

Please complete the following Logical Framework Matrix:

E.4 Logical Framework Matrix – LFM				
<p><b>Wider Objective:</b>  <i>What is the general objective, to which the project will contribute?</i>            Enhancement of the PHW in Israel through sharing European educational experience, including: harmonization, employability, leadership and outreach.</p>	<p><b>Indicators of progress:</b>  <i>What are the key indicators related to the wider objective?</i>            Harmonization – learning objectives (LOs) and training appropriate at each education level across Israeli programmes of PH.            Employability – Education and training received by PH students matches employer expectations.            Leadership – Leadership and problem-based competencies transferred to the PHW with courses and programmes of PH reflecting real-world examples and experiences in their training.            Outreach – PH training available and attractive to other health professions, communities and sectors.</p>	<p><b>How indicators will be measured:</b>  <i>What are the sources of information on these indicators?</i>            Harmonization: HEIs in PH adopt new policies and strategies to adjust their programmes' LOs in order to address the competencies required at each education level to meet employer expectations.            Employability: Proportion of students finding practical placements during the course of their education and employed in the PH sector upon graduation/completion of training.            Leadership: New leadership and problem-based learning (PBL) components incorporate into PH programme curricula, courses and theses. Number of faculty trained to provide leadership and PBL.            Outreach: New promotion strategies taken and number of relevant course offerings in PH training provided by HEIs (e.g.,</p>		

		academization of allied professions, and CPD). Number of enrolled students with other health and related professional backgrounds, other sectors, and minorities.		
<p><b>Specific Project Objective/s:</b> <i>What are the specific objectives, which the project shall achieve?</i></p> <p>SO1: Detailed analysis of field qualifications content to understand different professional roles in the Israeli PH system.</p> <p>SO2: Mapping of the competency profiles of the Israeli HEIs of PH to guide HARMONIZATION at different academic levels and between PH education and practice.</p> <p>SO3: Introduction of a dynamic online interface to enable PH education/training - practice/workforce collaboration, supporting EMPLOYABILITY and continuing professional development</p>	<p><b>Indicators of progress:</b> <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <p>SO1: The indicator for achievement of SO1 will be delivery of the report of field qualifications in the Israeli PH system that is comprehensive and representative of the field qualifications required of PH employers and communities throughout Israel reflected over the 10 Essential Public Health Operations (EPHOs). To be fully realized this should indicate field qualifications at entry, competent and expert levels.</p> <p>SO2: The indicators for achievement of SO2 will be delivery of the report of the mapping of competency profiles of PH education and</p>	<p><b>How indicators will be measured:</b> <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <p>SO1: The WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region (CFPHW) provides a means to evaluate the competencies needed at three levels of the workforce (entry, competent, expert). It will be adjusted to survey the PH system in Israel and analyse the field qualifications needed by Israeli employers, stakeholders and communities.</p> <p>SO2: ASPHER's European Core Competences list for the PH Professional (ECCLPHP) can be applied to define entrance and exit competencies to be achieved in courses and comprehensive programmes of PH, and Continuing Professional</p>	<p><b>Assumptions &amp; risks</b> <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <p>SO1: Assumptions: Employers and community organizations must be willing and able to provide useful and comprehensive feedback on the qualifications required by the PHW to meet PH challenges. Risks: Employers and the community may not be aware of what competencies are available nor what competencies they require to meet population health needs.