
Setting the Context for Medical and Other Professional Education

- landscape of health professionals' educations and new approach

ADB INSPIRE Health Forum

July 8, 2025



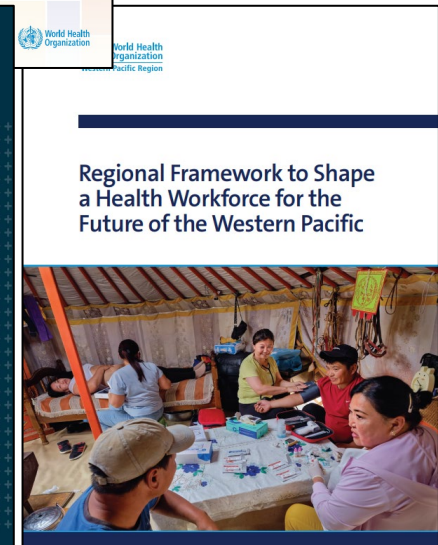
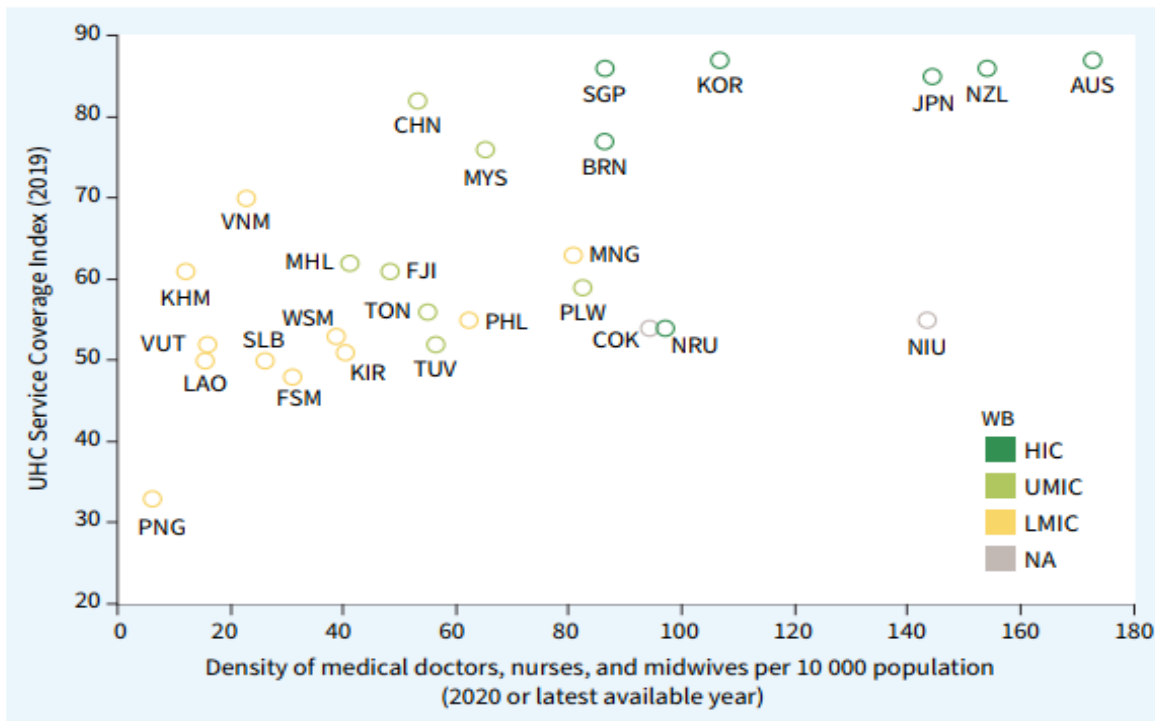
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Universal truth: No Health without a workforce

Fig. 7. Health worker densities and UHC service coverage indices in select countries and areas of the Western Pacific Region



