A Moral Health Compact
Thinking Globally. Acting Locally
GLOBAL HEALTH CONTEXT

Around the world, global health policy leaders and associations are convening global leaders, publishing research and policy articles, and releasing “call to action” initiatives for political leaders and health system institutions to adopt and implement. Many of these recommendations are framed within the Sustainable Development Goals as we play witness to hospitals and health systems being “repair shops”, trying to correct the damage of causes collectively denoted “social determinants of health\(^1\).” Our global fabric of our communities upon which health depends is torn and we must heal this fabric with a moral compact that changes must be in the communal, not just the individual interests.

Global and regional institutions understand that the local political and economic complexities often serve as barriers toward the adoption and implementation of best practices. In analyzing the limits of local change networks and/or policy change agents to adopt and implement global policy recommendations and/or translate knowledge to action and we can provide support in three primary ways:

1. Provide local leaders with tools that translates policy and knowledge to action that optimizes their respective local assets. These tools include a platform to share, brainstorm, and learn through case studies with international colleagues and understanding change frameworks including structural competency\(^2\) and complex system thinking/human systems dynamics\(^3\).
2. Provide international support in the form of published research or policy action papers, and support networks.
3. Support systems that collect data across a wide range of local contexts and systems-based analysis approaches to reveal patterns of systems change as they progress.

TUFH VALUES

We believe that quality and equitable health is a human right. We believe the core values of social accountability, quality, equity, relevance, cost effectiveness, and bioethics must frame and guide the health policy process. Our global community works to ensure that those values are at the heart of a health ecosystem so that it is able to meet present and future priority health needs of society, both individually and collectively. We are committed to promoting and implementing these core values, understanding that this will require significant change at global, regional, national and institutional levels, and involve new ways of thinking by governments, institutions, professions and civil society.

Driven by a moral compact to mend the fabric of our communities upon which health depends, TUFH commits to drive communal interests by supporting local change agents toward the adoption and implementation of global policy recommendations. TUFH commits to concentrate on practical tools and solutions to achieve Health for All.

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\(^2\) [https://structuralcompetency.org/about-2/](https://structuralcompetency.org/about-2/)

\(^3\) [https://www.hsdinstitute.org/what-is-hsd.html](https://www.hsdinstitute.org/what-is-hsd.html)
**TUFH PHILOSOPHY**

TUFH is based upon relationships not only between organizations, but also between people collaborating around common interests. These relationships are not static, but rather grow and develop from new members and future generations. TUFH is not an insular organization. It is an ever evolving and inclusive network that embraces other organizations that are striving to create educational best practices, share community health approaches, and partner on research to develop the evidence for what works. TUFH aspires to serve as a catalytic function to promote positive change in local systems and actors.

TUFH’s model addresses problems by looking for what IS working and why. This becomes an accelerating process of positive change wherein folks are too busy DOING to dwell on why it can't be done.

**TUFH STRATEGY**

TUFH will bring the Partnership Pentagram to Life by supporting Local Change Networks who are defined as non-governmental organizations and associations, institutions of higher education (medical, public health, nursing), and health systems (hospitals, community health centers, and health payers) and Policy Change Agents who are defined as governmental policymakers, national authorities, regulators, or legislators advocating, organizing, and supporting change in a sustainable manner that are in an unique position to influence system behavior.
The Partnership Pentagram is framed within the Sustainable Development Goals and Social Determinants of Health reminding us that creating a health system based upon people’s needs must not only involve the 5 key players in the change process but must do so within the context where people live and work.

