

SOCIAL ACCOUNTABILITY OF MEDICAL SCHOOLS

International francophone project of
action research

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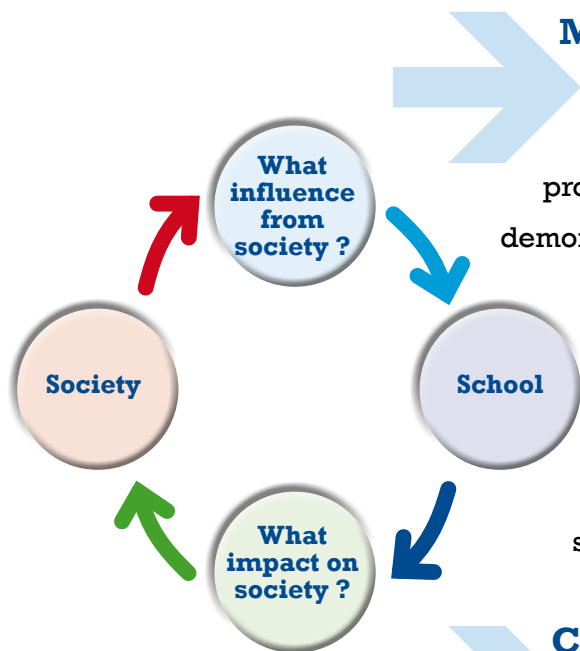
CIDMEF

International Association of Deans
of Francophone Medical Schools

SIFEM

International Francophone Society
of Medical Education

FOUNDING PRINCIPLES



Making an impact

A century after Flexner report on the status of medical education in North America, the main challenge in health professional education in the XXIst century lies in the demonstration by medical schools of their improved contribution to the performance of health systems and the health status of people and society, non only by adapting educational programs to priority health issues but by a greater engagement in reorienting their education, research and service missions to current and future health needs of society.

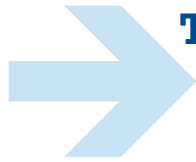
Creating partnerships

The medical school can and must become an important actor in health system development by establishing sustainable partnerships with other key stakeholders such as health policy makers, health care organizations, professional associations, health insurance plans, other health professional schools and civil society. The principle of partnership is based on a common and explicit engagement to serve the basic values of quality, equity, relevance and cost-effectiveness in health actions.

Getting ready for accreditation

A new paradigm of excellence will increasingly be recognized worldwide adapting norms and accreditation mechanisms to provide strong evidence of the medical school's capacity to improve its societal impact.

OBJECTIF



To improve the impact of a medical school on people's health by being more socially accountable.

The **3 phases** of the Project

phase

1 The leadership and faculty members as well as health partners examine principles of social accountability (SA) as defined in the Global Consensus^(*) and consider possible transformation of the school induced by their implementation.

phase

2 The school contributes to the design of norms, indicators and measurement instruments to assess the degree of SA, namely by using the CPU model (conception-production-usability)^(**).

phase

3 As a result of compliance to those indicators, an evaluation takes place to assess the impact at short and longer term on the school's capacity to improve its own management and to influence the health system and people's health.

The **10 strategic** dimensions of the **Global Consensus for Social Accountability of Medical Schools**

- 1** Anticipating society's health needs
- 2** Partnering with the health system and other stakeholders
- 3** Adapting to the evolving roles of doctors and other health professionals
- 4** Fostering outcome-based education
- 5** Creating responsive and responsible governance of the medical school
- 6** Redefining the scope of standards for education, research and service delivery
- 7** Supporting continuous quality improvement in education, research and service delivery
- 8** Establishing mandated mechanisms for accreditation
- 9** Balancing global principles with context specificity
- 10** Defining the role of society

(*) *Global Consensus for Social Accountability of Medical Schools*
(www.healthsocialaccountability.org)

(**) *Boelen C and Woollard B, Social accountability and accreditation: a new frontier for educational institutions. Medical Education 2009; 43: 887-894*

PROJECT PROCESS

HOW TO PARTICIPATE

The Dean on behalf of the school expresses in writing the wish to participate and engages the school in designing and implementing a strategic developmental plan in line with the concept of SA.

HOW TO CONTACT US

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Website

www.responsabilite-sociale-francophone.org

From 2012 to 2014

During this period a number of activities are conducted relative to the different phases of the projet as described above, under the guidance of a steering committee composed of a representative of each participating school and led by the executive committee. Up to thirty schools in fifteen different francophone countries have joined the project.

From 2015 to 2020

Due to the growing interest worldwide for the concept of SA and the increasing demand to collaborate in defining and measuring SA and to support institutions in making the required transformation, a strategic plan covering this period will put emphasis on following priorities :

- Design and validation of norms
- Promotion of accreditation of medical schools
- Political advocacy for national strategies
- Establishing a contract between a school and a territory
- Reorientation of medical education and health research
- Promotion of first line of health care
- Faculty development in SA
- Partnership with other health stakeholders