People's-Uni –
Building the Public Health Workforce Capacity at Home and Abroad

Dr Anna Jones
Dr Rachel Beanland
Dr Suzanna Mathew
Structure of session

Structure and aims of People’s-Uni – Anna Jones

Trainees perspective – Rachel Beanland

Facilitators experience – Suzanna Mathew
Population reference
Infant mortality

Worldmapper 2002
Workforce?
Global Health care workforce

- WHO, UNICEF and others have made major contributions to training of health personnel in LMICs.
- BUT – efforts have focused on the training of junior health personnel on infectious disease control and maternal and child services, and not on public health professionals, i.e. public health workers with a relevant postgraduate degree
- Capacity not solely related to numbers but also to expertise and qualification
Afrihealth project – 2007
Traditional approaches to public health training have limitations including:

- isolation from ministries of health
- emphasis on institution-based teaching and didactic training and the lack of direct field experience
- lack of experienced field-based senior public health practitioners as role models
- view that public health is a medical speciality
- high cost of the training programmes
Education must be:

Accessible,
Affordable,
Appropriate,
Accredited
Accepted
People’s-Uni Vision

...create a skilled public health workforce in low-to-middle income countries with the capacity and abilities to deal with the issues impacting on the health of their populations.

Our principles are that:

Education should be affordable...Supported through the use of Open Educational Resources and delivered by Volunteers
How?

- Online delivery of MPH level modules
  - Foundation sciences
  - Public Health problems
- Moodle platform
- Volunteer delivery – international network of 110 academics and professionals
Where are the Tutors?
Student Numbers

Number of student enrolments each semester

- Number each semester
- Cumulative Number
And the students?

- Introduce evidence-based interventions into their work and communities.
- Using their learning to shape and improve public health systems in their home districts.
- Cascading this training to their colleagues.
- Returning as tutors.
PU: Involvement as a PH StR

HIV/AIDS module
Requirements

- Interest
- Time
- Online access
- Email/Skype communication
- Patience
Benefits

- Topic interest
- Learning outcomes
- Communication
- Collaboration
- Network
Experiences of a Tutor/Facilitator

Suzanna Mathew (suzanna.mathew@phe.gov.uk)
CCDC Public Health England
Skills development

Facilitation

• Online teaching re new skill and concepts-Facilitators guide, discussion forum
• Setting the initial tone for class room
• Asynchronous discussion over semester, 5 topics with a two week-break
• Perseverance- key to success, participation rates decline with time
Skills development

Course Content and Review

- Initial content set after a lot of research by course leader
- Continuous evaluation by students after each semester
- Course review to look at curricular alignment, led by Fiona Neely, iterative
- Comparison with review of other module
Skills development (contd)

Assessment

- Painful deadlines for both tutors and students
- Marking grids
- Refinement of methods with time, tutor led workshops annually
- Improved quality of submissions
- Improved outcomes
- Dissertations
Skills development (contd)

Leading a module

- Operational and strategic oversight of module-Nature of Comm Dis Control
- Co-ordinating volunteers
- Ensuring timely starts and availability of tutors
- Allocating markers and second markers, dealing with late submissions
- Capacity building of tutors
WIFM? My journey

- Fulfilment in context of feeling de-skilled and desirous of contributing to PH education in under resourced settings
- CPD- being up to date on CD related Global health issues
- Empowering networking
- Motivating peers to contribute-medical students, StR-global health competencies, CCDC
- Sparked interest in education- led to other things- e.g., FPH Role as DOT-Curriculum and Assessment, MSc Med Ed
Any questions?

Thank you
Anna Jones
Rachel Beanland
Suzanna Mathew
Next Steps

- Continue to ensure quality of teaching
- Expand range of modules offered
- Develop partnerships with local organisations
- Alumni network
- Opportunities for collaboration with People’s Uni tutors
Where are they from?

Number of students from African countries

African Countries

Botswana
Burkina Faso
Cameroon
Central African R...
Congo, The Dem...
Côte D'Ivoire
Ethiopia
Gambia
Ghana
Kenya
Liberia
Malawi
Namibia
Nigeria
Rwanda
Senegal
Sierra Leone
South Africa
Sudan
Swaziland
Tanzania, United...
Uganda
Zambia
Zimbabwe

Number of students