**THE PARTNERSHIP DIAGRAM**

**SUSTAINABLE DEVELOPMENT GOALS**

- **ECONOMY**
  - Decent Work
  - Adequate Income

- **POLICY MAKING**
  - Affordable Clean Energy
  - Availability of Healthy Food

- **ENVIRONMENT**

- **INFRASTRUCTURE**
  - CleanWater and Sanitazion
  - Transportation for Accessibility
  - Affordable and Safe Housing

**HEALTH SYSTEM BASED ON PEOPLE NEEDS**

- **HEALTH WORKFORCE**
- **COMMUNITY ORGANIZATION & PARTNERSHIP**
- **COMMUNITY**
  - Health Education & Labor Policy
- **SOCIAL AND PROFESSIONAL NETWORKS**
- **SYSTEM CHANGE**
- **EDUCATION & RESEARCH**
- **PEOPLE**
  - Gender Equality
- **RECREATIONAL OPPORTUNITIES**
- **RESILIANT COMMUNITIES**

**TUFH engages Policy Makers, Health Professionals, Academic Institutions, Communities, and Health Systems to bridge the gap between the underlying issues of Healthy Individuals and Communities.**

TUFH works toward inclusive policies. TUFH’s value and role within a global community is to create a platform to collectively develop solutions to underlying issues and then propel them to be adopted and implemented locally. TUFH leads a global effort of caring for each other by returning humanity to health care including community voices, culture, lived experiences, empathy, and understanding. TUFH works toward improved partnerships and collaborations with global and regional associations and institutions that are aligned in strategies, efforts, and initiatives and increased collaboration and inclusion of non-health sectors to achieve healthy individuals and communities.

TUFH owns our unique role in breaking systemic barriers to health and through our efforts benefit healthcare systems across the globe through the adoption and implementation of global policy and innovations outside of clinical medicine.

TUFH will ensure a balanced engagement between Developed and Developing Countries ensuring an equitable voice to inform global policy and participate in global learning. TUFH will provide a
concentrated effort to engage developing countries as they are often marginalized in global learning and policy given economic and technology limitations.

TUFH’s approach to global policy to local action is organized in three primary strategies:

- **Knowledge sharing, learning and community-based education** which serves to motivate individuals to learn and take action and it is best accomplished by increasing their knowledge of the subject that is relevant to their roles/lives and creating opportunities to learn from diverse colleagues.
- **Embracing the assets, successes, and initiatives within local regions driven by Local Change Networks and/or Policy Change Agents and gathering the evidence about what works by asking why it works.**
- **Supporting Local Change Networks and/or Policy Change Agents by building their capacity through sharing system and policy change successes across peer-to-peer Local Change Networks and/or Policy Change Agents. TUFH embraces a side-to-side functional model where teaching and learning happens across networks and through case studies. This includes the provision of tailored technical support, where and when needed, to strategize on complex system and policy change. TUFH’s role is primarily to serve as the platform and connection point for this teaching and learning within this functional model.

**TUFH BACKGROUND**

TUFH, an official non-state actor of WHO, had its origins 40 years ago beginning with two WHO initiatives: The Network and Towards Unity for Health. The initial aims were headlined as “Community Oriented Medical Schools Encompassing Academic-Community Partnerships” and “Collaboration Between Different Health and Community Stakeholders.” In 2012 TUFH adopted a very explicit strategy to become a “network of networks.”

Today, TUFH is composed of thought leaders representing Medical, Public Health, and Nursing Higher Education Institutions; Community Health Centers; Health Payers; Government Health Officials; and Health Students and/or Young Professionals.

Over the past 40 years, The Network: TUFH has annually:

- **Hosted an annual conference in countries around the world. The annual conferences have been the soul of TUFH in that “every participant has a story to tell” and that the story “matters.” At the annual conference, participants present their work in three different formats: 1) a highly interactive oral poster presentations organized by themes, 2) workshop format designed for learning particular skills, and 3) a TUFH Talk, like TED Talks, for powerful talks moderated by experts and followed by an interactive discussion.**
- **Coordinated taskforces, organized around content pillars, to foster dialogue among global thought leaders to address emerging health system opportunities, priorities, or challenges. As an example, the social accountability and accreditation task group influenced criteria for medical school accreditation; led the Global Consensus on Social Accountability (Global Consensus for Social Accountability of Medical Schools); and co-hosted the 2017 World Summit on Social Accountability (The Network T., 2017 Conference -- University of Tunisia, 2019)**
- **Authored position papers and policy documents presented at influential venues including the WHO General Assembly. These position papers were not interpreted as static recommendations, but instead viewed as starting points for further discussion.**
Over the past 40 years, The Network: TUFH’s work has been guided by global health best practice approaches including Social Accountability and Accreditation; Interprofessional Education and Team Based Care; Population Health, and Community Based Primary Care. TUFH has also ensured a voice and dialogue by providing a knowledge-sharing platform for marginalized communities including, but not limited to: Remote and Rural, Indigenous, Migrants and Refugees, Women, and Elderly Populations.