Source: Regional Framework to Shape a Health Workforce for the future of the Western Pacific (2024)

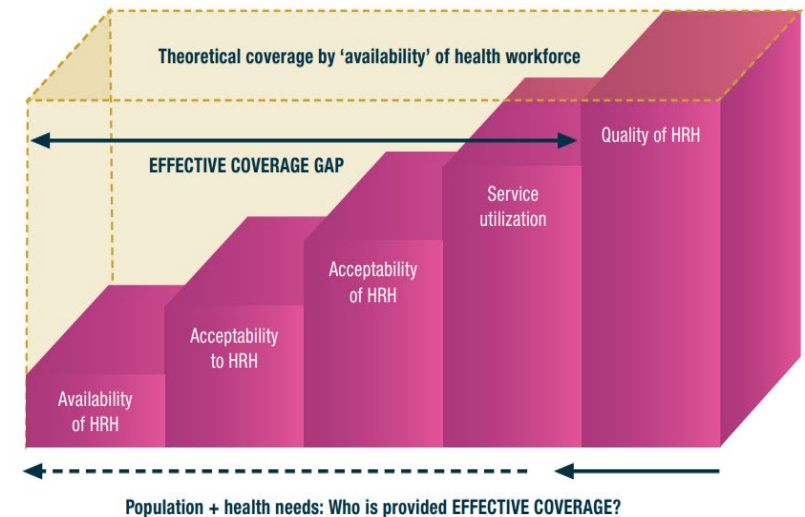
Availability of health workforce

The estimated stock of global health workers are 70 million and the shortage is 14.7 million in 2023

- By 2030, the estimated shortage of health workers 11 million
- Medical and nursing schools educated 2.2 million graduates in 2020 globally
 - One new graduate for every 19 doctors and nurses
- Considering health needs, ageing workforce, attrition and migration, the output has to increase to one new graduate for every 10 health workers

