



# Erasmus+

## Cooperation for innovation and the exchange of good practices sub-programme

### TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A02-2019-CBHE
Project number	618578-EPP-1-2020-1-BE-EPPKA2-CBHE-JP
Agreement/decision number	
Project Title	Sharing European Educational Experience in Public Health for Israel: harmonization, employability, leadership and outreach

# Contractual Data

## Dates and Beneficiaries

### Dates

Project Start: 15/01/2021	Project End: 14/01/2024
Activities Start:	Activities End:
Project Duration(months): 36	

### Beneficiary Data

Role	PIC	Name	Country
Management Contact Person	939959004	THE ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH IN THE EUROPEAN REGION	Belgium
Coordinating Organization / Beneficiary	939959004	THE ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH IN THE EUROPEAN REGION	Belgium
Co-Beneficiary / Partner	999975717	UNIVERSITY COLLEGE CORK - NATIONAL UNIVERSITY OF IRELAND, CORK	Ireland
Co-Beneficiary / Partner	999975911	UNIVERSITEIT MAASTRICHT	Netherlands
Co-Beneficiary / Partner	893265144	STIFTELSEN RODAKORSHEMMET	Sweden
Co-Beneficiary / Partner	999642716	UNIwersytet Jagiellonski	Poland
Co-Beneficiary / Partner	933007208	ASHKELON ACADEMIC COLLEGE	Israel
Co-Beneficiary / Partner	999975038	THE HEBREW UNIVERSITY OF JERUSALEM	Israel
Co-Beneficiary / Partner	999897826	UNIVERSITY OF HAIFA	Israel
Co-Beneficiary / Partner	902105724	ISRAEL MEDICAL ASSOCIATION	Israel
Co-Beneficiary / Partner	999846222	BEN-GURION UNIVERSITY OF THE NEGEV	Israel

## Legal Representative

### Organisation Legal Address

Name: THE ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH IN THE EUROPEAN REGION	
Street: AVENUE DE TERVUEREN 153	
Post Code: 1150	City: BRUSSELS

Country: Belgium

## Department

Name:

Street: Av de Tervueren 153

Post Code: 1150

City: Bruxelles

Country: Belgium

Local Address:

Internet site: <http://www.aspher.org>

## Contact

Title: Mr.

Function: Director

Name Robert

Last Name: Otok

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## Contact Person

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Draft

# Project Summary and Horizontal Issues

## Project Description

English - 1	<p>The aim for the proposal has been defined as ENHANCEMENT OF THE PUBLIC HEALTH WORKFORCE (PHW) IN ISRAEL THROUGH SHARING EUROPEAN EDUCATIONAL EXPERIENCE, INCLUDING: HARMONIZATION, EMPLOYABILITY, LEADERSHIP and OUTREACH.</p> <p>The Israel Council for Higher Education (CHE) recent evaluation of Public Health (PH) Programmes calls for changes in approach to training PH students. Europe HEIs have made strides to modernize PH training while the EU PH community has developed tools to professionalize its PHW. Bringing together a consortium of EU Partners to share expertise with Israel offers a unique opportunity at this time.</p> <p>The project objectives are to:</p> <ol style="list-style-type: none"><li>1. Analyze PH field qualifications as assessed by employers - with adaption of the WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region (CFPHW) tool.</li><li>2. Map the matching competencies provided by HEIs using ASPHER's European List of Core Competences for the Public Health Professional (ECCPHP) providing a pathway to HARMONIZE programmes between HEIs at all education levels and with employer needs.</li><li>3. Increase EMPLOYABILITY of graduates with the creation of an online platform for practical placement, employment and career development modeled on the European Public Health Reference Framework (EPHRF).</li><li>4. Empower student capacities by training of Faculty on LEADERSHIP and problem based learning methodologies at a PH leadership academy modeled on Leaders for European Public Health (LEPHIE).</li><li>5. Valorize and professionalize the PHW through OUTREACH activities to PH system stakeholders and related health professions with awareness campaigns such as "I am PH".</li></ol> <p>Work will primarily be in English with local resources produced in Hebrew and other languages as needed.</p> <p>The consortium believes this to be an innovative proposal to share European PHW professionalization experience desired in Israel, which will have lasting impact on the PHW and may serve as a model for similar efforts elsewhere.</p>
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## Horizontal Issues

