

Joint Action Health Workforce
Planning and Forecasting



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How to match medical students aspirations and a planned amount of professional positions?

Stijntje Dijk – IFMSA



IFMSA
International Federation of
Medical Students' Associations



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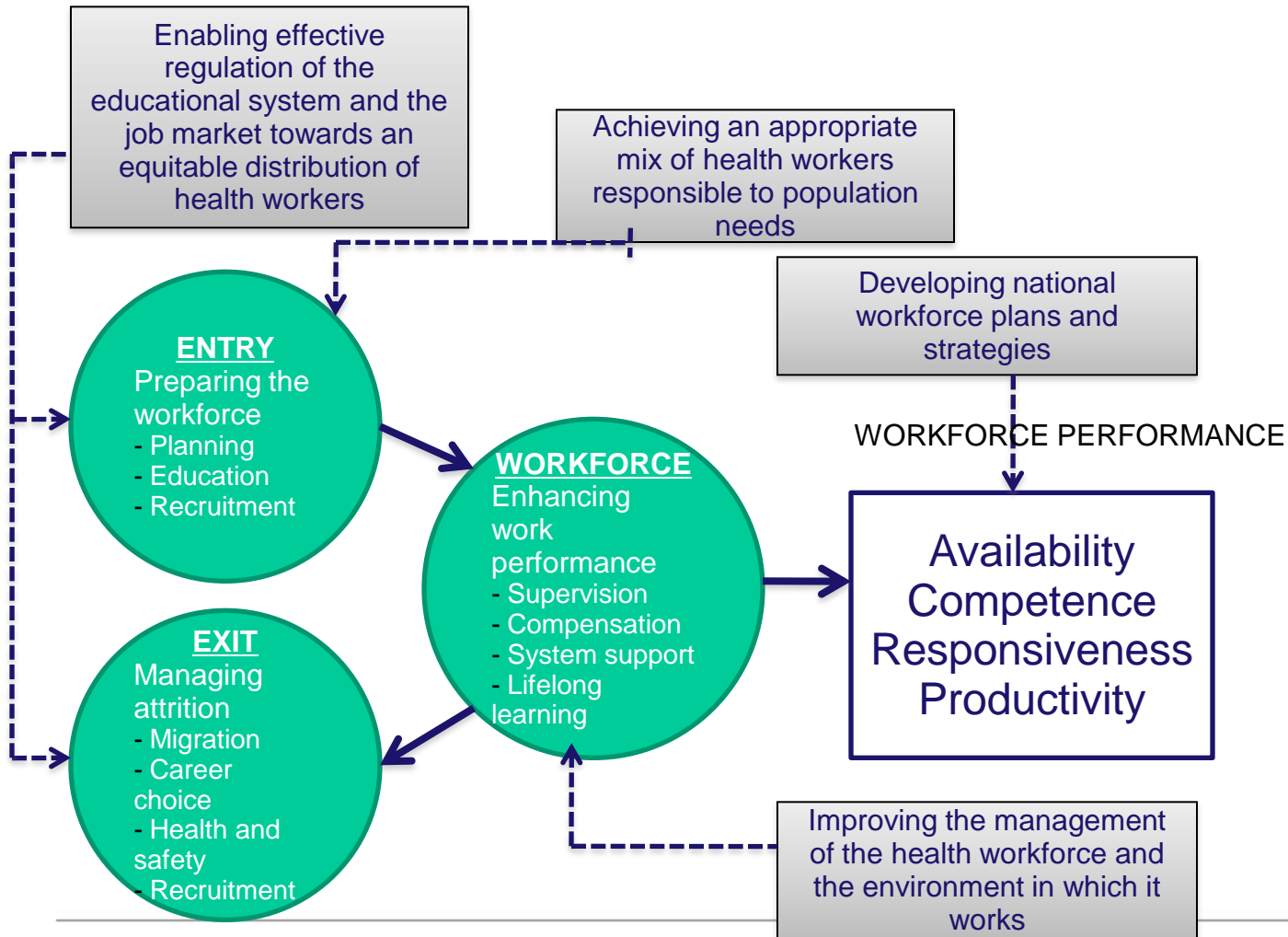
WHY
are we here in
the first place?



Social Accountability

WHAT
is the issue?

Stages of health workforce development



Stages of health workforce development

Healthy Health Workforce

Global Strategy 2030



We need health workers

like doctors, nurses and midwives take care of us when we are sick.



By 2035, we expect a **deficit of 18 million** health workers. We currently have a deficit of 7.2 million.



It takes much **time and planning** to train health workers (4-7 years for a basic doctor without specialization). That's why we need to do something now!



We need to ensure the right **learning and working environments**

to keep our health workers safe, offer them opportunities and encourage them to stay within their community.



We need workforce planning to ensure the right **distribution** between specialties, between countries, rural and urban areas.



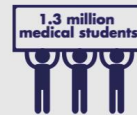
We need to ensure they have the right set of **knowledge, skills and competencies** from accredited schools where quality doesn't suffer from higher numbers of students.



We need **collaboration** between governments, civil society, health professionals, students, faculties, patients and all other stakeholders to make this possible.



We need **coordination** sufficient health workforce planning, and implementation on a national, regional and international level to make this possible.



We are the **IFMSA**, 1.3 million medical students worldwide, calling for a healthy workforce and a healthy future.

We call for the adoption of the 2030 Global Strategy on Human Resources for Health at WHA69



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Traditional
Curriculum

vs

Innovative
Curriculum

New-Innovative Curricula

S

Student-Centered

P

Problem-Based

I

Integrated

C

Community-based

E

Elective

S

Systematic

Traditional Curricula

Teacher-Centered

T

Information gathering

I

Discipline-based

D

Hospital-based

H

Standard

S

Apprenticeship-based

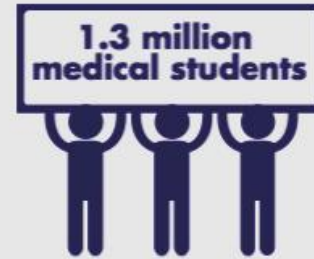
A



Safeguarding students and society, safeguarding standards for medical education

The Executive Council of the World Federation for Medical Education (WFME) and the International Federation of Medical Students' Associations (IFMSA) raise significant and urgent concerns about the international listing and accreditation of medical schools.

How do
we get there?



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www.ifmsa.org // LME@ifmsa.org

In summary

“WHY”: Social Accountability

- Medical schools / governments responsibility to impact positively the communities we serve.
- Students opportunities to deliver the quality care that should be expected

“HOW”: Healthy Health workforce

- Ensuring health workers have the right knowledge, skills values, from quality education,
- Adequate planning in numbers, distribution
- Ensuring that the right values are assessed

“WHAT” Stakeholders

- Collaboration between government, civil society, health professionals, students, patients and society
- Action taken now to reach results
- Global Strategy

Stijntje Dijk
LME@IFMSA.org

