



Draft, 11 September 2012

Strategic Plan for ICO Education

Part 1: Primary Strategic Directions

Introduction:

During the 2010 - 2011 strategic planning process of the International Council of Ophthalmology (ICO), participants recognized that the ICO had developed a variety of dynamic educational programs but that they operated largely as “silos” and, for the most part, were not coordinated or integrated. It was also clear that, while ophthalmic education had long been the ICO’s top priority, we had never clearly defined what we want to achieve nor an overall strategy and priorities for education.

As a result, the following strategy was included under the Education goal in the ICO Strategic Plan for 2011 - 2015:

B. Develop an integrated continuum of ICO educational programs by bringing the leaders of all existing programs together to plan collectively and coordinate what they do.

In response, we scheduled two meetings to define a strategic plan for ICO education:

- February 13, 2012 in Abu Dhabi, prior to the World Ophthalmology Congress,
- April 11, 2012 in Busan, Korea, prior to the Asia-Pacific Academy of Ophthalmology Congress.

The goals of these planning sessions were defined as:

1. Taking into consideration the future eye care needs of the public, re-define the goals and priorities for ICO education: Define a vision, strategy and desired outcomes.
2. Refocus ICO education on adult learning principles and contemporary teaching methods and make ICO the leader and model for ophthalmic education around the world.
3. Define how ICO educational programs should relate to each other and what our future organizational structure for education should be.

4. Begin to define future strategies, outcomes and measures for individual ICO education programs.

This is Part 1 of a draft Strategic Plan for ICO Education, which incorporates the thinking from the two planning sessions and comments received before and after.

It includes:

- Mission for ICO Education
- Vision for Ophthalmic Education in 2030
- Vision for ICO Education in 2020
- Primary Strategic Directions and Priorities
- Six Broad Goals
- High Priority Strategies for each of the Six Goals.

Part 2 of the Plan lists more specific suggestions made at the planning sessions for each of the six goals defined in Part 1, with possible outputs and outcomes.

Also attached is:

Attachment A: Comments from those invited to the planning sessions in response to five questions about the future of ICO education. (These comments were solicited and distributed to participants before the February 13 planning session.)

A draft Plan was circulated for comment to those who participated in the planning sessions and other ICO education leaders who were unable to attend and revised based in the comments received. This draft is being sent to the ICO Board of Trustees and Advisory Committee for comment. It will then be revised as needed and submitted for approval by the Board.

We are also defining a revised organizational structure for ICO education, with individuals responsible for each of the six goals defined in this Plan and an overall ICO Education Coordinating Committee.

The individuals responsible for the Goals will be asked to form Committees, incorporating members of current ICO educational committees as appropriate. They will then define annual plans and budgets for 2013 that incorporate their plans for implementation of the Strategic Plan for ICO Education. So the Plan will become operational in the plans and budgets of the six Goal Committees, as well as in the annual plans of the Directors for Exams and Fellowships and Chair of the WOC Scientific Program Committee.

Mission:

To enhance the training and continuing professional development of ophthalmologists and allied eye care personnel to meet the growing need for eye care worldwide, with a focus on helping ophthalmic educators develop effective teaching programs.

Vision:

Vision for Ophthalmic Education in 2030

(This is a description of ophthalmic education as it will be in the future if ICO is successful. Part of the focus of the Plan is to make this vision a reality.)

In the year 2030, national ophthalmologic societies, NGOs, and governments have collaborated to:

1. assess the current and future needs of the public for eye care,
2. quantify the eye care personnel and other resources required to meet those needs.

Using this data, ophthalmic educators are able address the educational needs of health care providers to meet the public need for eye care.

Educators have developed the training and continuing professional development (CPD) programs and materials necessary to train the ophthalmic professionals needed to meet public needs and to help those professionals stay current. There are excellent teaching materials and tools available to help ophthalmologists and allied eye care personnel meet public eye care needs.

Model international curricula with integrated teaching materials and assessment measures have been defined for all major ophthalmic roles and adapted within each country to meet regional and local needs. Effective competency-based residency, subspecialty and allied eye care training programs in all parts of the world train effective, compassionate ophthalmologists and eye care teams focused on providing high quality eye care and meeting community needs.

An excellent international model for CPD has been adapted within countries to help eye care professionals learn continuously and maintain their competence.

There is an international system for accreditation of ophthalmic training and CPD programs and for certification of ophthalmologists, subspecialists and other eye care providers both after training and in practice.