Previous recommendations/follow-up

The expert assessed that the defined target audiences were 'too broad' and 'deserve to be refocused'. The consortium would argue that the very nature of public health (PH) means that the entire population is within our target. However, the point is taken to focus the project goals to improve the employability of students and public health professionals by improving their skill set to meet employers needs increasing the accessibility of employers and HEIs. In so doing the preparatory WPs refocused their target survey audience with WP2 narrowing to representative samples of the primary PH employers in terms of the Israel PH system including PH managers who work in the PH core, and in hospitals, non-profit organizations, and governmental agencies. Likewise, WP3 focused on the 5 HEIs which educate and train the bulk of the Israel PH workforce.

The experts assessed that the activities addressing the identified needs do not ensure the link between current system and the novelties it intends to introduce will be addressed. However, given that the consortium itself contains 4 of the 5 HEIs in Israel offering education in PH, there is already inherent buy in from these partners to implement the planned innovations. Furthermore, the consortium has worked to ensure that the 5th Israel HEI offering PH education (Tel Aviv Univ) was included in the project survey and informed of developments. Critical stakeholders in the Israel PH and HEI system, including ministries and the Israel Council for Higher Education (CHE) are regularly engaged and informed of project developments. A meeting is being planned between the consortium, CHE and the Israel Erasmus+ office for June 2023.

The experts criticized the allocation of resources to the activities with substantial allocations to academic staff, general office and audio-visual equipment and external subcontracting for evaluation and IT costs. The consortium argues that these are justified expenditures as PH by its nature is not a field that is heavily dependent on expensive technical equipment, but rather the manpower to interact with the public, computing power to process data and the intellectual input of staff. Furthermore, the AV equipment will be put to use on a sustained basis to implement the developments in leadership and competency-based training. Covid-era changes in delivery of education and training has only made the purchase of such equipment more relevant.

In subcontracting costs, a major sustainable output of the project is the development of the online platform linking Israel HEIs employers and the PH workforce justifying the IT costs required for its development. The consortium already mitigated the impact of the costs for this aspect of the project, assigning the development of the platform to the partner in Poland, which has experience in IT development and where in country IT support is strong and costs are lower. For the external evaluation the role of the lead external evaluator was designed to be hands on as an additional input and resource to the project warranting a significant investment of subcontracting.

The evaluators assessed that roles in project management, decisionmaking & conflict resolution are not clearly defined and inadequate. In order to ameliorate this situation, the consortium selected a representative from the EU region and from Israel to act as focal points for partners to contact in each region to contact in the case of any issues arising requiring resolution. Care was taken by the consortium to build transparency in the partnership agreement and define procedures for specific issues.

### **Transversal issues**

The project addresses transversal competences developing training on how to teach leadership and problem-solving soft skills needed to improve the employability of public health graduates and their readiness to tackle real-world challenges. The field of public health requires particular attention to issues such as social cohesion, minority populations and ethics as public health measures and campaigns are applied at a population level. Public Health graduates must be attuned and prepared to incorporate transversal issues in order to be effective in the work they will be asked to do when they enter the workforce.

### **Involvement of people with fewer opportunities**

The partner country consortium schools serve regional student populations from specific minority and disadvantaged groups in Israel as well as training its graduates to work in and with these populations. These include Ultra Orthodox Jewish, Bedouin, Arab, Ethiopian refugee and other populations living in the periphery of Israel.

The consortium partners in Israel make concerted efforts to reach out to and train these communities and looks forward to the opportunities the SEEPhi project will provide to train a new generation of leaders within them. For example, the upcoming January Partners meeting in Brussels will feature a lecture from a faculty member from Ashkelon Academic College on the specific challenges for teaching students from Bedouin communities in the southern region of Israel.

# Award Criteria

## Assessment Criteria

### Relevance of the project

#### Relevance to the objectives

The most significant factor impacting the relevance of the SEEPHI project was the outbreak of the 2019 novel coronavirus (COVID-19) pandemic. By shining a spotlight on the importance of the work of the public health community it has made the SEEPHI project far more relevant than the consortium could have imagined at the time the proposal was written. The public health workforce has needed to respond to challenges, keep up to date and seek solutions in a landscape where knowledge of the virus and its effects were changing on a daily basis and continue to develop to this day. Concurrently, at all levels of society and discourse, public health workers have been required to step into leadership roles advising authorities, developing vaccination programmes, assessing health risks and implementing measures, etc. all while collaborating with different non-health related sectors.

