Partnership for Education of Health Professionals

OUR VISION

People living in vulnerable positions in India and East Africa have equitable access to quality prevention of and care for cardiometabolic diseases.

OUR MISSION

Health professionals are equipped to provide quality prevention of and care for cardiometabolic diseases for people living in vulnerable positions, and female health professionals are empowered to prosper in their profession.
Engagement principles

Local anchoring and sustainability building on local health policies and educational initiatives.

People living in vulnerable positions in particularly underserved and rural areas.

Gender mainstreaming to address gender inequalities and improve the opportunities for women.

Education on CMDs to improve the prevention, treatment, and care of people living with or at risk of CMDs.

Best-practice and research to build on newest knowledge and to feed back into education and practice.

Novel and digital solutions to improve quality and reach of health professionals’ education.
Two focus areas to guide programme interventions

**Institutional capacity building** for the education of health professionals

- Improve the education of future health professionals through institutional capacity building and faculty training.
- Improve educational quality and reach with tested as well as novel approaches, incl. online and blended learning.
- Bridge the gap between education and practice to best equip newly educated health professionals for work life.
- Ensure continued education and training in CMDs of health professionals at primary healthcare level.

**Educational research and implementation research** on health professionals

- Educational research in institutional capacity building, novel training approaches, and online and blended learning as approaches to reach people living in vulnerable positions.
- Human resources for health research with a focus on gender challenges and attraction/retention in rural and underserved areas.
- Operational research to identify integrated models and approaches to optimise CMD prevention and care in rural and underserved areas.
Partnership network

PEP builds a partnership network for knowledge-sharing and scaling of best-practice and innovative approaches to institutional capacity building for the education of health professionals.

1. **National events and activities**, incl. research symposia, conferences and seminars, knowledge-sharing, etc.

2. **Regional and global conferences**, with a first international symposia in 2024.

3. **Open calls, PhD programmes**, etc. on education research and implementation research.

4. **Study-tours and exchange** of faculty and students across geographies.

5. **Advocacy and communication** on the importance of investments in education of health professionals.
**INDIA PROJECT 1**

**AIM**
Building an institutional mechanism to support CMD knowledge building, skills development, and research. With the use of digital learning tools, the project will offer an opportunity for health professionals in remote areas to advance their CMD skills while continuing to provide care for people living in these areas.

Activities will span pre-service and in-service courses in medicine and nursing with particular attention to female health professionals and a focus on reaching remote areas.

**DURATION**
April 2023 – March 2025 (2 years)

**PARTNER**
Christian Medical College (CMC) Vellore

**INDIA PROJECT 2**

**AIM**
Strengthen the institutional capacity to develop, evaluate, and document innovative approaches to the education of health professionals. The long-term objective is to support a nationwide network of institutions with academic development, educational innovation, technical expertise, and research-based teaching approaches.

The activities will span medical and nursing educations with particular attention to ensuring that new graduates have the required skills for CMD prevention and care.

**DURATION**
April 2023 – March 2025 (2 years)

**PARTNER**
All India Institute of Medical Science (AIIMS)
PARTNER
Public Health Foundation of India (PHFI)

AIM
Strengthening the institutional capacity of PHFI to support quality education of the new public health cadre in India to address the epidemiological transition and the increased public health challenges related to CMD prevention and management.

Activities span three focus areas: (1) digital pedagogy within the academic-learning unit (ALU); (2) faculty and programme staff skills related to public health education; and (3) educational research.

DURATION
April 2023 – March 2025 (2 years)

PARTNER
World Bank

AIM
Conducting a landscape analysis of decision making and regulatory bodies at national and state level. Further, developing and piloting an implementation research model of the nursing labour market, institutional capacities, and educational system.

Finally, assessing the needs and career expectations of nursing students, recent graduates, and aspiring students to understand the education-to-labour-market complex in states.

DURATION
March 2023 - May 2024 (1 year)
PARTNER
Center for Online & Blended Learning, University of Copenhagen

AIM
Supporting capacity building of Indian partners in quality education methods and advancing the research agenda in health professions education to ensure learning, monitoring, and feedback from applied teaching-learning methods.

Specialists from COBL will assist Indian partners in the strategic work of developing a productive way of using learning management systems for on-campus as well as distance education, incl. through consultations, mentoring, webinars and workshops, and joint production of online modules and courses.

DURATION
April 2023 – March 2025 (2 years)
Gender mainstreaming and women’s empowerment

PEP applies gender mainstreaming to promote gender equality by making women and men’s experiences an integral part of the problem understanding, design, implementation, and evaluation of interventions and research.

1 **GENDER ANALYSIS**: Investigating gender differences in relation to experiences, norms, roles and responsibilities, and access to and control over resources and decision-making.

2 **TRANSFORMATIVE DESIGNING**: Identifying relevant targets and how to reach them within an intervention, incl. gender sensitive M&E frameworks, sex-disaggregated data, and qualitative measurements.

3 **IMPLEMENTATION**: Gender mainstreaming within interventions and research through targeted activities as well as applying a gender lens throughout interventions and research.