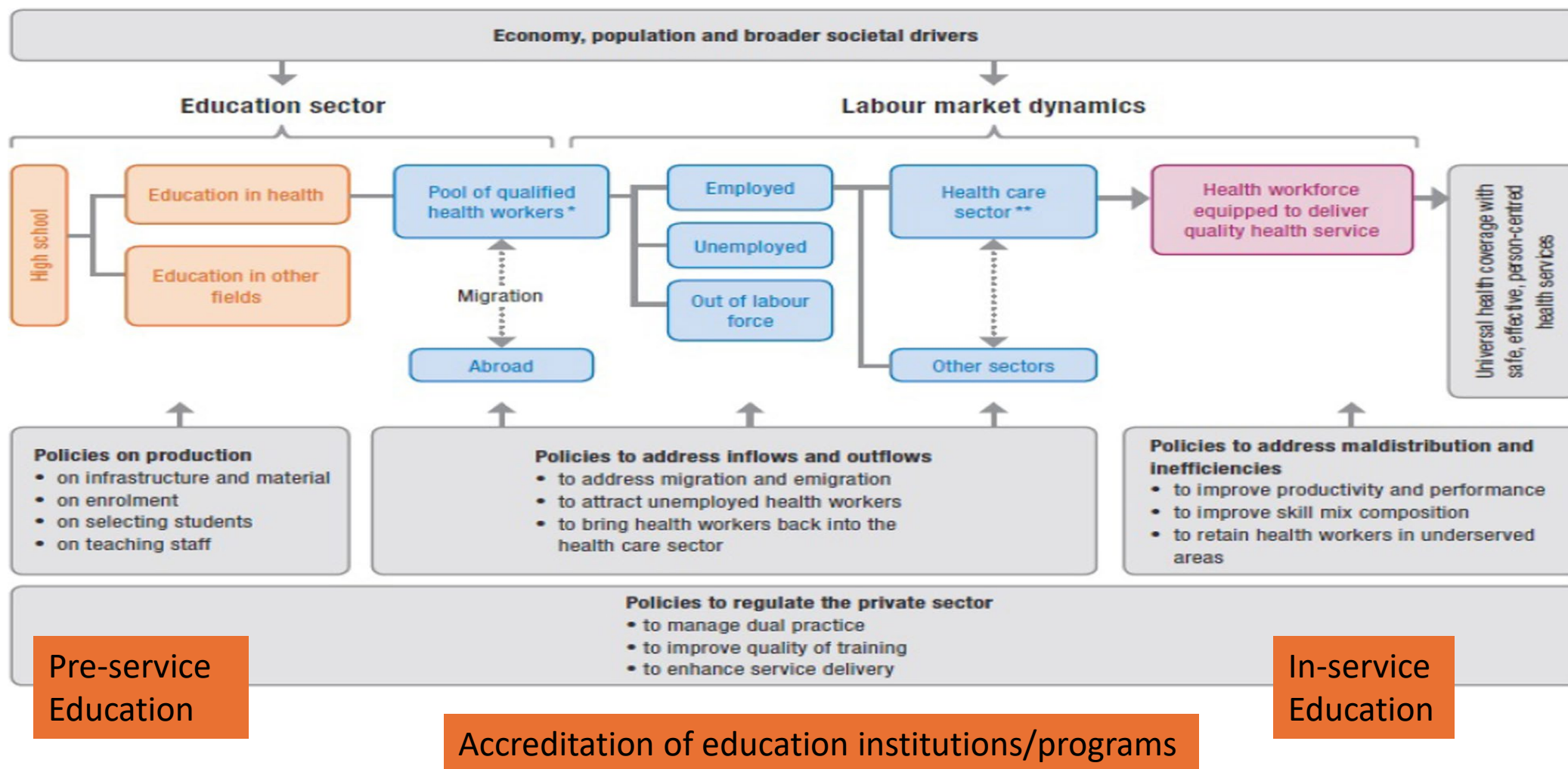
* Source: *Progress report on the Global Strategy on human resources for health: workforce 2030* (WHO, EB 156/16, 2024)

Figure 1: Human resources for health: availability, accessibility, acceptability, quality and effective coverage



Source: Campbell et al., 2013.

Medical Education plays critical role in health labour market



Source: Sousa A, Scheffler M R, Nyoni J, Boerma T “A comprehensive health labour market framework for universal health coverage”

Challenges of Medical Education

Insufficient policies or government function to plan and implement health education policy

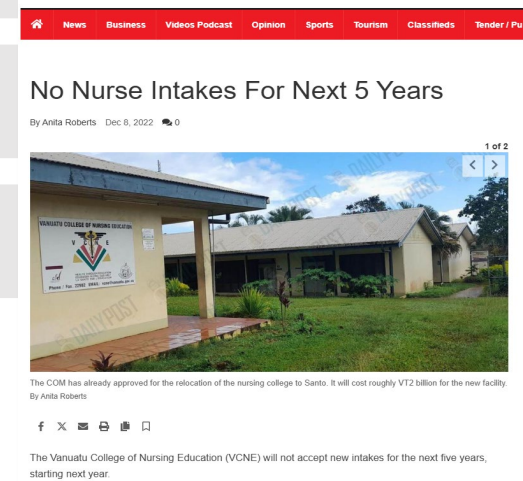
Shortage of and underinvestment in education infrastructure and qualified faculty

Inadequate training standards or outdated curriculum to meet the population needs

Weak or absent continuing professional Development System linked to the renewal of licensing

