

Annex 12

Systematic Reviews Team Leaders

Systematic Reviews of PICO Questions

PICO#	QUESTION	GROUP WORKING ON THE QUESTION
2. Education and Training Institutions		
School Governance		
1.	Does the active participation of representatives from key stakeholder groups in the governance structures of health professional schools affect the quantity, quality and relevance of health professionals?	Global Pharmacy Education Taskforce (FIP) Sarah Whitmarsh
Students		
2.	Does the active recruitment, admission and retention of students from underserved, underrepresented or rural populations in health professional schools, supported by regulatory mechanisms, for both undergraduate and postgraduate programmes, affect the quantity, quality and relevance of health professionals?	University of Tokyo Professor Jimba Department of International Community Health Graduate School of Medicine Tokyo, Japan
Faculty and Teaching Staff		
3.	Does a system of recognition and rewards, which also values teaching ability and community engagement, for all those involved in teaching, including those in the health system, for both undergraduate and postgraduate programs, affect the quantity, quality and relevance of health professionals?	Cambridge University, UK: Alison Andrew, WHO Intern.
4.	Does the innovative expansion of faculty affect the quantity, quality and relevance of health professionals?	University of the Philippines Prof. Marilyn Lorenzo Department of Health Policy and Administration Manila, Philippines (see letter for list of team members)
Curricula		
5.	Does adapting curricula to needs through the definition of core competencies and their incorporation into core curricula, in both undergraduate and postgraduate programs affect the quantity and relevance of health professionals?	Mahidol University Nantiya Watthayu Department of Public Health Nursing, Faculty of Nursing Bangkok, Thailand
6.	Does regular/periodic evaluation combined with streamlined mechanisms for regularly updating and innovating curricula in response to evolving needs of populations, health systems and health service delivery in both undergraduate and postgraduate programs affect the quantity, quality and relevance of health professionals?	University of Oslo Unni GOPINATHAN WHO Intern
7.	Does inter-professional and trans-professional learning in both undergraduate and postgraduate programs affect the quality and relevance of health professionals? If yes, can these improvements be measurable?	University of Tokyo Professor Jimba Department of International Community Health Graduate School of Medicine Tokyo, Japan
Capacity for Transformation and Scale up		
8.	Does the direct admission of graduates from relevant undergraduate, postgraduate, or other educational programmes into higher levels of health professional studies affect the quantity, quality and relevance of health professionals?	Gunma University Japan MATSUI, Hiroki WHO visiting scholar

PICO#	QUESTION	GROUP WORKING ON THE QUESTION
9.	Does moving health professionals' education closer to health services at all levels of the health system, in both undergraduate and postgraduate programs, affect the quantity, quality, and relevance of health professionals?	University of the Philippines Prof. Marilyn Lorenzo Department of Health Policy and Administration Manila, Philippines
3. Regulatory Frameworks		
10.	Do streamlined educational pathways, or ladder programmes, for the advancement of practicing health professionals, in both undergraduate and postgraduate programmes, improve the quantity, quality, and relevance of health professionals?	University of the Philippines Prof. Marilyn Lorenzo Department of Health Policy and Administration Manila, Philippines
11.	Does accreditation and periodic re-accreditation of all educational institutions and their associated clinical practice placement sites, both public and private, improve the quality, and relevance of health professionals?	The Chinese University of Hong Kong Diana Lee (and Eric Chen) Professor of Nursing and Director, The Nethersole School of Nursing, Assistant Dean, Faculty of Medicine
12.	Do certification and licensure (including periodic re-licensure /re-certification), to reflect reforms in education to address evolving population health needs and to increase the coverage of services (transformative education), of all health professionals in both the public and private sectors improve the quantity, quality, and relevance of health professionals?	University of the Philippines Prof. Marilyn Lorenzo Department of Health Policy and Administration Manila, Philippines
13.	Does the periodic expansion and/or redefinition of scopes of practice of health professionals in both the public and private sectors, which reflect educational reforms to address evolving population health needs and to increase the coverage of services, improve the quantity, quality, and relevance of health professionals?	University of the Philippines Prof. Marilyn Lorenzo Department of Health Policy and Administration Manila, Philippines
14.	Does continuing professional development (CPD) and in-service training of health professionals, which reflects reforms in education to address evolving population health needs, and increase the coverage of services, and the engagement and active participation of education and training institutions in its design and execution, improve the quantity, quality, and relevance of health professionals?	University of Tokyo Professor Jimba Department of International Community Health Graduate School of Medicine Tokyo, Japan
4. Financing		
Financing the Plan		
15.	Does the increased allocation of resources targeted to health professionals' education and training, and their effective and strategic management, lead to increased quantity, quality, and relevance of health care professionals?	Possibly NORAD, Knowledge Centre Bjarne Garden email. Bjarne.Garden@norad.no.
Financing the Plan		
16.	Does financial assistance to students improve the quantity, quality, and relevance of health care providers?	George Washington University Fitzhugh Mullan and Seble Frehywot Department of Health Policy Washington, USA
5. Planning, Implementation, Monitoring and Evaluation		
9.	Does strengthening of the national human resources for health information system (HRIS) to include multi-sectoral data elements that support situation analysis, monitoring and evaluation for the production, recruitment and retention of health professionals affect the quantity, quality, and relevance of health professionals?	WHO/Human Resources for Health Information Reference group