

Empowering health workers for sustainable health development

Edmond Fernandes¹, Priyanka Pandit²

¹CEO, Center for Health and Development (CHD Group), India.

²Member, Center for Health and Development (CHD Group), India

Background

Public health is a subject of great importance to sustain the global dialogues. Attempts to achieve health equity have not translated into reality for variety of factors which built the hindrance throughout. Health equity is the driver of human progress which requires an understanding from an institutional viewpoint. Today we have institutes providing degrees for collecting information, but do we create health workers able enough to address the challenges of the 21st century and to be able to think through for sustainable development goals. Apart from perceiving health as a human right, it is also critical for moving forward in economic development, environmental sustainability, social inclusion and good governance which are critical for sustainable development. The WHO publication "Health-care workers as agents of sustainable development" has mentioned about the critical mass of roles that a health-care worker could play in improving health outcomes, but also in promoting human rights, accountability, innovations, political commitment, and multi-stakeholder partnership (WHO,2015). These issues remain relevant in the new development agenda, which could successfully capitalise on the roles health-care workers perform not only in terms of lives saved but also in a broader socioeconomic development

context by serving important synergy points among various elements of the wider system.

The role of Universities in health and economic development

Health systems and the sector of public health is a catalyst which defines the future of human kind. Universities are engaged in shaping the minds of men and women to gather information and to venture into research and development which is necessary. Getting to the very heart of the health, question is not only about visiting communities and having a vertical approach to strengthen certain disease indicators, but also getting to know the people who make this change happen and find out with an investigator's zeal of what troubles them and why they do the work they do. The wide amount of literature available on the role of the universities about health promotion has clearly stated potential among large communities (Ottawa 1986, Vice Chancellors 1995).

Universities must engage with those who are the masters of the industry today and begin financing grass-root civil society institutions for closing the gaps locally. University students can be engaged in community based projects, to identify the gaps and come up with possible solutions to address the same. The thorny area of planning will remain a plan unless we have the goodwill of universities and the ability of

*Corresponding author: Edmond Fernandes, Email: indiaoffice.edmond@gmail.com

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the universities to envision this co-operation and turn it over to the people. The well-being of young girls and boys and the circumstances in which they grow up influences the society which will then be created. Universities can focus on child and adolescent psychosocial development of the students getting enrolled into their processes. Social policy protection for all health workers coming under the university will go a long way to improve health indicators. The goals of universities must be to contribute towards effective higher education which ensures the individual is healthy and not mentally stressed besides also ensuring the fulfilment of a job which pays very well. Only through this shall we have more a democratic, constructive and caring society.

Measuring development

Sustainable development is tricky when it comes to measuring it. Our age has come to agree that development can no longer be viewed from a narrow prism of economic indicators alone. Developmental determinants depend highly on poverty indicators, health indicators, equitable distribution and social justice. We need to identify areas where integrative rather than additive actions, guide the way for

sustainable development and impact a situation beyond the life of a project as such (Harrison ,1997). It is by now very clear that the social and economic difficulties faced by the world cannot merely be wiped out by increasing good and services to poorer nations and poorer societies. Development needs to be inclusive involving social systems as a setting where people live, work, play, love and learn which draws heavily from an organisation culture, norms and values through which health must make in-roads as well (Dowding, 1995).

World medical education

Concepts of sustainable development must factor into the processes of medical education which is decades behind when it comes to forward thinking in many low and middle income countries. Health workers must be trained to develop competencies beyond just preventive and curative health care. They need to understand the complexities of a free world with regard to social factors which often are great determinants of diseases. In doing so, we can set the ball rolling to create *sustainable consciousness*, which in turn will lead to sustainable development.

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