

**Sixty-second Session of the WHO Regional Committee for Europe
Oral statement on behalf of World Federation for Medical Education (WFME) related to item 5 a)
in the provisional agenda.**

Significant developments in education thinking and learning technologies have the potential of impacting on the training of health care professionals across the continuum of undergraduate, postgraduate and continuing professional development, resulting in more effective and efficient health care practice and improvement in health care delivery.

Developments, including a move to competency or outcome based education, the application of new learning technologies and the use of more authentic assessment methods can be seen as a response to the criticisms of education as it exists today. This is well documented in the 2010 Lancet report 'HEALTH PROFESSIONALS FOR A NEW CENTURY', in different publications from WFME on the 'GLOBAL ROLE OF THE DOCTOR IN HEALTH CARE' and is also recognized in several WHO initiatives as, for example, the 'PATIENT SAFETY'.

The following questions should be addressed:

- Is sufficient recognition given to the fact that investment in training of health care work force, as a background for all WHO policies and programmes, is necessary for improve health care delivery?
- Are the advantages of applying new technologies and current educational practices recognized in the training programmes?
- What budget should be allocated to education?
- Could WHO's educational objectives be facilitated by further and more elaborated cooperation with WFME and its European Regional organisation AMEE, namely to support less resourced countries where AMEE is currently helping? Sharing educational resources is a major goal for AMEE, the leading international organization in the health professions with an annual meeting of more than 3000 participants in a European city and a series of educational initiatives including 'MEDEDWORLD' (an on-line network and community for health professional educators, making available a bank of teaching and training resources) and 'ASPIRE' (a programme for recognizing excellence in medical schools namely 'social responsibility' as a school mission).

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