COVID has highlighted the importance and relevance of the project in the national Israeli context, creating interest not only from the Council for Higher Education (CHE) and the Ministries of Health, but also at the Presidency level in Israel. Meetings are currently planned for June of 2023 with the SEEPHI consortium, CHE, Erasmus Israel office and other national authorities to further integrate SEEPHI developments with national policy. Moreover, the project has highlighted the importance of this type of capacity building effort in public health across countries. A further goal of ASPHER is to seek opportunities to implement similar efforts in other countries and regions across the European Region in cooperation with the World Health Organization.

However at the same time, the COVID pandemic created the same challenges that all of society faced with restrictions on travel and work and sickness absences. This was compounded for SEEPHI in that many key project personnel were called upon to respond to the crisis and their attention was diverted. Regardless, the consortium partners were highly motivated to see the goals of SEEPHI through and this gave the opportunity for more junior staff to step into project roles, while senior staff consulting at high government levels were able to promote the project objectives with national level contacts.

The primary goal of the SEEPHI project remains development of the HE sector within society at large and the unique timing of this capacity building project focused on public health coinciding with the tremendous public health challenge of the COVID pandemic is allowing the project activities to take advantage of lessons learned during this critical time as employers realize and feedback to HEIs on the capacities they miss - giving the HEIs offering programmes in PH in Israel the opportunity to better train their graduates in the skills they require to meet and lead on this and future challenges.

#### EU Education, Cooperation & Development policies

The project aims to encourage cooperation between the EU and Partner Countries and support Israel in addressing challenges in the management and governance of its HEIs offering programmes in public health (PH). This includes improving the quality of higher education, developing new and innovative education programmes, modernising higher education systems through reform policies as well as fostering cooperation across different regions of the world through joint initiatives.

More specifically, this Joint Project supports Israel in National Priority 3: strengthening of relations between HEIs and the wider economic and social environment, targeting university-enterprise cooperation, entrepreneurship and employability of graduates through voluntary convergence with EU developments in higher education and PH workforce professionalization.

In order for Israeli HEIs to meet the capacity needs of PH employers and local communities, they must be able to prepare PH students with appropriately targeted and experience-based education and training that will give them the versatility and skills to meet the dynamic and changing challenges inherent in addressing the health of the entirety of the population – including harder to reach minority groups with special needs. To do so the project conducts the following:

1. Detailed analysis of field qualifications content to understand different professional roles in the Israeli PH system;
2. Mapping of the corresponding profiles of the Israeli schools and programmes of PH to guide harmonization between PH education and practice;
3. Introduction of a dynamic online interface to enable PH education/training – practice/workforce collaboration, supporting employability and continuing professional development in the Israeli PH system;
4. Building leadership capacity via cutting edge training in the Israeli PH schools and programmes, including peer-to-peer and train the trainers offerings; and
5. Stakeholder engagement to secure key outreach (community, inter-professional, cross-sectoral...) needed to sustain the proposed solutions.

Within the SEEEPH project, Israel HEIs and the PH workforce benefit from voluntary incorporation of European tools, best practices and methodologies that touch on several of the specific types of activities listed for Capacity Building Joint Projects in Higher Education, including, but not limited to:

- learning and teaching methodologies and pedagogical approaches;
- new forms of practical training schemes and study of real-life cases in business and industry (i.e, PH employers and local communities);
- university-enterprise cooperation;
- new forms of learning and providing education and training;
- guidance, counselling and coaching methods and tools; and
- tools and methods for professionalization and professional development.

Realizing the collaboration with HEIs in Europe to modernize their PH teaching programmes in Israel will allow PH professionals and the broader PHW in Israel to gain the competencies, skills, and know-how (i.e. capacity) needed to meet the difficult and dynamic PH challenges that they, their employers, and the community will face across the span of their careers.

## Quality of the project implementation

### Description of the implemented activities



In activities implemented so far, the preparatory work packages WP2 and WP3 have completed the analyses planned in the proposal.

