



BRAC JPGSPH, ICCCAD-IUB and AUW identified systemic challenges to their Public Health Curricula in the interrelated areas of course structure and under skilled faculty without professional development systems. In encountering faculty-centered, didactic lecture, rote-learning classrooms, students graduate without the competencies to professionally succeed. The partners recognize the economic imperative for Higher Education transformation to develop successive generations of professionals to positively impact the public health sector. Partners will ultimately invigorate their respective mandates of educational excellence, while averting the impending quality crisis across the Higher Education sector.

It is therefore mission-critical to devise a multi-faceted solution to achieve the desired education outcomes for our valued students and future workforce. This model will be systemically redesigned around student learners' competency development by introducing the following four interdependent components:

1. Public Health Competency-based Curriculum
2. Public Health Learning Methodologies
3. Faculty Facilitator Development
4. Faculty Professional Skills Training

It is only when these core Competency-based Curriculum features are integratively designed as an educational ecosystem that we will more fully realize our students' innate potential and contributions in the Public Health sector.

The project is committed to ensuring equitable gender balance and improving social cohesion by providing access to education to marginalised population at all levels:

- One of the PC partner HEIs, AUW is the first international women's university for developing countries, and the Vice Chancellor is a woman, Professor Nirmala Rao.
- BRAC JPGSPH has 50% female students with scholarships focused on developing female PH leadership in Bangladesh and LMICs. The Dean of BRAC JPGSPH is a woman, Professor Sabina Faiz Rashid.

The 3 HEIs are providing PH programs and producing competent female workforce for labour markets in developing countries

- All 3 HEIs are committed to the principles of SDGs and leaving no one behind with scholarships offering equal opportunities to those unable to get access to quality education in PH. All 3 institutions offer diverse scholarships for students from disadvantaged backgrounds; with AUW offering scholarships to female students from modest households in the South Asia region and Bangladesh. The University also accepts "stateless students" and exchange students from the United States, Europe and East Asia, as well as others from outside Asia. ICCCAD-IUB offers scholarships to socially excluded students and those from disadvantaged



backgrounds. BRAC JPGSPH offers Limited WHO Special Programme for Research and Training in Tropical Diseases (TOR) scholarships for applicants based on academic merit and PH experience in neglected tropical disease from low- and middle-income countries in WHO Southeast Asia and Western Pacific and 10 BRAC University scholarships to study in the MPH programme. These are specifically for meritorious and socio-economically disadvantaged Bangladeshi female applicants.

- Both Programme country partners' facilitation teams are heavily women centric with the majority of teams comprising of women. Dr. Anja Krumeich is the Director of the Global Health Programme at UM and at IDS the teaching and learning centre is led by a woman, Dr. Linda Waldman.

One of the primary focus of the Trans4m-PH project is to increase employability skills of the graduates by ensuring that the reformed courses taught in the 3 HEIs equip graduates with the necessary PH employability skills. In addition, graduate placement survey and professional skills development modules will be rolled out in Year 3, which will allow for greater interaction with potential employers and the HEIs, thereby leading to an increase in job placements for graduating students in the future.

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The project is in accordance with the Nationally accredited curriculum by the University Grants Commission, Bangladesh (UGC). The wider objective is to upgrade existing priority PH courses in the country to CB PH Curricula in 3 National HEIs: BRAC JPGSPH; AUW and ICCCAD-IUB. The project allows redesigning contextualised indigenous CB PH curricula, which will sustain professional employability in Bangladesh's health sector.

To develop cutting-edge contextualised PH Learning Methodologies for CB Curricula which will strengthen student skills in public health:

- The CB learning approach applied to the reforming of courses in Year#1, 2 and 3 requires learners (students) to stimulate and practice real-world PH skills.
- The reformed curriculum ensures learners develop critical thinking, knowledge and understanding of the content and are able to relate them to realistic PH scenarios to develop solutions.



- The CB learning approach adds management and soft skills such as interpersonal skills, teamwork and collaborative thinking as well as problem solving ability among the learners. This is a critical requisite in the workplace.
- The technical and soft skills will generate future effective PH professionals ensuring higher PH service performance by the graduating learners from the 3 PC HEIs.

All 3 PC HEIs have international students in their programmes. AUW has a diversified group of female students in their Undergraduate programmes, 896 graduates from 18 countries since its inception in 2008. ICCCAD-IUB has international and national students in their Master of Climate Change and Development programme (CCD), 70 graduates from different countries since its inception in 2013. BRAC JPGSPH has a diversified group of international students in their Master of Public Health (MPH) programme. The School has 524 graduates from 34 countries since its inception in 2005. All 3 HEIs have credit transfer system.

### **AUW**

Year 1 (2019): Bachelor of Science in Public Health programme Course Title: Infectious and Tropical Diseases Epidemiology

Volume of the course: 4 credits is equal to 60 credit points per year in ECTS

Year 2 (2020): Bachelor of Science in Public Health programme Course Title: Nutrigenetics

Volume of the course: 5 credits is equal to 75 credit points per year in ECTS

### **ICCCAD-IUB**

Year 1 (2019): Masters of Science in Climate Change and Development (CCD) Course Title: Climate Change and Health

Volume of the course: 3 credits is equal to 5 credits in ECTS

Year 2 (2020): Bachelor of Science in Land and Water Resource Management Course Title: Air Pollution and Climate Change

Volume of the course: 3 credits is equal to 5 credits in ECTS

### **BRAC JPGSPH**

Year 1 (2019): Master of Public Health (MPH) programme Course Title: Anthropological Approaches to Public Health Volume of the course: 3 credits is equal to 60 credits in ECTS

Year 2 (2020): MPH programme

Course Title: Gender, Sexual and Reproductive Health and Rights Volume of the course: 2 credits is equal to 40 credits in ECTS

All 3 PC HEIs have reformed the 3 courses (1 course per each institution) as per the project deliverables for Year#1 (100%).



In Year# 2, 2 out of 3 courses from Year#1 have been implemented (66%) by the PC HEIs. One PC HEI faced delay due to the pandemic and will implement in Year#3.

BRAC JPGSPH was able to fully implement the reformed curriculum from February 16 to 24, 2020.