TUFH PRODUCTS AND SERVICES

1. Annual Global Conference. Dialogue and learning, community site visits, and a global solutions challenge resulting in increased knowledge and local implementation of best practices.
2. Virtual Symposiums and Workshops Forums. TUFH Institutional and Individual Members share, on a bi-monthly basis, research, best practices, and solutions.
3. TUFH Academies. TUFH Academies are guided by the values that all teach and all learn and we all learn best by doing. TUFH Academies are taught through a combination of theory through lectures and practice through project-based learning applied to the participants local environment and community. TUFH Academies are organized into leadership courses, student course, and health priority (Indigenous, Migrants and Refugees, Women, Ageing Society, Interprofessional Education, and Population Health) courses.
4. Health Social Accountability Institutional Self-Assessment and TUFH Verification. The Institutional Self-Assessment Social Accountability Tool (ISAT) assists institutions to become more Socially Accountable to the public and people they serve. It is an unbiased, objective, numbers-based rating system to assess the globe’s best-known and some lesser known, but worthy, health institutions. The ISAT includes the following core components: student recruitment, selection and support; faculty recruitment and development; what, how and where students learn; research activities; governance and stakeholder engagement; school outcomes; and societal impact.
5. Online Community Platform. A virtual Global Community for members to share projects, initiate global collaborations, communicate within regions and taskforces, share global and regional events, facilitate mentorship relationships, and serve as a repository of curated curricula and training workshops.

TUFH 2021-2024 GOALS

For the past 40+ years, The Network: Toward Unity for Health (TUFH), created by WHO to foster educational institutions to better contribute to people’s health, has connected and inspired local change agents around the world to improve access and equity in health care. The future requires more than engagement. It requires TUFH to become more than the sum of its parts. The time has come for TUFH, a network of networks, to become an international, intersectorial, and intergenerational network for collective action.

GOAL 1: We will work toward SOCIAL ACCOUNTABILITY4

By 2026 30% of global accreditation agencies will adopt Socially Accountability Principals and/or Standards AND 15% of health professions education academic institutions within each country will have completed an institutional assessment and verification process utilizing any of the existing tools.

4 The World Bank defines social accountability as: “building accountability that relies on civic engagement, in which citizens participate directly or indirectly in demanding accountability for service providers and public officials”. 
Strategies
1) Promote international understanding for the structural adoption and implementation of Social Accountability where health systems respond to people and society’s priority health needs as informed by community input;
2) Promote and support health institutions to self-assess and become verified as a Social Accountable Institutions leading to continual improvement and increasing their ability to attract undergraduates, postgraduates and faculty from all over the planet;
3) Proactively engage with entities, globally and nationally, which model health accreditation standards that incorporate Social Accountability principles and standards;
4) Inspire students to engage with visionary Leadership at Health Academic Institutions and pentagram partners to adopt Social Accountability Principles into policies at their institutions and proactively;
5) Build upon the current knowledge base to provide tools for health institutions to specify and measure their societal impact, and expand school outcomes to include improved patient outcomes, and incorporate innovative learner assessments that measure community engagement;
6) Share, Publish and Distribute new knowledge from TUFH’s Members through TUFH Academies and TUFH Publications; and
7) Recognize Institutions who complete the Social Accountability Institutional Assessment and Accreditation Entities who adopt Social Accountability Principles or Standards.