</p> <p>SO2: Assumptions: HEIs must be willing to share information about their students and programmes and be receptive to recommendations for changes to their PH curricula and to recognise competencies students may have already attained in previous degree programmes</p>	<p><b>How the risks will be mitigated:</b></p> <p>SO1: Use of the CFPHW will mitigate this risk, as it outlines a framework of competencies/qualifications using specific terminology linking to the EPHOs, thus offering an accessible guide to employers and communities.</p> <p>SO2: Risk will be mitigated by presenting harmonization in the form of recommendations that will better serve students and their LOs at each education level making them more employable and increasing the relevance of all PH programmes. 4 Israeli HEIs of PH are partners, representing a majority of HEIs in PH in Israeli and are receptive to the project objectives. The CHE has called for reforms of PH education in Israel.</p> <p>SO3: In order to mitigate risks, platform stations will be set up at HEI campuses for easy student</p>

<p>in the Israeli PH system.</p> <p>SO4: Building LEADERSHIP capacity through cutting edge training in the Israeli HEIs in PH, including peer-to-peer and train-the-trainers offerings.</p> <p>SO5: Stakeholder engagement to secure key OUTREACH (community, inter-professional, cross-sectoral) needed to sustain the proposed solutions.</p>	<p>training in Israeli HEIs with recommendations to guide harmonization between education and training at all academic levels of at least the 4 participating HEIs and the PHW needs indicated in WP2.</p> <p>SO3: The indicators for achievement of SO3 will be the development of the PHI PHRF online tool to serve as a dynamic interface enabling relevant interactions based on the analysis and mapping in SO1 and SO2; and the organisation of an annual PHI career fair for the participating 4 HEIs and practical placement schemes for the PH system.</p> <p>SO4: The indicator for achievement of SO4 will be enhanced Leadership Capacity achieved and number of trainers and faculty trained within the framework of the PHI Leadership Academy to train-the-trainers and offer peer-to-peer services on PBL and leadership teaching</p>	<p>Development (CPD). Based on the ECCLPHP, a survey instrument will be developed to map the competency profiles of Israeli HEIs in PH and administered to at least the 4 participating HEIs.</p> <p>SO3: ASPHER's European Public Health Reference Framework (EPHRF), constituting of a systematic and flexible tool to contribute to PHW planning, career guidance, education and training choices, and practical placement will serve as a model for developing the PHI PHRF platform informed by reports from WP2&amp;3. IT technological support will be subcontracted to build the platform, which will be maintained and hosted by the Israeli HEIs. Partners leading on this work will build on past successes organising alumni events to organise the PHI Career Fair.</p> <p>SO4: Leaders for European Public Health (LEPHIE) will serve as a model for building and implementing the PHI Leadership Academy. LEPHIE has developed a Leadership course and manuals for PH professionals using PBL, and</p>	<p>and in the course of their work experience. Risks: HEIs and their structures may be resistant to making fundamental changes in their programmes and curricula.</p> <p>SO3: Assumptions: Students, alumni, employers, and communities will use the online platform and career fair to interface, offer and find practical placement and offer career development and PHW planning. Risks: Target audiences may not engage in and make use of the online platform nor attend the career fair.</p> <p>SO4: Assumptions: Faculty will be keen to modernise and diversify their teaching methodologies and implement these into their course work. HEIs will be willing to support the staffing needs to implement these more intensive teaching methods Risks: Faculty may be resistant to changing their teaching methods. Experiential teaching methods are more time intensive and may require more staff hours; students may be resistant to participatory learning.</p> <p>SO5: Assumptions: The core and wider PHW will want to</p>	<p>access. The online platform and career fair will be promoted widely at Israeli HEIs and amongst the Partner Schools' and IAPHP's networks of employers and community organisations. Faculty will be encouraged to engage to provide career development guidance and match students to placement opportunities. Employers and communities will be encouraged to post placements and employment opportunities. SO4: Risks will be mitigated by presentation of how the leadership and PBL methods work to prepare students to face real world problems and challenges and meet employer needs. Instructors and trainers in these methodologies do not need to be faculty level - PhD students may be trained to work with MPH students, MPH students to work with Bachelors, etc. - reducing the need to hire additional faculty. Students have already expressed their desire for more practical, experience-based education in CHE evaluation reports.</p> <p>SO5: Risks will be mitigated by promoting PH CPD training schemes. Programmes such as the BA can be offered to paraprofessionals to improve how they do their jobs and</p>