WP2 completed a preparatory analysis of employer and community expectations of PH field qualifications using a survey instrument developed from the 'WHO-ASPHER competencies framework for the public health professional' which is designed to be used by working professionals, HR managers, employers, etc to evaluate competency level at the entry, competent and expert level. The work resulted in a report mapping qualifications required of PH workforce in Israel.

WP3 completed a preparatory analysis of HEI offerings in PH in Israel using a survey instrument developed from the 'ASPHER Core Competences for the public health professional' which is designed to assess curriculum needs of PH MPH programmes. They provided a report mapping the competency profiles of the Israeli schools and programmes of PH which offer masters and bachelors level PH degrees.

The WHO Essential Public Health Operations (EPHOs) were used as a bridge to compare the competencies mapped for the workforce and the HEI programmes.

The preparatory WP activities were fully in line with the proposed activities. There was however, some delay starting the work for these activities due to the late arrival of the first pre-payment of the grant.

Implementation of the three development WPs is underway.

WP4 has developed the online Public Health Reference Framework (PHRF) developed to be an online interface for students, employers and PH system governance structures to use for practical placement and employment opportunities, career guidance, and PHW planning and development. The technical development, subcontracting tendering and IT delivery of the tool proved to be a lengthy process and there has been a delay in delivery of the final tool. THE PHRF is now complete in line with the proposal description, but the subcontractor is currently making requested adjustments. It will be ready to launch in the first quarter of Y3. In order to better understand and serve the employment needs of recent graduates of PH programmes a survey was also developed by this WP and has already been delivered to recent students of Haifa University. The other Israel HEIS plan to also administer the survey to their graduates.

WP5 has developed the planned leadership train-the-trainer manual as describe in the proposal. Preliminary pilots of leadership and problem based learning training have been carried out. Further trainings will be held for faculty of Israel HEIs in Y3. Given the growth of online technologies in the Covid era, it is envisaged to hold some of the planned trainings online in order to reach a larger number of faculty and teaching staff for trainings.

WP6 has begun filming and editing of videos for the on-going I am Public Health "IAMPH" campaign taking advantage of the annual IAPHP conference to collect IAMPH stories from Israel PH professionals, which is in line with the project proposal. Launch of the online PH Israel Register is delayed as it will be integrated into the PHRF online platform from WP5.

All of the project activities have been impacted to some degree due to the ongoing Covid pandemic and travel restrictions. Travel for many planned partner, working meetings and dissemination events could not be carried out as planned during the first 2 years. Online meetings were held to keep up the work, but integration and synergy between partners and WPs would have been better if face to face meetings had been possible throughout the project period.

## **Quality assurance**

- The internal committee includes 2 Israeli partners (KD, ND) and two European partners (MD, JH). to maintain a balance between the parties. ND serves as co-chair of the evaluation committee along with PB.
  - Telephone/Zoom contact, contact in the WhatsApp group of the Israeli partners, and contact by e-mail for consultation and reporting to the committee members in Israel (KD, ND) is always present, as well as the actual involvement of the Israeli committee members in the work packages. For example, KD took an active part in developing the questionnaire in Work Package 2. The Work Package 2 team (ZM, OB) sent all partners the questionnaire for comments. As above, the team of work package 3 (YN, MM) as part of the evaluation activity of the tools and control throughout the surveys/data collection. The tools were revised according to the partners' comments and the final approval of the Israeli committee members.
  - At the end of the first year, all partners reported on the progress of the project according to the format of the Erasmus Israel office. The Erasmus Israel office expressed satisfaction with the progress in the project and the cooperation between all Israeli institutions and their European counterparts.
  - All the work packages so far have been on time. Therefore, no measures have been taken. Reports written or the manual developed have been sent to all partners for comments.
  - Describe the functioning of the external QA (i.e. identity of the external evaluator(s) and criteria used for their selection; type and frequency of measures envisaged; feedback mechanisms in place; etc.), the measures already implemented and the remedial actions taken if any;
- Committee Membership.

