

**Strategic Project Management**  
*August 29 - 31, 2016*

1. Profile of facilitators

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| Name and title:                   | <ol style="list-style-type: none"> <li>1. Axel Hoffmann, PhD</li> <li>2. Bernadette Peterhans, RN, MPH</li> </ol>  |
| Current position and affiliation: | <ol style="list-style-type: none"> <li>1. Swiss TPH, Deputy Head of Department, Education and Training, Head of Unit, Teaching Technologies and Didactics Assistant Professor at the Institute of Nursing Science, Faculty of Medicine, University of Basel and the University Hospital Basel, Ressort Pflege, MTT</li> <li>2. Swiss TPH, Head of Unit, Professional Postgraduate Training, Department Education and Training</li> </ol>   |
| Areas of interest:                | <ol style="list-style-type: none"> <li>1. Project Management, Capacity Strengthening through teaching collaboration and networks, project evaluation, blended learning approaches, eLearning Dunja Nicca: Self-management of patients with chronic conditions and system readiness for chronic care approaches (focus infectious diseases)</li> <li>2. Community Based Health Care project design, implementation and evaluation in resource poor settings especially in fragile contexts, health system assessments in places of detention, Curriculum Development and Teaching in International Health, Supervision of Master students</li> </ol>  |
| Publications :                    | <ol style="list-style-type: none"> <li>1. Hoffmann <ul style="list-style-type: none"> <li>- Hoffmann, A. (2009). <i>Strategisches Projektmanagement</i>. In: E. Hackenbruch: Going International. Bern: Huber.</li> <li>- Minja H, Nsanzabana C, Maure C, Hoffmann A, Rumisha S, Ogundahunsi O, Zicker F, Tanner M &amp; Launois P (2011) <i>Impact of health research capacity strengthening in low- and middle-income countries: the case of WHO/TDR programmes</i>. PLoS Negl Trop Dis 5, e1351.</li> <li>- Gerstel L, Zwanikken PAC, Hoffman A, Diederichs C, Borchert M, Peterhans B (2013). <i>15 years of the tropEd Masters in International Health programme: What has it delivered? Results of an alumni survey of Masters students in International Health</i>. Tropical Medicine and International Health 2013, doi:10.1111/tmi.12050</li> </ul> </li> </ol> |

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|                   | <ul style="list-style-type: none"> <li>- Maire N, Hegnauer M, Nguyen D, Godelmann L, Peterhans B, Hoffmann A, de Savigny D, Tanner M (2012) <i>The Health Resources Allocation Model (HRAM) for the 21st century</i>. Geospat Health 6, 295-298.</li> </ul> <p>2. Peterhans</p> <ul style="list-style-type: none"> <li>- Gerstel L, Zwanikken PAC, Hoffmann A, Diederichs C, Borchert M, Peterhans B (2013) <i>Fifteen years of the tropEd Masters in International Health programme: what has it delivered? Results of an alumni survey of masters students in international health</i>. Trop Med Int Health 18, 377-384.</li> <li>- Rössler B, Marhofer P, Hüpfl M, Peterhans B, Schebesta K (2013) <i>Preparedness of anesthesiologists working in humanitarian disasters</i>. Disaster Med Public Health Prep (in press), -.</li> <li>- Zwanikken PA, Peterhans B, Dardis L, Scherpbier A (2013) <i>Quality assurance in transnational higher education: a case study of the tropEd network</i>. BMC Med Educ 13, 43-.</li> <li>- Maire N, Hegnauer M, Nguyen D, Godelmann L, Peterhans B, Hoffmann A, de Savigny D, Tanner M (2012) <i>The Health Resources Allocation Model (HRAM) for the 21st century</i>. Geospat Health 6, 295-298.</li> <li>- Peterhans B. <i>Training public health professionals for developing countries: The challenge for today</i>. 1999, MPH.</li> </ul>   |
| Curriculum Vitae: | <p><b>Axel Hoffmann</b> is Deputy Head of the Department Education &amp; Training at the Swiss Tropical and Public Health Institute in Basel, Switzerland. He is responsible for the postgraduate MBA in International Health Management programme, and for several projects in the field of eLearning. He is General Secretary of tropEd, the Network for education in International Health, and represents the network in the World federation of Academic Institutions in Global Health (WFAIGH). Besides several teaching responsibilities, he has consultancy appointments with the Swiss Center for International Health, the Swiss Agency for Development and Cooperation, GIZ and others in the field of teaching and training and curriculum development. In addition, he has been working with several partners (WHO, GIZ, etc.) in the field of knowledge management and knowledge transfer in the health sector. He is also involved in projects on developing new teaching approaches using eLearning modules in the field of biosafety and biosecurity.</p> <p><b>Bernadette Peterhans</b> is a course coordinator, senior project leader and Head of the Unit Postgraduate Teaching and Training in the Department Education &amp; Training at the Swiss Tropical and Public Health Institute in Basel. As a trained nurse specialized in emergency care she was involved in several missions for the International Committee of the Red Cross (ICRC) and the Swiss Red Cross (SRC) e.g. in Afghanistan, Sierra Leone, Somalia, South Sudan, Lebanon, Cambodia, Pakistan). She graduated with a Master of Science in Public Health for Developing Countries at the London School of Hygiene and Tropical Medicine. Her professional activities at the Institute include the coordination of a Master in International Health programme, tutoring students and conducting different short courses. She is involved in the tropEd teaching network and helped to set up postgraduate teaching courses in Nepal, India and England. She is doing consultancy work for the ICRC, the SRC, Solidarmed, GIZ and the Swiss Agency for Development and Cooperation mainly in assessments, evaluations and reviews of health systems strengthening</p> |