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	<p>methodologies.</p> <p>SO5: The indicators for achievement of SO5 will be development of the IAMPH campaign to raise awareness of the roles played by PH and PH Professionals; development of a PH register for PH professionals in relation to the EPHOS. Progress will be indicated by increased numbers of target group members enrolling in PH HEIs and registering in the PHI Register.</p>	<p>blended-learning methods.</p> <p>SO5: The PHI IAMPH campaign will be built on the established This is PH Europe and Israel campaigns. The IAMPH and design of the PHI Register will be informed by the reports from WP2&amp;3 to pinpoint stakeholders and ensure comprehensive coverage of target groups.</p>	<p>participate and officially recognise/register their role as PH professionals. Risks: There is a large portion of the workforce delivering EPHOs that are not formally trained in PH, they may feel threatened by professionalisation and registration of the PHW when they lack specific PH training. Other health professionals may not see the need for PH training or recognition.</p>	<p>advance careers. The IAMPH campaign will show the diversity of the PHW delivering EPHOs allowing more of the wider PHW to recognize their own PH identity.</p>
<p><b>Outputs (tangible) and Outcomes (intangible):</b> Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:</p> <p>WP2 Field Qualifications Analysis in the Israeli PH System (SO1)</p> <p>As a preparatory WP, it will result in clarity over PH careers and field qualifications needed by PH employers and communities</p>	<p><b>Indicators of progress:</b> <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <p>WP2</p> <p>[2.1] Development of a Survey instrument for Israel suitable to evaluating PH field qualifications at entry, competent and expert levels</p> <p>[2.2] Full report from the survey comprehensively mapping professional roles identified for the Israeli PH</p>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on these indicators?</i></p> <p>WP2</p> <p>[2.1] The CFPHW upon which the Survey will be based offers standardized and consistent definition of skills required of PH professionals to deliver EPHOs.</p> <p>[2.2] Internal and external experts and stakeholders,</p>	<p><b>Assumptions &amp; risks</b> <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <p>WP2</p> <p>[2.1] Assumption: Survey Instrument is suited to assess Israeli PH field qualification needs. Risk: Survey will not be appropriate to the Israeli context nor capture the extent of PH roles</p> <p>[2.2] Assumption: A comprehensive map of Israeli PH roles/field qualifications is</p>	<p><b>How the risks will be mitigated:</b></p> <p>WP2</p> <p>[2.1] CFPHW upon which the Survey will be built represents a comprehensive framework of competencies to deliver EPHOs at all levels of the PHW. It is designed to be adaptable to different countries.</p> <p>[2.2] Internal and external experts will be consulted to ensure that a comprehensive representation of PH employers is surveyed. An external evaluator familiar with the Israeli PH system will be engaged. Follow up</p>

[2.1] Survey instrument for the mapping of field qualifications	system and their corresponding field qualifications at entry, competent and expert levels. Number and comprehensiveness of employers surveyed.	external evaluator, IAPHP WP3	achieved. Risk: Key PH employers are missed or are unwilling or unable to complete the survey in a timely manner	will be taken with survey recipients as needed WP3
[2.2] Report from Survey mapping field qualifications in the Israeli PH system	WP3	[3.1] The ECCLPHP upon which the Survey will be based consists of a comprehensive list of competencies for PH Professionals designed to be used to assess PH educational programmes	WP3 [3.1] Assumption: Survey instrument will assess Israeli PH HEI competencies. Risk: the Survey does not capture the extent of competencies offered	[3.1] ECCLPHP upon which the Survey will be built is a comprehensive list of PH competencies needed by PH professionals designed for HEIs to evaluate their programmes.
