

VI ANUAL SYMPOSIUM/MEPI NEPI

INNOVATIVE STRATEGIES FOR ESTABLISHING POST GRADUATE TRAINING IN A RESOURCE-LIMITED

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Outline

1. Background
2. UniLurio Pos Graduate Training Case Study
 - a. Needs Assessment Methodology
 - b. Main Findings and Interventions
 - c. Outcomes
3. Key points for success
4. Conclusions

Background

Until 2014 Mozambique had only 3 public Universities training health professionals:

- The Eduardo Mondlane University (UEM)- created in 1963.
- The Lurio University (UniLurio)- created in 2007.
- The Zambeze University (Uizambeze)- created in 2007



Background

- Postgraduate training within Mozambique was initiated only in 2001 in some Universities based in Maputo city, the capital of Mozambique offering Master's and PhD programs.
- By 2010 only
 - 4.5% (4500) of all Mozambique's students were enrolled in Master's and Doctorate training programs.
- Among the Mozambican faculties members there were only
 - 67% of faculties members had a Bachelor's degree;
 - 22% of faculties members had a Master's degree
 - 11% of faculties members had PhD degree often obtained abroad.
- Pos graduate training in Mozambique become a priority and a challenge.

Specific AIMS



Increasing Educational Capacity

Developing Research Capacity

Strengthening Bioinformatics

Developing Retention and Sustainability Strategies

Background

To meet the Mozambican Government priorities in education research and health care delivery for sustainable development of the country and MEPI goals we established the first Master programs at UniLurio, a Geographical underserved region of the country in 2013.



The aims of these Master's programs are to:

- 1. promote faculty development of UniLúrio's faculty;**
- 2. develop their teaching and research capabilities;**
- 3. create vibrant communities of practice with common goals;**
- 4. retain faculty in this underserved geographical region.**

Case study

Needs assessment phase

❖ identified a number of barriers that prevented the expansion in number, diversity and quality of training programs in the country and constructed a robust plan to establish and implement Master's degree programs at UniLurio.



Needs Assessment





PERCIEVED BARRIERS AND INTERVENTIONS

Human resources

- **UniLurio Faculty development through creation of co-mentoring with experienced faculty and research from outside UniLurio**

Research infrastructure

- **Partnership with laboratories outside UniLurio for research work of masters students**

Other support material

- **Installation of the fiber optic for distance learning and digital online resources**
- **Manuscript and grant writing workshops**

Financial resources

- **Development of fee structures from students**
- **Support from MEPI, external joint research grant funding**
- **On campus housing to support visiting faculty partners**

Research infrastructure (UEM; CEIL)



PERCIEVED BARRIERS AND INTERVENTIONS

Teaching infrastructure

- **Renovation of two classrooms, a library and purchase of computers and LCDs for video conferencing**
- **Establishment of a “Post-Graduate Training Center”**

Administration & management

- **Fiscal management through MIHER**
- **Research and administrative skills transfer**
- **Decentralization of funds management to UniLurio**

