

Project Title

1. PROJECT SUMMARY

To be filled in after the project is completed.

1.1. Project title

Capacity Building through Educational Exchange Program between LINQED Members

1.2. Short Project Description

Project purpose

The overall goal of this project is to strengthen capacities of LINQED members in the field of clinical, public and international (animal and human) health training by promoting and establishing individual exchange programs between partner institutions. More specifically, it is intended to provide LINQED partners with the chance to exchange thoughts and experiences based on real material and thus to allow the network to grow as a Community of Practice.

The exchange programs intend to involve three target groups: (a) students (b) teachers (c) education supportive staff. The ultimate goal is to enable LINQED members to meet the increasing demand for high quality professional education.

Expected results

1. Exchange programs involving the exchange of lecturers, students and education supportive staff are successfully developed and carried on by LINQED members.
2. A monograph is written based on quarterly/final reports and other recorded data to describe the lessons learned from individual exchange projects.

LINQED partners involved

All LINQED partners are involved:

University of Pretoria, South-Africa.

Universidad Peruana Cayetano Heredia, Peru

Institute of Tropical Medicine, Antwerpen, Belgium

BP Koirala Institute of Health Sciences, Nepal

Ecole de santé Publique, DR Congo

Institut National d'Administration Sanitaire, Morocco

Instituto Nacional de Higiene, Epidemiología y Microbiología, Cuba

Institute of Public Health, India

Instituto Pedro Kouri, Cuba

Makerere University, School of Public Health, Uganda

Pontificia Universidad Católica del Ecuador, Ecuador

Universidad Mayor de San Simon, Bolivia

University Gadjah Mada, Indonesia

Uganda Martyrs University, Uganda

Possible other partners: Public Health for South Eastern Europe (PH-SEE)?

1.4. Duration

3 years

1.5. Indicative budget (in € per year and in total)

15,000 per year (travel cost and subsidization for accommodation)

2. CONTEXT ANALYSIS

2.1. Problem analysis

Cross-cultural contact among different public health institutions can provide a framework for identifying the strengths and weaknesses of one's own education system. However, compared to the amount of exchange and collaboration projects in the research field, much less has been done with regard to education. In order to build up education expertise and to benefit from the comparative strengths of LINQED members in education, sharing of teaching experiences and education expertise between partners needs to be promoted.

2.2. Objectives

Exchange of experience and best practice between LINQED members can provide a starting point for capacity building.

1. Mapping of interests and opportunities for exchange between LINQED member institutes
2. Proposals of individual exchange projects are submitted to the executive committee
3. A consensus in LINQED is reached on the criteria and principles for individual proposal selection procedure
4. Individual exchange project proposed by partner institutes is evaluated and selected based on the agreed criteria and principles
5. Selected programs are carried out.
6. Progress of each implemented program is monitored by dynamic assessment.
7. Profile of each subproject is provided to other LINQED member by the institutes involved in the exchange

2.3. Problems addressed in the project

At the moment, the collaborations are mostly focusing on one-to-one collaborations (a partner institute & ITM) and yearly network workshops. There is a need to promote more interactions between south/regional partners to strengthen the network dynamics and to increase exchange and joined learning.

It is clear that for the moment, there is no common framework on quality of education shared by LINQED members. It is partly because "quality of education" though unifying remains a fuzzy and difficult to grasp concept. Partly, it is also because partners come from different cultural backgrounds and contexts, holding different values when offering education in specific contexts. The diversity within LINQED brings challenges to networking in general and to exchange and joined learning in particular. The exchange project can contribute to opening up our minds on how education can be done in what learning/teaching circumstances and will help LINQED to develop a common language on quality in education.

Main questions of members regarding quality and quality assurance are related to how it is currently being done in LINQED member institutions and what science or

expert opinion tell with regard to this theme. The exchange project will help in documenting how it is currently being done.

2.4. *Expected benefit from LINQED network collaboration on these problems*

The exchange projects would promote the interactions and collaborations between south partners. Institutes can learn from other network members on how they work on education through student- , teacher- and education support staff-exchange. The exchange focuses on particular issues and may strengthen the capacities of teachers, educational staffs and students in specific theme-related domains (e.g., teachers can experience new learning methods, students have more opportunities to practise, educational staffs can learn from others how supportive team and content experts can work together to improve quality in education). Furthermore, exchanges between teachers, pedagogical supportive staff and students will subsequently contribute to the exchanges on course components, content and didactic material as well as create a forum for conceptual discussions, such as on which competencies can be achieved best in which learning environment.

Consequently, exchange in various domains between partners will improve insights in context realities and quality assurance mechanisms of other LINQED members.

3. PROJECT DESCRIPTION (Logical framework)

INTERVENTION LOGIC	Objectively verifiable indicators	Source of verification	Assumptions
<p>OVERALL OBJECTIVES (OO) Strengthen postgraduate training capacity in clinic, public and international health in the network partners.</p>			
<p>PROJECT PURPOSE To provide LINQED partners with the chance to exchange thoughts and experiences based on real material and thus to allow the network to grow as a Community of Practice.</p>			
RESULTS			
<p>Result 1 Exchange programs involving the exchange of lecturers, students and education supportive staffs are successfully developed and carried on by LINQED members.</p>	<p>1. Interests and opportunities for exchange between LINQED members are identified at the workshop held in Indonesia in December, 2010.</p> <p>2. An increasing number of proposals are submitted between 2010-2013 (2-10).</p> <p>3. An agreed set of criteria and principles for project selection procedure is established by the end of 2010.</p>	<p>1. The report of the workshop in Indonesia in December, 2010</p> <p>2. Proposals for exchange</p> <p>3. Document describing selection procedure and selection criteria</p> <p>4. Signed agreements/contracts</p>	<p>Common interests can be found between institutes.</p> <p>Partner institutes take the initiative to write project proposals.</p> <p>A consensus in LINQED can be reached on the criteria and principles for individual proposal selection procedure.</p> <p>Funding is</p>