WP3 Education and PHW harmonization in the Israeli PH system (SO2)	[3.1] Development of a Survey instrument for Israel suitable to evaluating PH competencies offered at HEI at Bachelors, Masters, PhD and CPD levels	[3.2] Israeli Partners and external evaluator WP4	3.2] Assumption: A map of competencies taught at Israeli PH HEIs is achieved. HEIs are open to recommendations. Risk: HEIs are unwilling to participate in survey and unresponsive to recommendations.	[3.2] 4 of the 5 major HEIs with programmes of PH in Israel are Partners. CHE has called for reforms in PH training in Israel
As a preparatory WP, it will give clarity over current academic competencies offered at HEIs in Israel and provide recommendations to harmonize academic progression at all education levels and with the PHW	[3.2] Full report from the survey comprehensively mapping competencies offered at Israeli HEIs. Recommendations made that are feasible to harmonize PH education and training at all education levels and with the PHW. Number of PH HEIs surveyed.	[4.1] Number of site visits and users engaged and in what activities (e.g., practical placements, career guidance, job postings). [4.2] Numbers of students engaged in research practicums and PH campaigns and number and variety of opportunities offered through the scheme. Alumni surveys to determine impact of practicums on employment and career paths	[4.1-3] Assumption: HEI target groups will engage in PHI PHRF/Practical Placement Scheme/Career Fair. PH employers will engage with HEIs through the 3 deliverables offering practicums and employment. Risks: Target groups from HEIs do not engage with the 3 deliverables. Stakeholders and employers are unaware of the platforms or do not offer placement opportunities	[4.1-3] The PHI PHRF online platform/Practical Placement Scheme/Career Fair will be widely advertised to target groups (both HEIs and employers) through social media and HEI's and IAPHP's networks. Employers surveyed in WP2 will be invited to participate. Associate Partners have been identified to offer practicums. Specific to 4.1, computer stations will be set up at HEIs for students to access the online platform. WP5
[3.1] Survey Instrument to map the competency profiles of the Israeli HEIs of PH	WP4	[4.3] Numbers of students and alumni finding employment opportunities through the career fair. Tracking of alumni		[5.1] The manual will be based on the LEPHIE materials produced and tested in Europe and will be
[3.2] Report from the mapping of competency profiles of the Israeli HEIs of PH	[4.1] Number of individual and institutional users of the PHI EPHRF tool (web-based)			
WP4 WF adaptation and employability in the Israeli	[4.2] Number of individuals enrolled in the PHI Practical			

<p>PH system (SO3)</p> <p>This development WP will provide a platform and opportunities for HEI students, alumni and faculty to interface and collaborate with PH system employers, communities and stakeholders for practicums, career opportunities and PHW development</p> <p>[4.1] PHI PHRF online tool for PH education/training and workforce/employer collaboration</p> <p>[4.2] PHI Practical Placement Scheme</p> <p>[4.3] PHI Career Fair</p>	<p>Placement Scheme. Number of host/employer organizations offering practical placements. Impact on employment and career paths</p> <p>[4.3] Numbers attending PHI Career Fair. Number of host/employer /stakeholders participating in career fair. Numbers of participants successfully finding employment/advancement</p> <p>WP5</p> <p>[5.1] A manual will be produced that can be used after the project period to continue train-the-trainer activities in Israel</p>	<p>employment outcomes and career paths</p> <p>WP5</p> <p>[5.1] The manual will be based on the LEPHIE programme and will be tested in 5 pilot train-the-trainer sessions during the project period. Evaluation surveys will be given to pilot participants</p> <p>[5.2] Follow