GOAL 2: We will work towards REGIONAL INTERPROFESSIONAL EDUCATION and COLLABORATIVE PRACTICE

By 2026 25% of faculties of medicine, dentistry and nursing schools by country will require an interprofessional collaboration strategy/course/practicum as part of their curriculum of a student’s education AND 15% of medicine, dentistry and nursing schools by country will have measured their societal impact (policies, practice and performance of health systems) utilizing any existing tool.

Strategies
1) Host regional virtual mini-conferences to learn with and from each other and curate new knowledge to share across regions and globally;
2) Promote the collective development of practical solutions to underlying health issues framed within the Sustainable Development Goals and Social Determinants of Health;
3) Promote health systems that are based upon people’s needs that involve five key players (Policymakers, Academic Institutions, Health Professionals, Communities, Social and Professional Networks) within the context of where people live and work. The process includes:
   • Creating networks (for sharing, learning, and helping) and referral systems with help of Government and non-Government organizations (connecting common interests),
   • Improved partnerships and collaborations with global and regional associations and institutions that are aligned in strategies, efforts, and initiatives, and
   • Technology advances to enhance opportunities for shared education for academics, health workers, and students regionally and around the world;
4) Promote clear understanding of what each health care professional within a workforce team does to ensure optimal patient outcomes and collaboration; understanding roles, learning, listening;
5) Clearly define the role of health-related practitioners (e.g. community health workers) within the health team and ensure global structures for competency training;
6) Support the adoption of a new generation of health clinicians whose skills include competencies that address and are responsive to community needs;
7) Broaden the workforce composition beyond the core health professions to incorporate social scientists and other professions who work with us in communities to tackle a region’s or country’s primary health challenges;

8) Involve students in Interprofessional Education and Team Based Care to develop initiatives and learn together with other health professions;

9) Collect data on the impact and value of Interprofessional Education and intersectoral Collaboration on health care delivery and patient outcomes; more research collaboration across different health sectors; and

10) Share, Publish and Distribute new knowledge from TUFH’s Members through TUFH Academies and TUFH Publications.

GOAL 3: We will work towards Strengthening Health Worker Education and Training Programmes

By 2023 50% of institutional faculty and student members of the faculties of medicine, dentistry and nursing schools will complete at least one TUFH Academy on Health Worker Education and Training Programmes.

Strategies

1) TUFH will support WHO in advocating for and advancing strengthened health worker education and training programmes, including supporting the dissemination and uptake of WHO global normative guidance such as the WHO Global Competency and Outcomes Framework for UHC and Rural Recruitment and Retention Guidelines.
   • Gather evidence and promote application of the Global Competency and Outcomes Framework, the Migrant Health Competency Standards, and other WHO normative guidance.
   • Support the dissemination of WHO Global Competency and Outcomes Framework for UHC, the Migrant Health Competency Standards, and other WHO normative guidance including through training.
   • Ensure distribution and distance learning are well understood and implemented accordingly to overcome the disruption in health workforce education;

2) TUFH will support implementation of the WHO Global Strategy on HRH 2030, “Working for Health”: A Five-Year Action Plan for Health Employment and Inclusive Economic Growth (2017–21), and the WHO Transformative Education Guidelines. Education stakeholders are informed of, contribute to, and support implementation of key WHO normative products, including through active participation in the WHO Global Health Workforce Network (GHWN) Education Hub.
   • Provide technical input to WHO at its request as part of the development, dissemination and implementation of education products including collaborative inputs into WHO Academy courses as requested
   • Contribute case studies, publications and products to the WHO GHWN Education Hub that support the scale up of transformative socially accountable education
   • Support WHO to map and strengthen the evidence base on best practice in health professions education, with emphasis on interprofessional and socially accountable education.
   • Ensure distribution and distance learning are well understood and implemented accordingly to overcome the disruption in health workforce education; and

3) TUFH will support WHO to strengthen the evidence base on health workforce education and on linking student selection strategies with health workforce productivity, performance, distribution and retention, as well as broader socio-economic gains.
   • Provide technical input to WHO that may inform its work to identify improved evidence and best practices on the value of targeted student selection to the achievement of UHC.
• Provide technical input to WHO that may inform its work to identify improved evidence and best practice in health worker education.
• Ensure distribution and distance learning are well understood and implemented accordingly to overcome the disruption in health workforce education.