The goal of the external evaluation committee was to improve the design and implementation of the SEEEPHI program by relying on 3 external internationally renowned leaders in public health, education and training of health workers, and health systems improvement from Israel, EU and USA including:

- Professor Walter Ricciardi, MD, PhD. President, World Federation of Public Health Associations (now former), Prof of Hygiene and Public Health, Catholic University, Rome; President, Italian Society of Hygiene, Preventive Medicine and Public Health, Italy
- Professor Orly Manor, MD, PhD, Hebrew University, Israel
- Professor Paul Barach, MD, MPH, Sigmund Freud University, Austria and Thomas Jefferson University, USA

The External and Internal Evaluators meet regularly both in person and online. The following meetings have already taken place:

- April 2021: remote meeting (Zoom)
- November, 2021: remote meeting (Zoom)
- April 2022: hybrid meeting (Zoom and Krakow, PL)
- May 2022: hybrid attendance at SEEEPHI conference meeting (Zoom and Ashkelon, Israel)
- Sept, 2022, hybrid meeting (Zoom and Krakow, PL)

#### Remedial Actions

The External committee made a series of recommendations when it met in Krakow, 2022 including to:

- Improve communication, coordination and Work Package alignment (especially WP 2 and 3) which has led to more regular correspondence and more data sharing between WP leaders;
- Recommendation to schedule face-to-face meeting of WP leaders in Israel to build trust, data sharing and cooperation over years 2 and 3;
- Share with External Evaluation committee draft WP reports early ( at least 2 weeks) before External Committee meeting, to ensure better material review, and deeper learning and cross WP improvement;
- Working closely with leaders of WPs to enhance publication of project results; this has led to 2 peer review publications.

#### Visibility

Project website address: <https://seeephi.aspher.org>

The website is made up of a homepage with general welcome information.

An 'about' page with more detailed description of the project, its aims, objectives, methodology and expected results

A 'partners' page lists and links to all partners

A 'work packages' page with brief description of the WPs

An 'activity log' which is a blog style page that is updated regularly by ASPHER with information about project news and activities. <https://seeephi.aspher.org/activity-log.html>

A 'contact' page to request contact with the consortium

The 'partner zone' back office page accessible to all consortium partners for internal project documentation such as the project proposal, partnership agreement, draft documents, meeting summaries, draft documents, etc.

There is regular publicity about the SEEEPHI project activities in the ASPHER newsletter, which publishes approximately 8 times/year. ASPHER newsletters are available at <https://www.aspher.org/aspher-newsletters.html>

The consortium follows the schedule set out in the proposal for SEEEPHI dissemination and visibility events at the ASPHER and IAPHP annual conferences and will have a final dissemination workshop at the European Public Health Conference in 2023. In addition to the dissemination events scheduled in the original proposal, the consortium takes advantage of all other available online opportunities and events where partners are present to promote SEEEPHI's visibility. See the achieved results table for Dissemination (WP7) for a listing of additional dissemination activities.

In terms of publications, at least one publication is planned for each of the preparation and development WPs. Additionally, a concept paper was published at the start of the project and an overview will be published to wrap up at the end of the project.

Published papers to date:

The Future Public Health Workforce in a Changing World: A Conceptual Framework for a European–Israeli Knowledge Transfer Project  
<https://www.mdpi.com/1660-4601/18/17/9265>

Journal publication: Emerging lessons from the COVID-19 pandemic about the decisive competencies needed for the public health workforce: A qualitative study  
<https://doi.org/10.3389/fpubh.2022.990353>

Bridging the gaps between Public Health training and practice: workforce competencies comparative analysis (in press)

## Equipment

Equipment installed at Ashkelon Academic College (P1), Ashkelon, Israel:

Acquired equipment:

3 laptops acquired for staff use primarily for research purposes for Work Packages for 2 academic faculty members and 1 research assistant in Y1 and Y2. In Y3 the 2 academic staff continue to use their laptops for project research/authorship/meeting purposes. The laptop of the research assistant (temporary position) is now put to use by 3 other academic and administrative staff in the PH department.

Planned purchases:

Three computers with touch screens for student/staff/alumni access to SEEPEPHI Workforce PHRF (WP4).

Beneficiaries: 85 students and 20 staff, plus alumni

Equipment installed at Hebrew University, Jerusalem (P3), Jerusalem, Israel:

Acquired equipment:

- 1 computer work space at HUJI for 3 staff members for research use from Y1-Y3.
  - 2 laptops for 2 staff members for research purposes, partners meetings, SEEPEPHI/WP3 presentations, etc. for use from Y1 to Y3.
  - 1 tablet for 1 staff member for research purposes, partners meetings, SEEPEPHI/WP3 presentations, etc. for use from Y1 to Y3.
  - Software licenses for all desktop and laptops
- No further purchases are planned. P3 declined to purchase the computer information stations budgeted in the original proposal.