up survey with faculty and HEIs after the pilot period to determine PBL and Leadership training content integrated into curricula. Survey of student satisfaction from courses designed with PBL and Leadership training content</p> <p>WP6</p>	<p>WP5</p> <p>[5.1] Assumption: the manual will be suitable to carry out pilots and used after the project. Risk: the Manual will not be suitable</p> <p>[5.2] Assumption: Pilot participants will train others after the project. Faculty and HEIs will integrate PBL/Leadership methods into course curricula. Risk: Trainings end after project. HEIs and faculty not receptive to methodologies.</p> <p>WP6</p> <p>[6.1] Assumption: IAMPH Campaign will be well-designed. Risks: campaign is poorly considered</p> <p>[6.2-3] Assumption: IAMPH Campaign/happenings will reach a large audience informing target groups of PH roles. Risks: The campaign fails to engage a wide audience.</p> <p>[6.4] Assumption: Professionals will recognize the roles they play in PH and wish to strengthen their PH identity through the PHI register. Risks: Professionals will not recognize their roles in PH</p>	<p>translated into Hebrew. Feedback from pilot sessions can be use to make improvements as needed.</p> <p>Experts in the methods from European Partners will be involved in pilot trainings. BGU committed to establishing a Leadership Academy responsible for future trainings as an extension of the BGU Management School's Social Leadership Programme. 4 HEI Partners have expressed commitment to update teaching methods.</p> <p>WP6</p> <p>[6.1-3] Experts from previous IAMPH/TIPH campaigns will be consulted. Social media and Partner networks will be exploited to engage a wide audience.</p> <p>[6.4] IAMPH will feature a range of PH roles to feature the diversity of PH professionals and encourage others to identify and register</p>
<p>WP5 Building leadership capacity in the Israeli PH system (SO4)</p> <p>This WP will develop a cadre of faculty and trainers with knowledge in PBL and leadership training that they may use for future trainings and integration into PH</p>	<p>[5.2] Number of trainers and faculty trained in PBL and leadership methodologies. Percentage of PBL/leadership methods included in courses and curricula of Israeli HEIs. Impact on student's leadership capabilities and job readiness upon graduation</p>	<p>[6.1] Previous IAMPH and TIPH campaigns in Europe and North America.</p> <p>[6.2] Number of events showcasing IAMPH stories. Number of viewers and readers of online content.</p> <p>[6.3] Tracking of numbers attending IAMPH Campaign</p>	<p>[6.1] Assumption: IAMPH Campaign will be well-designed. Risks: campaign is poorly considered</p> <p>[6.2-3] Assumption: IAMPH Campaign/happenings will reach a large audience informing target groups of PH roles. Risks: The campaign fails to engage a wide audience.</p> <p>[6.4] Assumption: Professionals will recognize the roles they play in PH and wish to strengthen their PH identity through the PHI register. Risks: Professionals will not recognize their roles in PH</p>	<p>[6.1-3] Experts from previous IAMPH/TIPH campaigns will be consulted. Social media and Partner networks will be exploited to engage a wide audience.</p> <p>[6.4] IAMPH will feature a range of PH roles to feature the diversity of PH professionals and encourage others to identify and register</p>