INTERVENTION LOGIC	Objectively verifiable indicators	Source of verification	Assumptions
	4. There is an increasing number of projects carried out.		available
<p>Result 2 A monograph is written based on quarterly/final reports and other recorded data to describe the lessons learned from individual exchange projects.</p>	<p>1. Every individual project is reported on and available on the LINQED website.</p> <p>2. By the end of each year, each exchange project is assessed.</p> <p>3. By 2013, a final report of the exchange project is written as a collection of individual lessons learned from individual projects.</p>	<p>1. LINQED website</p> <p>2. Evaluation report</p> <p>3. A written monograph</p>	<p>Each project is obligated to report its progress for instance, every one month.</p>

ACTIVITIES	Assumptions
Act. 1.1 Mapping common interests and looking for opportunities of exchange staffs/ students	
Act. 1.2 Establishing selection procedures and criteria	
Act. 1.3 Proposal submission	
Act. 1.4 Proposal selection procedure	
Act. 1.5 Individual projects carried out	
Act. 2.1 Process evolution	
Act. 2.2 Feedback and support for encountered questions and problems	
Act. 2.3 Mid-term report on individual project progress	
Act. 2.4 Final report on project completion	
Act. 2.5 Learning lessons from the exchange project (monograph). A format will be provided by EC.	

4. BUDGET

- B. Investment costs: Costs made for purchases of valuable goods (over 1.000 €) for long-term duration (minimum 1 year). Investment costs are only permitted when specifically announced in the (submitted and approved) budget.
- C. Consumables: Costs that are directly connected to a specific activity of the project made for the purchase and/or the operational use of goods or services. These goods and services are different from investment goods because
- they have a short-term duration
 - cannot function on their own (e.g. spare parts) or
 - are very activity-related (e.g. costs for the organization of a training session).
- E. Grants: Grants include fees, travel and boarding costs allowing project collaborators to follow a course at home or abroad; of for students and scientists from elsewhere to follow a course at the partner's institution.
- F. Travel expenses: Travel expenses can include all costs made for transportation of personnel from "door to door", needed for the execution of the project.
- G. Subsistence/Accommodation: Subsistence /Accommodation refer to personal costs strictly connected to missions (taxi, lunch, hotel ...). *Per diems can never be paid to persons that are not on a mission (e.g. local residents that attend a meeting or a workshop can never be entitled to a per diem). Invoices, receipts or statements for food, drinks and other personal costs during missions will not be accepted. Please apply the per diem system.*

Cost category	2011	2012	2013	2011–2013
B. Investment costs				
C. Consumables				
E. Grant				
F. Travel Expenses				
G. Subsistence/Accommodation				
Total				

5. PROJECT CHRONOGRAMME AND MANAGEMENT

5.1 Indicative timeline and milestones

December 2010 Finding common interests and opportunities for exchange program.

Agreeing on criteria and principles for selection

2011 Submitting proposals

2011 Decisions are made on selection

2011-2012 Carrying out individual projects

2011-2012 Evaluation

5.2 Project management

The executive committee will take the lead to set criteria and principles for individual proposal selection and evaluation (mid-term and final). Executive committee is responsible to provide guidance or support when it is necessary.

The leading institutes of each individual project are responsible for project implementation, progress reporting. They are responsible for carrying out the project in an efficient, active and thoughtful manner. They are obligated to report the progress regularly to the executive committee.

5.3. Summary SWOT analysis of the LINQED network with respect to the project

Strengths

1. Members in LINQED are currently at different stages of development of their educational projects. Many of the problems and challenges are common, and most share a strong interest to build on the specific expertise and comparative strengths within an international educational network (see questionnaire and results of the survey in annex).
2. Several LINQED member institutes have accumulated expertise regarding project development and model exchange. With the expertise in LINQED, there is a great amount of potential that we can benefit from by implementing exchange programs.

Weaknesses

Within LINQED there is not yet a high level of interaction between institutions in the South in between the yearly workshops. Insufficient knowledge of each other's strengths, expertise and training offer may restrain the scope of the exchange project. Second, there is also a language problem between the institutes. Language barrier may also become a hindrance for exchange.

Opportunities

Working in a network with partners from different continents and from very different cultural, socio-economic and institutional contexts on the other hand may also offer the best opportunities to "look at things from different perspectives". Exchanges may bring new ideas and new approaches to daily practises at own institutions. It is believed that the exchange among institutes could open interesting gateways for a comprehensive and in-depth view on education.

The content of reports may influence the amount of benefits from an exchange program. Problems, difficulties and success should be documented in detail. Exchange projects are not only expected to benefit the involved institutes, but can also be used as case

study for other institutes to learn lessons. Each project can be a lesson for the following project.

Threats

LINQED partners are from different continents and from very different cultural, socio-economic and institutional contexts. Being able to understand the contexts where teaching/training practices take place and share value among institutes is essential for the success of the exchange project. In addition, there could be a potential decrease in budget due to the economic crisis.