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|  | projects with a special focus on community based health care and prevention in conflict / post-conflict countries (Ethiopia, Eritrea, South Sudan, Tanzania, Zambia, Pakistan, and Afghanistan). In addition, she did whole country health systems assessments for health care in places of detention. |
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## 2. Course description

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| Objectives:            | <p>After successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>- know about the basic principles of project cycle management (PCM) and strategic project management</li> <li>- have the first experiences with the Logical Framework Approach (LFA) and its utilization for writing a project proposal</li> </ul>                                 |
| Content of the course: | <p>Introduction into the theory of strategic Project Cycle Management and the Logical Framework Approach.</p> <p>Problem identification using the Problem Tree</p> <p>Planning and designing a project related to health, following the Logical Framework Approach step by step in theory and practice, including a Monitoring and Evaluation framework</p> <p>Presentation of the project in plenary</p> |
| Prerequisites:         | Health professionals with a basic knowledge of the functioning of health systems. Experience in project planning/implementation would be an asset.  |
| Pedagogical method:    | Beside theoretical input sessions, the main part of the learning takes place in groups of 4 – 6 participants, where the students will develop a project proposal. Group work is supervised by the facilitators.   |

### 3. Detailed content and structure of course

| Morning<br>11 am - 1 pm | Content  | Method  | Afternoon<br>2 pm – 5 pm | Content  | Method  |
|-------------------------|--|---|--------------------------|--|---|
| Monday                  | <p>Introduction into strategic project management using the Project Cycle management Approach (A. Hoffmann)</p> <p>Introduction into situation analysis and the problem tree tool (B. Peterhans)</p> | <p>Lecture and discussion</p> <p>Lecture and discussion</p> | Monday                   | <p>Identification and formulation of a problem with health relevance, using the problem tree approach</p> <p>Presentation of first results in plenary</p> <p>Introduction into the Logical Framework Approach (A. Hoffmann)</p>                | <p>Group work</p> <p>Presentation</p> <p>Lecture and discussion</p> |
| Tuesday                 | <p>Formulation of the different levels of objectives within the logframe (B. Peterhans)</p> <p>Project planning: from problem definition to defining the logframe objectives</p>                     | <p>Lecture and discussion</p> <p>Group work</p>             | Tuesday                  | <p>Continuing definition of logframe objectives</p> <p>Introduction into activity timeline, assessment of assumptions and risks, formulation of indicators (A. Hoffmann, B. Peterhans)</p> <p>Continuing definition of logframe objectives</p> | <p>Group work</p> <p>Lectures and discussion</p> <p>Group work</p>  |
| Wednesday               | Finalizing the logframe and preparation of the presentation  | Group work  | Wednesday                | <p>Presentation of group work</p> <p>Final discussion</p>  | Group work  |

### 3. Self study and assessment procedure

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| Self study:           | The participants will have to add some hours of group work and/or reading some additional references                                 |
| Assessment procedure: | Group assessment: Participants have to present the designed project; the presentation is assessed by the facilitators independently. |