<p>curricula</p> <p>[5.1] PHI Leadership Academy train-the-trainer manual</p> <p>[5.2] Reports from the 5 + 1 pilot train-the-trainer sessions</p> <p>WP6 Stakeholder engagement (SO5)</p> <p>The WP will result in a strengthened PH professional identity growing the interest of target groups to take up education and training in PH and recognize themselves as professionals within the PHW</p> <p>[6.1] PHI IAMPH Campaign Plan</p> <p>[6.2] PHI IAMPH Stories</p> <p>[6.3] PHI IAMPH Happenings at IAPHP conferences</p> <p>[6.4] PHI PHW Register</p> <p>[6.5] Report from PHI</p>	<p>WP6</p> <p>[6.1] PHI IAMPH campaign is well constructed and able to engage stakeholders</p> <p>[6.2] Number of IAMPH videos and stories and their reach</p> <p>[6.3] Number of participants in IAMPH campaign happenings</p> <p>[6.4] Number of PH professionals registered</p> <p>[6.1-4] Number of allied and wider PHW professionals identifying with PH roles. Number of target groups enrolling in PH HEIs</p>	<p>happenings</p> <p>[6.4] Tracking of numbers of professionals registered, their PH and other professional roles</p> <p>[6.1-4] Follow up surveys with PHW professionals. Enrolment statistics at HEIs</p>	<p>and not wish to register.</p>	
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IAMPH Campaign				
<p><b>Activities:</b>  <i>What are the key activities to be carried out (<b>grouped in Work packages</b>) and in what sequence in order to produce the expected results?</i>  YEAR 1</p> <p>Preparation</p> <p>WP2</p> <p>Survey [2.1] of employers across the Israeli PH system to map field qualifications. Delivery of WP2 report [2.2] for M11 so that findings may be used to inform report of WP3 [3.2].</p> <p>WP3</p> <p>Survey [3.1] of competency profiles of Israeli HEIs of PH. Delivery of the WP3 report [3.2] in M12 taking into account [2.2] for recommendations to HEIs.</p>	<p><b>Inputs:</b>  <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i>  YEAR 1</p> <p>WP2</p> <p>Tool: CFPHW. Staff: 104 days (researcher/trainer).  Mission: Travel &amp; Stay.  Subcontract: IT support</p> <p>WP3</p> <p>Tool: ECCLPHP. Staff: 104 days (researcher/trainer).  Mission: Travel &amp; stay.  Subcontract: IT support.  Publication: For [3.2] WP2 Report [2.2]</p> <p>WP7</p> <p>Staff: 13 days (technical), 6 days (admin). Mission: Travel, &amp; Stay. Subcontract: IT support</p>		<p><b>Assumptions   &amp; risks</b>  <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i>  Preconditions:</p> <p>The project relies on PHW and HEI development tools created and tested in Europe. There is a risk that they will not be suitable for adaptation to the Israeli Context.</p> <p>HEIs of PH in Israel must be receptive to making changes to their programmes and curricula and to new training methodologies.</p> <p>Project deliverables such as the preparatory work must be comprehensive and delivered on time to support development WPs.</p> <p>Conditions outside direct control:</p> <p>Israel is subject to instability due to periodic conflicts. These may interfere with planned in-country</p>	<p><b>How the risks will be mitigated:</b>  PH systems and HEIs in Europe vary widely due to differing country and regional contexts. The tools to be used have been designed to be adaptable to the various country contexts found within Europe. ASPHER and WHO recognize Israel within the WHO-European Region and therefore tools created by these organizations are meant to also be adaptable to the Israeli context. Moreover, the consortium brings together HEIs representing several distinct regional contexts in Europe (Eastern, Western, Scandinavia, British Isles-Ireland) that can provide expertise and advice with a variety of options for Israel.</p> <p>The Consortium brings together 4 of the 5 major HEIs with programmes in PH representing a critical number of HEIs that are interested in and ready to update their programmes. Moreover, the recent evaluations and reports from the Council of Higher Education (CHE) in Israel have called for reforms across all PH</p>