E-learning has not replaced face-to-face teaching but is a major pillar of ophthalmic education globally, with materials available electronically in multiple languages through an integrated world network.

Ophthalmic education is recognized and valued as a critical subspecialty of ophthalmology. Ophthalmic educators are highly esteemed as key contributors to effective eye care worldwide.

Vision for ICO Education in 2020

(This describes ICO Education as it will be when this Plan has been implemented.)

In the year 2020, the International Council of Ophthalmology (ICO) functions as a global coordinating body to identify and address eye care needs and promote and advance ophthalmologic education to meet those needs.

The ICO provides training to and supports ophthalmic educators worldwide. The ICO helps national ophthalmologic societies assess community eye care needs, with special emphasis on geographic regions with the most need.

The World Ophthalmology Congress is the leading international ophthalmologic forum and a model for modern continuing professional development. The ICO provides tools and other support to help national ophthalmologic societies provide effective CPD.

The ICO Center for Ophthalmic Educators provides instant global access to the best teaching resources and materials and is a state-of-the-art platform for educational collaboration and sharing. The ICO has established a system for evaluation of materials, programs and activities to ensure quality and educational effectiveness. ICO education committees and programs collaborate and communicate in a seamless and effective structure.

World Ophthalmology Congresses, ICO Fellowships, ICO Exams are integrated with other ICO educational programs, providing continuity across the education spectrum.

The ICO is recognized as the global leader in stimulating and supporting modern ophthalmic education.

Primary Strategic Directions and Priorities

(Strategic Directions are the broad strategies the ICO will pursue over the next 10 years to make these visions a reality. Top immediate priorities are defined below the list.)

To fulfill its educational mission and realize these visions, the ICO will:

1. Stimulate development of training and continuing professional development programs focused on **meeting the current and future public needs for eye care.**

2. Help to develop tools for assessing eye care needs and empower national societies to become an information repository for public needs and teaching programs. Either **collect data on the status of and capacity for ophthalmic education** around the world or encourage national and supranational societies to collect that data, in order to understand the strengths, deficiencies and problems fully.
3. Stimulate and support a shift from training ophthalmologists mainly to meet the needs of individual patients to training ophthalmologists to lead **eye care teams to meet the needs of their communities** as well.
4. Focus on **teaching the teachers**: help ophthalmic educators acquire the knowledge, experience and tools needed to use modern teaching methods and develop effective programs.
5. **Define international curricula** for residents, subspecialists and members of the eye care team that can easily be translated and adapted for local use, taking into consideration local epidemiologic disease patterns, current education levels, and availability of teaching manpower and other resources.
6. Act as a **catalyst, stimulus and supporter** for the development of effective educational programs by ophthalmologic societies and teaching programs worldwide. Define guidelines and expectations for training and CPD programs; gather data; and assess the quality of residency, subspecialty, medical student and allied eye care training programs and CPD.
7. Provide a **platform for sharing of teaching materials** internationally, so that teachers, ophthalmologists and other eye care personnel can find valuable materials in different languages to meet their individual educational needs.
8. Stimulate and support development in multiple languages of methods to **evaluate and accredit teaching programs** and to **assess and certify the knowledge, skills and attitudes** of eye care providers. Endorse program accreditation and aid in the certification of individuals.
9. **Enhance training of ophthalmology subspecialists**, particularly in developing countries, who can: a) provide needed services, b) increase the quality of residency training and c) train other subspecialists to serve in those countries.
10. Enhance the educational effectiveness of the **World Ophthalmology Congress** and make it the leading international ophthalmology congress and a model for other congresses.
11. Stimulate and support ophthalmologic society **continuing professional development (CPD)** programs, particularly at the national level, helping societies provide continuing education most relevant to their members and the needs of the public.

12. Stimulate development of **regional training centers**, particularly in developing countries, to increase the capacity for ophthalmic education in those regions.

13. Develop a **structure** for coordinating ICO education programs, with clear outcomes and measures for each program and a process for evaluating their effectiveness.

14. Make ICO educational programs **self-sustaining** and define strategies to raise resources to fund educational programs in developing countries.

The ICO will work to integrate all 14 strategic directions by scheduling meetings periodically for those involved in ICO education to discuss plans and evaluate the outcomes being achieved.