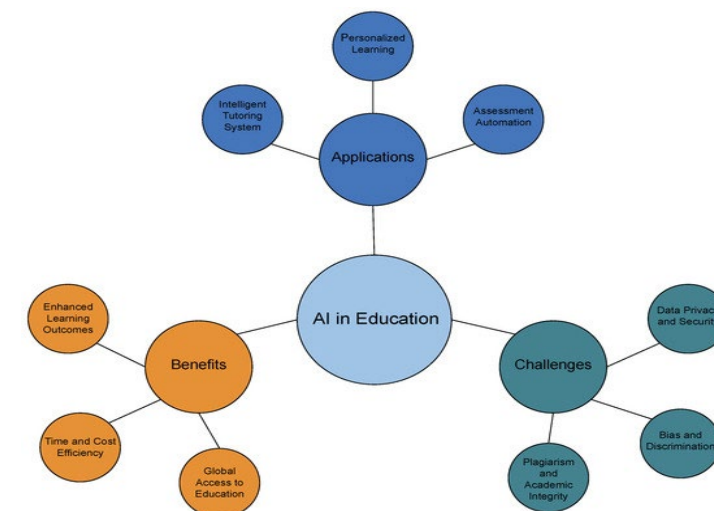
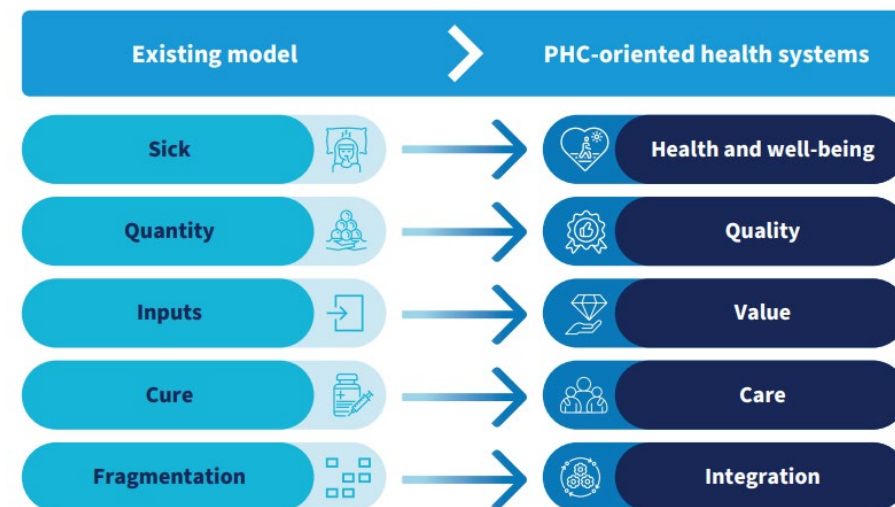
Limited access to the training opportunity

Gaps in coordination and regulation of private sector



New context

- **Changing health needs and health paradigm shift**
 - PHC- oriented systems
 - Culturally sensitive, people-centered care
 - Health impacts of the climate crisis, population ageing and NCDs, health emergencies
- **Digital transformation and AI reshaping health education**
 - Transform ways of students learn, teachers educate, and institutions function
- Growing demand of health workforce for **flexible, lifelong learning models**



Source: Regional Framework to Shape a Health Workforce for the future of the Western Pacific (2024) Kamalov, F.; Santandreu Calonge, D.; Gurrib, I. New Era of Artificial Intelligence in Education: Towards a Sustainable Multifaceted Revolution. *Sustainability* 2023, 15, 12451.

How to reinvent Medical Education

NEW
APPROACHES

Promote inter-professional, team-based learning, PHC oriented, Competency based education

NEW
AREAS

Integrate digital health and AI, climate resilience, and public health into curriculum