Equipment installed at Haifa University (P5), Haifa, Israel:

Acquired

- 3 laptop computers for research purposes used during Y2 and Y3 of the project by 6 academic faculty staff members
  - Audiovisual equipment for conference meetings, employment fair and SEEPEPHI leadership/PBL training workshops to be used during Y3 by an estimated 400 students, alumni and faculty
  - 8 tablets for the employment fair to be used in Y3 by an estimated 400 students and alumni
  - 5 computers, 2 monitors, and 2 touchscreen monitors and related equipment (keyboards, wallmounts) to be used during Y3 by an estimated 400 students, alumni and faculty
- Some items were ordered after the interim financial report, but all have now been acquired. The purchases and their uses have not changed from the original proposal.

Equipment installed at Ben Gurion University of the Negev (P9), Beer Sheva, Israel:

Acquired:

- 2 tablets and associated equipment for research purposes for use by 2 academic staff members during Y1-Y3.
- 1 laptop and associated software licences for use by 2 academic staff members for research purposes during Y1-Y3.
- Audiovisual equipment (i.e. camera, sound adaptor, projector microphones and other misc.) for the simulation learning centre leadership and PBL training to benefit hundreds of students and faculty from Y1- Y3 and beyond.
- 1 mobile smartboard for the simulation learning centre leadership and PBL trainings to be used by 200 teaching staff from Y1- Y3 and beyond.
- Office equipment and supplies (i.e. printer, lamination machine, spiral binding machine, photographic paper, flip chart and other misc.) for printing guides for the simulation learning centre leadership and PBL trainings to benefit hundreds of students and faculty from Y1- Y3 and beyond.

Purchases on order:

- 1 laptop and software licenses for administrative use by 4 staff of the simulation for running and coordination of the leadership and PBL trainings in Y3.

- 3 computers with touch screens for student/staff/alumni access to SEEPEPHI Workforce PHRF (WP4).

Beneficiaries: all 5000 Faculty of Health Sciences students and staff in Y3 and beyond.

The SimBoost audio visual system, 1 ipad, an extra laptop and flip chart were not part of the original proposal.

The purchase of these items did not change the overall equipment budget, were in line with the project activities and approved by project officers.

#### The project includes activities relating to curriculum development

Yes

No

#### Teaching / Training Activities

Yes

#### **Mobility for Teaching, Training and/or project research activities**

We build the public health leadership course based on Problem Based Learning and Simulations methodologies. The course is evaluated by qualitative (debriefing and indepth interviews) and quantitative (surveys) methodologies.

We developed a guide for train the trainers, met Israeli and European partners for development of the course adapted to local needs.  
Participants were master students, mid career level working in different health institutions.

No

### **Quality of cooperation**

#### **Project management**

The partnership agreement (PA) was drafted by the project managing organisation (P1) based on the template provided by EACEA and presented for discussion at the kick off meeting. Partners provided immediate feedback and were given time to share the PA with their legal representatives and return written comment. Requested changes were incorporated and the revised PA was again shared with all partners. An ad hoc online meeting was called with all partners to finalise the PA after changes before collecting signatures. No major difficulties were encountered in the process.

The consortium uses ASPHER's online platform for sharing of electronic materials.

Timely completion of activities and deliverables were established as performance indicators.

Communications are carried out in English and meetings were primarily held online via Zoom due to Covid conditions. Travel for some meetings resumed in Y2 and is expected to intensify in Y3.

The project management approach was adapted due to Covid pandemic travel restrictions which required most meetings to be held online. The decision was also taken to elect two focal points be a first point of contact if any issues arose, one for EU partners and one for Israel partners.

#### **Involvement of partners and stakeholders**

The responsibility of work was spread across all partners with each partner in a co-leading role on one preparatory or development WP. Each of these 5 WPs were co-led by one EU partner and one Israel partner so that the Israel partner could benefit from input on the in-country work by the EU partner and their experience. The choice of WP for each partner was based on the unique strengths and insights they could bring to the work that would be required to complete the WP and reach relevant stakeholders.

