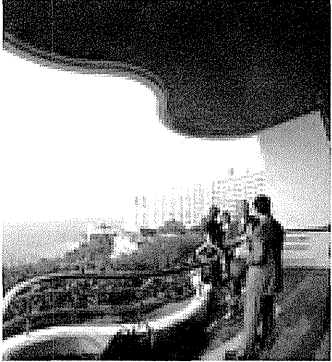
7 Keynote addresses  
5 plenary sessions  
21 parallel sessions



## PARTICIPANTS

**There were 549 participants from 62 countries**

Australia, Bangladesh, Belgium, Bhutan, Botswana, Brazil, Cambodia, Cameroon, Canada, China, Costa Rica, Croatia, Cuba, Denmark, Egypt, Fiji, France, Georgia, Germany, Ghana, India, Indonesia, Italy, Japan, Kenya, Lao People's Dem. Rep., Lebanon, Lesotho, Libya, Malawi, Malaysia, Mali, Mozambique, Myanmar, Nepal, Netherlands, Nigeria, Norway, Oman, Pakistan, Peru, Philippines, Poland, Portugal, South Africa, South Korea, Spain, Sri Lanka, Sudan, Swaziland, Switzerland, Taiwan, Tanzania, Thailand, Tunisia, Turkey, Uganda, United Kingdom, United States of America, Vietnam, Zambia, Zimbabwe





## CONFERENCE PROGRAM IN BRIEF

### BACKGROUND

The Prince Mahidol Award Conference (PMAC) is an annual international conference focusing on Global Health policy-related health issues of global significance. The conference is hosted by the Prince Mahidol Award Foundation, the Thai Ministry of Public Health, Mahidol University and other global partners. It is an international policy forum that Global Health Institutes, both public and private, co-own and use for advocacy and for seeking international perspectives on important global health issues.

The Conference in 2014 was co-hosted by the Prince Mahidol Award Conference, the World Health Organization, the World Bank, U.S. Agency for International Development, Japan International Cooperation Agency, the Rockefeller Foundation and China Medical Board with the support from other key related partners. The Conference was held in Pattaya, Thailand, from 27 -31 January 2014.

The 1910 Flexner report led to the integration of modern science into medical curricula at university-based medical schools. The reforms equipped medical professionals with scientific

knowledge which contributed to the doubling of life span during the 20th century.

At the beginning of the 21st century, however, there are several changes affecting worldwide health care services. Inequities in terms of access to healthcare and quality underscore failure to share health gains across rich-poor, urban-rural population, domestically and internationally. Emerging and re-emerging infectious diseases across national borders, environmental degradation and behavioural risks, various socio-economic factors and social determinants which contribute to ill-health, increased ageing population and demands for long-term care, all have major ramifications on the appropriate profiles and skills of health professional and the way they are trained and deployed. Healthcare cost, driven by ageing population, technology advancement and increased demands by population becomes increasingly unaffordable and unsustainable. Universal health coverage has been recommended by the World Health Organization to be the most important strategy for achieving health equity; and this will present new demands and opportunities for the health professionals.

Advancement in biomedical knowledge as well as information technology (IT) are also progressing at an unprecedented pace, and will be much faster in the near future. These will very much affect healthcare systems worldwide.

Today, health professional education has not been well adapted to address these challenges; largely, because of outdated, static and fragmented, content oriented curricula, which produce graduates with insufficient knowledge, skills and competencies necessary to understand determinants of ill health and become more responsive to the changing population and

communities' health needs. The problems also aggravated by various factors; poor teamwork and inadequate collaboration within and across health professionals, narrow contextual understanding, episodic encounters with patient illnesses rather than continuous health care, emphasizing treatment rather than disease prevention and health promotion, lack of understanding in social determinants of health and imbalance between health workforces and health needs in both qualitative and quantitative aspects. There is also inadequate collaboration and communication between health professional training institutes and health delivery systems in terms of competencies of various health professionals and effective deployment after graduation.

There is also increasing global consensus that the education of health professionals is failing to keep pace with the scientific, social and economic changes transforming the healthcare environment. Fresh visions, revitalized energy, new actors and others have joined to tackle these problems. Starting with the Joint Learning Initiative in 2004, the WHO World Health Report 2006 sparked a series of global initiatives including the advent of the Global Health Workforce Alliance (GHWA), the Asia Pacific Action Alliance on Human Resources for Health (AAAH), USAID CapacityPlus Project, PEPFAR's MEPI-NEPI, and others. The Second Global Forum on HRH was conducted by PMAC 2011 fostering the global momentum on human resources for health, and Brazil hosted the Third Global Forum on HRH in November 2013. Complementing this broad perspective, the PMAC 2014 will focus on health professional and leadership education with its distinctive aspects including enhancing local-global linkages in competencies, team work, the revolution in IT-based learning, and new organizational forms like networking.

The Commission on Education of Health Professionals for the 21st Century chaired by Lincoln Chen and Julio Frenk released the Commission report on "Education of Health Professionals for the 21st Century: A Global Independent Commission" on December 4th, 2010. There has been a strong movement in health education reform in many regions; Africa, Asia, and the Americas.

Since 2011, a network of 5 countries, including Bangladesh, China, India, Thailand and Vietnam, was formed and volunteered to conduct in-depth analyses of health professional training (medical doctors, nurses and public health) in these five countries which contribute to evidence-based reform. Assessment covers national level, institutional (faculty) level and outcome through quantitative surveys of the last year students who are about to graduate and among the professional in the service sector to assess their rural attitudes, clinical and nursing competencies and job preference or transition. Success and good practices will be identified for scaling up and deficiencies for improvement. Appropriate practical health professionals education intervention in line with the nation's socio-economic, cultural and health system context will be developed, implemented and evaluated; as part of the evidence-based reform.

Similar activities such as the MEPI and NEPI in Africa are exciting. Gathering and sharing these information and experience among global, regional and national health leaders would provide further momentum for the global HRH education reform. It is thus quite timely to convene the Prince Mahidol Award Conference 2014. The theme for PMAC 2014 is "**Transformative Learning for Health Equity**".