NEW
TECHNOLOGIES

Use e-learning and simulation-based training

NEW
MODALITIES

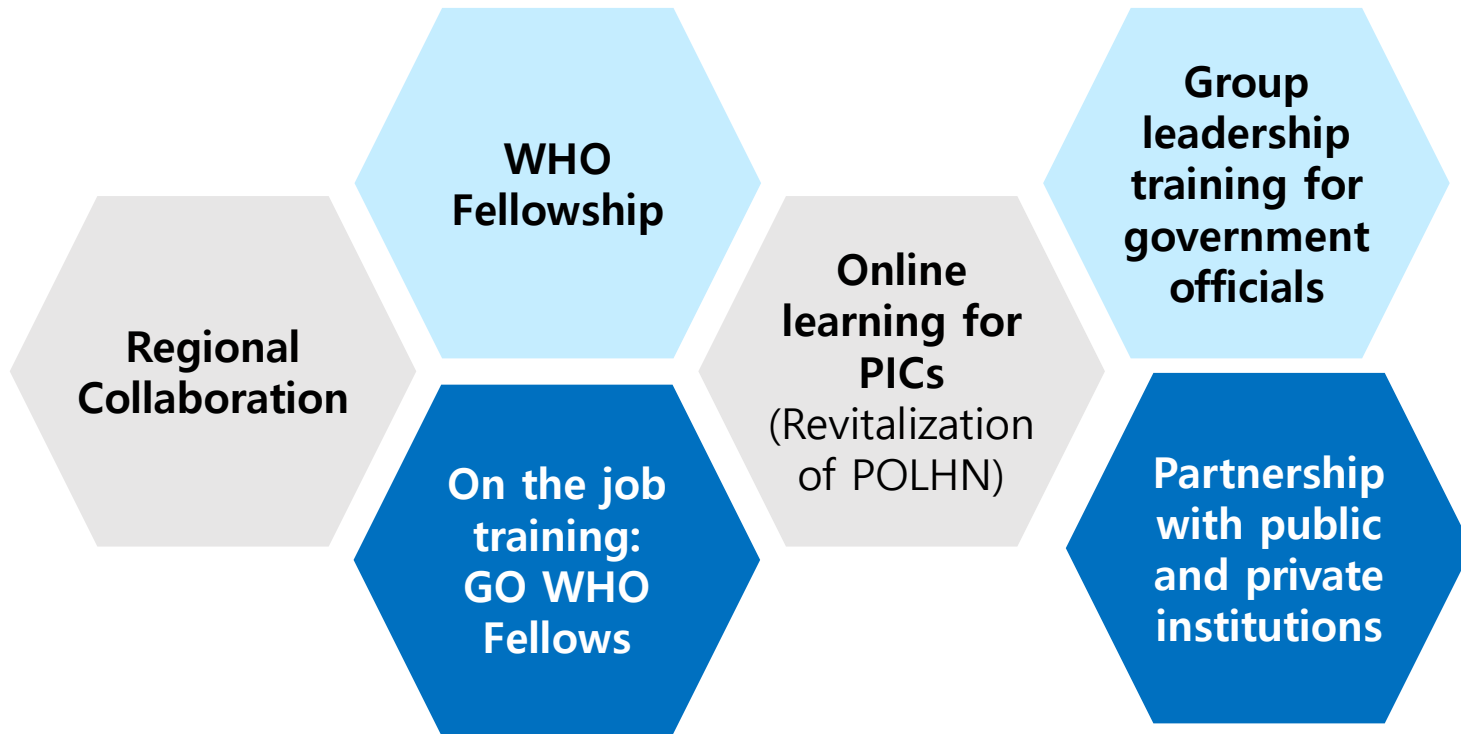
Foster partnerships between countries and public-private sector

NEW
**INVESTMENT
& SYSTEM**

Continuing professional development
Enhance accreditation mechanism
Investment in the education Infrastructure, scholarship and other supports to ensure equal access to education



WPRO's efforts in strengthening capacity of health professionals and leadership



Philippines and the Pacific strengthen health workforce for health security

29 November 2024 | Media release | Manila, Philippines

The first conference of the new Philippine-Pacific Health Initiative of the Philippine Government with Pacific island countries and areas and the World Health Organization (WHO), concluded today with a shared commitment to strengthen health security and health workforce capacity in the region.