GOAL 5: We will work towards GLOBAL HEALTH CONTRIBUTIONS (WORKSHOPS and SYMPOSIUMS)

Strategies
1) Ensure the voice and knowledge of Indigenous, Elderly, Women, Migrants and Refugees, and people living in remote and rural areas are shared to a global audience;
2) Support local change agents to adopt and implement global policy recommendations to drive communal interests;
3) Promote the development of primary care model based on social accountability;
4) Support global efforts that recognizes climate change and its impact on the environment, health, and healthcare;
5) Strengthen the response capacity of primary care, because the response to the COVID-19 pandemic has revealed the importance of governments being able to ensure that public health measures are integrated with primary health care strategies, using data and information produced in each setting;
6) Promote cultural safety/sensitivity of Indigenous and First Nations people ensuring they have autonomy in their healthcare experience, recognizing cultural differences and respecting Indigenous autonomy and their ways of knowing;
7) Ensure the advance of an intercultural and global effort to address the issue of gender-based violence against women, including community engagement, advocacy and breaking silos to let voices be heard;
8) Build partnership with traditional healers through capacity building;
9) Frame strategies, educational campaigns, and programs to increase public and media awareness, as they are crucial steps in preventing the public weariness towards pandemic outbreaks;
10) Share, Publish and Distribute new knowledge from TUFH’s Members through TUFH Academies and TUFH Publications.

GOVERNING, ADVISORY, STRATEGIC PARTNERSHIPS, and INSTITUTIONAL MEMBERS
To achieve TUFH’s vision for Universal Health and Equitable Health Care TUFH is governed by a Global Board of Directors; guided by a Global Advisory Board of Thought Leaders; and partnered with and supported by a Secretariat of Leading Global Regional Institutions and strategically partnered with Health Associations and Leading National Institutions.

TUFH’s SECRETARIAT
TUFH is supported by a Secretariat, defined as a backbone consortium of leading regional health institutions that supports The Network and its initiatives. For the first 25 years, the Secretariat of The Network: Towards Unity for Health (TUFH) was at Maastricht University in the Netherlands. In 2008, the Secretariat moved to Ghent University in Belgium. In 2016 the Secretariat moved to the Foundation for Advancement of International Medical Education and Research (FAIMER) and Educational Commission for Foreign Medical Graduates (ECFMG).

In 2021 TUFH’s Secretariat was composed of The Beyond Flexner Alliance (Global), Foundation for Advancement of International Medical Education and Research (FAIMER) (Global), Northern Ontario School of Medicine (North America), University of Limerick School of Medicine (Europe), University of New Mexico (Latin America), Ain Shams University Faculty of Medicine and University of Gezira Faculty
of Medicine, Faculty of Medicine, Univeritas Gadjah Mada (Southeast Asia), and The African Centre for Global Health and Social Transformation (Africa).

**SUMMARY**
The Network: TUFH is a self-adapting network achieving success both by evolving and leading in a changing environment. Since 2006, the strategy of TUFH has been to become a “Network of Networks” bringing like-minded organizations to collaborate and, in the best of all possible worlds, become more than their individual parts.

The strength of The Network: TUFH rests in its membership -- the people whose web of relationships that animate a global society out of an inchoate crowd. In TUFH “every person has a story to tell” and “has made a difference in his/her community or globally.” The highest function of a network is to foster ways in which the many relevant organizations and initiatives dedicated to building a healthy and enduring planet achieve emergent behavior -- become more than the sum of their parts.