Priorities:

Participants in the second planning session proposed that the ICO assign high priority for immediate emphasis to the following strategic directions listed above, with the highest priority on the first two:

#4 – Teaching the teachers

#5 – Defining curricula and expectations for training

#7 – Enhancing training of subspecialists

#8 – Stimulating accreditation of teaching programs and certification of those trained

#13 – Developing a structure for coordinating ICO educational programs, measuring outcomes and evaluating their effectiveness.

Goals for Education:

(Goals are the major strategic areas of work. They provide a framework for organizing the rest of the Strategic Plan and for the work to be done to implement it.)

A. Training Teams To Meet Public Needs

B. Curricula and Expectations for Training Programs

C. Continuing Professional Development

D. Accreditation and Certification

E. Teaching the Teachers

F. Incorporation of New Technology

Key Strategies for Each Goal:

A. Training Teams To Meet Public Needs

1. Define, evaluate and promulgate different models of ophthalmologist-led eye care teams focused on meeting community needs, including specification of the roles, responsibilities and competencies of team members.
2. Stimulate and support expansion of ophthalmology residency training from a focus mainly on meeting the needs of individual patients to training focused on ophthalmologist led teams to meet the needs of communities.
3. Stimulate and support development of training modules and materials specifically focused on training eye care professionals to work as teams.

B. Curricula and Expectations for Training Programs

1. Enhance training of subspecialists by defining curricula for the major subspecialties, including the environment and resources and educational materials required for effective training programs.
2. Define curricula and expectations of training programs for functions and members of the eye care team for which we do not already have curricula.
3. Add electronic links from all ICO curricula to high quality, relevant teaching materials, so that teachers, ophthalmologists and allied eye care providers can easily find the content outlined in the curricula and assess what they have learned.
4. Expand the ICO curriculum for residency training into an “effective curriculum” incorporating assessment measures and expectations of training programs so that the curriculum provides a sound basis for objective evaluation of the programs and potential accreditation.
5. Stimulate and support translation and adaptation of the curricula and report case studies of their successful use.
6. Align ICO curricula and ICO exams for consistency and continuity in expectations.

C. Continuing Professional Development

1. Enhance the educational effectiveness of the World Ophthalmology Congress (WOC) and make the content available online, so that the WOC is a model for application of modern educational methods for continuing professional development.
2. Provide guidelines and resources to help ICO members and other

ophthalmologic societies organize excellent congresses and develop other effective CPD programs that meet the learning needs of their members.

3. Evaluate the educational materials available from ophthalmologic societies and provide a platform for teachers, individual ophthalmologists and allied personnel to find and access materials most relevant to them.

4. Integrate CPD with the ICO curricula, ICO Fellowships and the ICO exams.

D. Accreditation and Certification

1. Adopt and promulgate an ICO policy statement on the value and importance of accreditation of educational programs and certification of the knowledge and skills of those trained, as well as of maintenance of certification.

2. Encourage and support development of regional and national accreditation and certification programs by ophthalmologic societies, and consider whether accreditation or certification by the ICO or another international body may be beneficial for areas where there is none available.

3. Provide in-person and online courses and information to help societies and educational programs obtain accreditation, help individual ophthalmologists prepare for the ICO Exams and help others prepare for certification.

4. Ensure training programs meet ICO guidelines and promote certification and accreditation for the entire eye care team.

E. Teaching the Teachers

1. Implement and demonstrate modern teaching methods in ICO programs for teachers, including Conferences for Ophthalmic Educators and the World Ophthalmic Education Colloquium at the WOC.

2. Define clear outcomes and measures for each ICO Teaching the Teachers program and establish a process for systematic evaluation of their effectiveness and real contributions to ophthalmic education.

3. Continue to develop the Center for Ophthalmic Educators by adding courses, tools and educational materials, making it not only a laboratory for experimentation in ophthalmic education but also a platform for sharing educational materials and interactive forum for consultation and collaboration on teaching.

4. Develop special interest groups of ophthalmic educators focused on different target groups (e.g., medical students) and methodologies (e.g., e-learning) and consider establishing an International Society of Ophthalmic Educators as a subsidiary of the ICO.

5. Ensure ICO educational programs are translated into multiple languages.

F. Incorporation of New Technology

1. Engage participants online before, during and after ICO courses and conferences and the WOC to create a continuum of education focused on meeting participants' individual needs.
2. Incorporate appropriate new technologies and interactive learning techniques into all ICO educational programs.
3. Use technology to make ICO curricula, tools and educational programs widely known and easily accessible worldwide.
4. Help educators and societies to incorporate, and become proficient in, the use of technologies for education.