The feedback from national authorities in Israel formed the basis of the proposal which was designed to answer the needs identified by the Israel Council for Higher Education (CHE) in their review of public health programmes in Israel. The CHE as well as ministries of health and other national agencies have been regularly briefed by the partners with some partners partially employed in the ministries. A formal briefing of the project work was also given to the World Health Organization Regional Office for Europe at their annual meeting.

Surveys of students by the project are ongoing and select students have been invited to attend the conferences of the IAPHP to take part in lamPH activities. They will also be targeted in the final year through the planned career fair and placement schemes developed through the PHRF online platform and PH registry.

Other external stakeholders such as employers have been involved in surveys and interviews. The needs identified by employers will be used to identify the training and educational needs that HEIs must offer while also mapping potential employers for increased cooperation with HEIs for practical and career placements. PH workforce representatives have been involved with lamPH stories. The PH workforce will be targeted in the final year by the PH registry and the workforce and employers will be engaged through the career fairs and the online PHRF platform.

#### **Management of the grant**

The grant is distributed by the project coordinator, ASPHER (P1). At the start of the project when the first pre-payment was received, ASPHER distributed 25% of the total budget (50% of the prepayment) to all partners according to their share of the budget. This provided all partners with liquidity to carry out project activities from the start of the project while maintaining a sum in reserve for specific needs as they might arise.

After the first year of the project, further funds were distributed prioritizing partners with specific constraints on spending, namely Israel partners that would need to make all equipment purchases by the end of Y2 and that would require good liquidity for in-country work and by one EU partner, Jagiellonian University (P6) that has responsibility to pay substantial IT subcontracting costs for the delivery of the online platform. The other EU partners agreed to await any further payments until the 2nd pre-payment is received in Y3. This procedure was written up as an addendum to the partnership agreement and agreed by all partners.  
[https://www.aspher.org/download/1085/seeephi\\_partnership\\_agreement\\_addendum\\_1-version\\_11\\_02\\_22.pdf](https://www.aspher.org/download/1085/seeephi_partnership_agreement_addendum_1-version_11_02_22.pdf)

The project coordinator provides financial reports on the distribution of the grant funds at partner meetings. Any request by specific partners for additional fund allocations or changes are communicated to and agreed by all partners by e-mail. The financial reporting submitted by partners for the interim reporting was collated by the project coordinator and distributed to all partners and will be presented at the next partners meeting prior to submission.

The initial transfer of funds to partners was made only several months after the project start date due to the late arrival of the first pre-payment. The only tendering procedure required in the project was for the subcontracting of the IT costs to build the online platform. It was slightly behind schedule, but ultimately ran smoothly. There was concern about the pre-payment structure of the grant considering that partners are expected to deliver 2/3 of the project work with only half of the project budget. This seems like a flaw in how the budget is allocated – creating unnecessary tensions in how to distribute funds. However, given the underspent travel budget due to Covid conditions, all partners were able to operate comfortably.

## IMPACT AND SUSTAINABILITY

### Awareness raising, dissemination, sustainability and exploitation of the project results

## Impact

Aside from the HEI partners involved in the SEEPEPHI project, impact is ensured by the non HEI partner organisations serving public health constituencies at the EU and international level (ASPHER) and the partner country/Israel level (IAPHP). ASPHER and IAPHP co-lead the dissemination WP7 and presentation/workshop events are held at the ASPHER and IAPHP annual conference meetings as well as the final project workshop which is planned for the 2023 European Public Health Conference for which ASPHER is a contributing partner. In addition to these events scheduled in the project proposal, partners seek to promote the SEEPEPHI project at any relevant and opportune conferences and activities. Examples include SEEPEPHI participation in European Public Health Week, presentations to the Israel country meeting during the annual European Public Health Conference and posters at the ASPHER stand, and communications in World Health Organization professionalization related meeting/events. See the annexed WP7 table of achieved results for a more comprehensive list.

Awareness of the project is also raised across Israel at all levels (school, local, regional and national) through the stakeholder engagement campaign IamPH (WP6 co-led by IAPHP and SRCU), which raises awareness of who plays a role the PH workforce in Israel and feeds into the PH Registry for PH professionals to register themselves to be set up in Y3 by the IAPHP and hosted on the project's online PH reference platform (WP5).