<p>Dissemination</p> <p>WP7</p> <p>Presentation at ASPHER Retreat M7 [7.1]. Project website M2; newsletters in M2 and M8; ongoing social media [7.5]</p> <p>YEAR 2</p> <p>Development</p> <p>WP4</p> <p>PHRF tool [4.1] for M6. Practical Placement Scheme [4.2] M10 to enrol students in practicums for fall semester. Deliverables [2.2 &amp; 3.2] inform content of PHRF and Scheme.</p> <p>WP5</p> <p>Trainer manual [5.1] for Leadership Academy for M12. Deliverables [2.2 &amp; 3.2] inform the training needs required.</p> <p>WP6</p> <p>IAMPH Campaign Plan [6.1] completed by M6. 1st</p>	<p>YEAR 2</p> <p>WP4</p> <p>Tool: EPHRF. Staff: 117 days (researcher/trainer), 39 days (technical). Mission: Travel &amp; Stay. Subcontract: IT support. Equipment: 4 PHRF stations at Israel HEIs [4.1]. Publication: WP2&amp;3 Reports [2.2,3.2]</p> <p>WP5</p> <p>Tool: LEPHIE. Staff: 51 days (researcher/trainer) 17 days (technical), 8 days (admin). Mission: Travel &amp; Stay. Publication: WP2&amp;3 Reports [2.2,3.2]</p> <p>WP6</p> <p>Tool: TIPH Campaign. Staff: 78 days (researcher/trainer), 13 days (technical). Mission: Travel &amp; Stay. Equipment: exhibition stands and 4 audiovisual recording devices. Subcontract: IT &amp; audio-video technical support. Publication: WP2&amp;3 Reports [2.2,3.2]</p>		<p>meetings and activities.</p>	<p>programmes and can be used to argue for implementation of recommendations at other HEIs.</p> <p>The project management will ensure timely work on deliverables. Aside from the expertise offered by the Israeli Partners, an external evaluator familiar with the Israeli PH system will be subcontracted and given a driving role in project evaluation and advice to ensure comprehensive deliverables.</p> <p>In country activities may be moved to more secure partner locations if needed. Consortium meetings scheduled in Israel could be moved to more secure partner locations in country or to European partner countries if needed. If required some meetings and trainings could be held by phone or through distance learning.</p>
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<p>edition of IAMPH stories [6.2] launched M7 (updates M10 &amp; M12), and IAMPH happenings at IAPHP Conf. M8 to encourage PHW to identify as PH professionals and register. PHI Register [6.4] launched M7 to coincide with launch of IAMPH. Deliverables [2.2 &amp; 3.2] inform development of IAMPH and Register.</p> <p>Dissemination</p> <p>WP7</p> <p>Presentations/workshops at ASPHER Retreat M7 and IAPHP Conf. M8 [7.1,7.2]. Ongoing dissemination: website, social media, newsletter [7.5]</p> <p>YEAR 3</p> <p>Development</p> <p>WP4</p> <p>Practical Placement Scheme [4.2] M3 to enrol students in practicums for spring semester. Career Fair [4.3] in M8 to coincide</p>	<p>WP7</p> <p>Staff: 13 days (technical) 6 days (admin). Mission: Travel &amp; Stay. Subcontract: IT support</p> <p>YEAR 3</p> <p>WP4</p> <p>Staff: 117 days (researcher/trainer) 39 days (technical). Mission: Travel &amp; Stay. Equipment: Audio-visual and stands for Career Fair [4.1]. Publication: WP2&amp;3 Reports [2.2,3.2]</p> <p>WP5</p> <p>Tool: LEPHIE. Staff: 105 days (researcher/trainer), 35 days (technical), 18 days (admin). Mission: Travel &amp; Stay. Equipment: Audio-visual for peer sessions. Publication: Training Manual [5.1]</p> <p>WP6</p> <p>Tool: TIPH Campaign. Staff time: 78 days (researcher/trainer), 13 days (technical). Mission: Travel &amp; Stay. Equipment:</p>			
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<p>with end of academic year.</p> <p>WP5</p> <p>5 Peer pilots M3,4,5,6,7 at Israel Partners using trainer manual [5.1]. Interim pilot report M8. Leadership Academy Pilot M11 using trainer manual [5.1] and informed by interim pilot report.</p> <p>WP6</p> <p>Updates to IAMPH stories [6.2]. IAMPH happenings at IAPHP Conf. M8.</p> <p>Dissemination</p> <p>WP7</p> <p>Presentations/workshops at ASPHER Retreat M7 and IAPHP Conf. M8. Presentation at EPH pre-conf. M12 [7.3]. Supplement to PHRS M12 [7.4]. Ongoing: website, social media, newsletter [7.5]</p>	<p>Exhibition Stands and 4 Audio-video recorders (purchased in Y2)</p> <p>Subcontract: IT &amp; audio-visual support, translation</p> <p>WP7</p> <p>Staff: 13 days (technica), 6 days (admin). Mission: Travel &amp; Stay. Subcontract: IT support, publication [7.4]</p>			
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