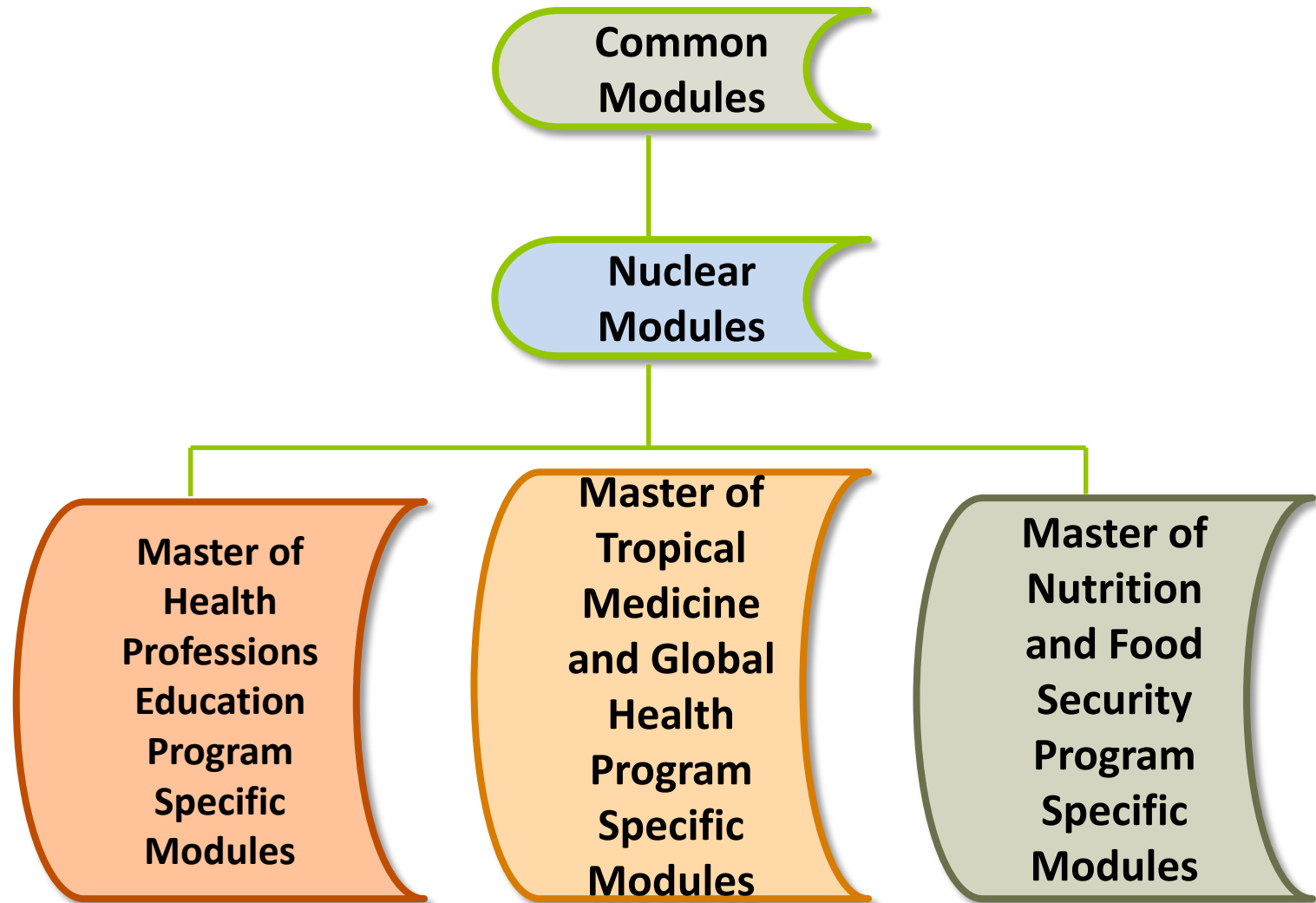
Curricula design

- **Design three Master’s Program curricula**
- **Selection of faculty and candidates**

Teaching infrastructure





General Structure of the Three Master's Programs at UniLúrio



Master Programs

**MESTRADO
EM EDUCAÇÃO EM
CIÊNCIAS DE SAÚDE**



**MESTRADO
EM MEDICINA TROPICAL
E SAÚDE INTERNACIONAL**



OUTUBRO, 2013

**MESTRADO
EM NUTRIÇÃO
E SEGURANÇA ALIMENTAR**



MARÇO, 2015

FINANCIAMENTO:



MEPI
Master Education Partnership Initiative

MOHER

Outcomes

**Masters
Courses**



Faculty Development

Scientific Growth

Research Development

E-Learning

working environment
improvements

Sustainability & Retention

Academic Interaction

Creation of Pos Graduate Center

Tecahing environment



Outcomes

First cohort 2013-2015

Course	Enrolled	Drop out	Working on dissertation	Finished dissertation
MTMGH	21	6	12	3
**MHPE	32	3	14	15
Total	53	9	26	18