The intellectual outputs of the project are promoted through publication of WP results in scientific journals. This aspect of the dissemination has changed somewhat from the original proposal which envisaged a single journal supplement dedicated to SEEPEPHI to be published at the end of the project. Instead, partners, with support of external evaluators, determined that it was more important and timely to publish on an ongoing basis during the course of the project. A project concept paper was published in the first year and at least one publication is expected from each of the preparatory and development WPs. A final publication will provide an overview of the entire project referencing all project papers and the collection of all papers which will be published as open access with the consortium retaining copyrights will be hosted long term on the SEEPEPHI project and ASPHER websites.

## Sustainability

Consideration has been put into the sustainability of key project outcomes. The PH Israel Reference Framework online platform tool is able to be hosted by ASPHER to sustain after the project period. IAPHP will continue to promote and sustain the PH Israel register to create a recognized and networked professional PH workforce in Israel. The PH leadership academy will be integrated into and sustained at the BGU leadership centre. The Israel HEIs will incorporate the leadership and PBL learning methodologies into their teaching and curricula supported by the vested interest of the Israel Council of Higher Education. The in country HEIs will also sustain the running of an annual career fair(s) for graduates. The SEEPEPHI project website will be maintained by ASPHER.

A full listing of realized deliverables and project products can be found in the annex tables of achieved results.

## Statistics and Indicators

### Type of equipment:

- books and pedagogic material
- audio-visual equipment
- Computers and software
- lab material
- Other

### For Curriculum Development projects

- Yes

**Level of new/updated courses:**

- Short cycle
- 1st Cycle (e.g. Bachelor)
- 2nd Cycle (e.g. Master)
- 3rd Cycle (e.g. Doctoral)
- Vocational Education and Training

**Type of recognition:**

- HEI Degree
- National degree
- Multiple Degree
- Joint Degree

Volume (in ECTS) of new/updated courses

0

**The new study programme includes:**

- Placements/internships for students
- Career orientation service
- Career development measures

Number of learners / trainees enrolled (per intake / course delivery)

0

**Type of skills/competence developed:**

- Transversal/behavioural skills
- Technical /academic /scientific / research skills
- Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the

0



project

### For Training/Mobility Activities

Number of partner country "HEIs' students" trained

0

Number of partner country "HEIs' academic staff" trained

10

Number of partner country "HEIs' administrative staff" trained

0

Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)

0

### IMPACT AND SUSTAINABILITY

#### Impact at individual level

Extent of attention given to vulnerable groups

to a very high extent

Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs

250

Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs

40

Number of direct beneficiaries in the PCs (/year): HE students

1 000

Number of direct beneficiaries in the PCs (/year): non HE individuals

400

#### Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres )

to a very high extent

Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)

to a high extent

Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding /

to a high extent

research projects / joint publications / participation in networks or associations, etc.)

### Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

to a very high extent

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

to a very high extent

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a very high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

to a very high extent

### Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

not applicable

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

to a high extent

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a very high extent

### Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- Partner HEIs
- Public authorities in Partner countries
- NGOs

- Private sector
- European Union
- Other

## QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation

not applicable

Involvement of non-educational stakeholders in the project implementation

to a high extent

## RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries

to a very high extent

### Project potential to promote EU's horizontal policies

- Agriculture, fisheries and foods
- Business
- Climate action
- Cross-cutting policies
- Culture, education and youth
- Economy, finance and tax
- Employment and social rights
- Energy and natural resources
- Environment, consumers and health
- External relations and foreign affairs
- Justice, home affairs and citizens' rights
- Regions and local development
- Science and technology

Transport and travel

## Meetings, Training and Mobilities

### Meetings, Trainings and Mobilities

#### Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Israel	Ashkelon	30/05/2022
Poland	Krakow	20/09/2022
Netherlands	Maastricht	04/12/2023
Ireland	Cork	04/09/2023
Israel	Haifa	11/06/2023
Sweden	Stockholm	27/03/2023
Belgium	Brussels	31/01/2023

#### Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
5,21	Training	Academic staff – teaching	Number Female	21	Israel	Poland	0,14	100

## Attachments

Type of File	Name of the File
Budget Table	
Declaration of Honour	
Table of achieved results	
Dissemination/Exploitation Plan	
Quality Assurance Plan	
Request for Payment	

Draft