*Master on Tropical Medicine & Global Health

**Master Health Professionals Education

Outcomes

Cohort 2014-2016

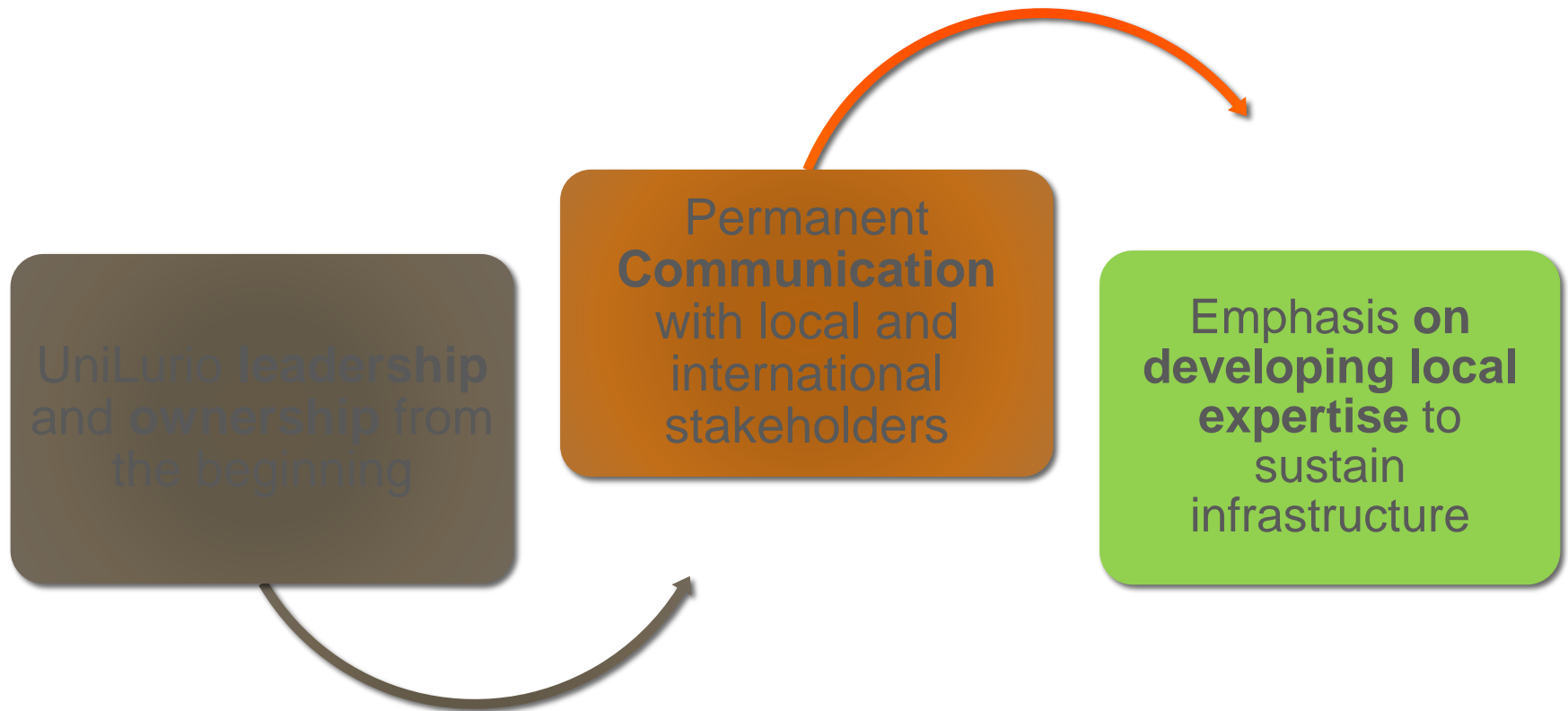
Course	Enrolled	Drop out	Working on dissertation	Finished dissertation n (%)
*MTMGH	22	5	18	N/A
**MHPE	28	3	25	N/A
***MNFS	48	8	43	N/A

***Tropical Medicine and Global Health**

****Health Professionals Education**

****Nutrition and food security**

Success- Key Points



Conclusions

- 1. By sharing human, educational and infrastructure resources among different institutions and stakeholders, we successfully implemented postgraduate programs at UniLúrio.**
- 1. This promotes faculty retention and scientific growth, career development, research, eLearning, didactic training, and additional monetary incentives to institutional faculty.**
- 1. The introduction of Master's programs allowed the establishment of long-lasting partnerships among institutions with common goals, developed competency-based training, and leveraged research and eLearning.**
- 1. This effort strengthened institutional capacity and the central goal of internationalization.**



Acknowledgements

