

**ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH
IN THE EUROPEAN REGION**

ASPHER

Strategic Plan 2016-2020: ASPHER 2020

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1. LIST OF ABBREVIATIONS

APACPH	Asian-Pacific Consortium for Public Health
APHEA	Agency for Public Health Education Accreditation
ASPHA	Association of Schools of Public Health in Africa
ASPHER	Association of Schools of Public Health in the European Region
ASPPH	Association of Schools and Programs of Public Health
CPD	Continuing Professional Development
EAGHA	European Academic Global Health Alliance
EHEA	European Higher Education Area
EHMA	European Health Management Association
EMPH	European Master of Public Health
EPHA	European Public Health Alliance
EPHCCP	European Public Health Core Competences Programme
EPHO	Essential Public Health Operation
EPHRF	European Public Health Reference Framework
EU	European Union
EUPHA	European Public Health Association
HRPC	Human Rights in Patient Care
LEPHIE	Leaders for European Public Health
MPH	Master of Public Health
PEER	Public Health Education European Review
PERFEQT	Public Health Education Reform for Equity in Quality of Training
SPH	School of Public Health
WFAIGH	World Federation of Academic Institutions for Global Health
WFPHA	World Federation of Public Health Associations
WHO	World Health Organization
YRF	Young Researchers' Forum

2. FOREWORD

At the end of 2013, the Executive Board of ASPHER initiated the debate on the Association's agenda 2016-2020 (ASPHER 2020).

By the end of May 2014, the agreement was reached on the framework of 5 strategic objectives specifying ASPHER's core mission within "*education and training for research and service*".

In the subsequent phase, the 5 strategic objectives were discussed in several consultation rounds, involving ASPHER member schools, partner organisations, and members of the Association's Honours Committee, advancing the cohesion of the ASPHER community and resulting in the ASPHER 2020 operational action plan.

The final comprehensive ASPHER 2020 agenda will be adopted in early June at the General Assembly 2015 and will guide ASPHER's community through the next 5 years.

The strategic planning effort, among other things, has indicated members' enormous dedication to the Association and strong and cohesive vision for the future. Members seek to continually make the Association stronger, assure continuity, sustainability and growth of successful endeavors as well as the involvement of all member institutions in the Association's activities. Please see the subsequent acknowledgement.

We are truly proud of the fact that the Association keeps growing and making an ever larger and more noticeable impact within European health policy and higher education and training. The Association's agenda through 2020 will reinforce this impact even more.

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ASPHER President

Robert Otok
ASPHER Director

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3. SITUATION ANALYSIS

3.1. Mission and vision statement

The Association of Schools of Public Health in the European Region (ASPHER) is the key independent European organisation dedicated to strengthening the role of public health by improving education and training of public health professionals for both practice and research.

The main functions of the Association are:

- To support the professionalisation of the public health workforce in Europe, whilst respecting the diversity of national and regional contexts in which each school of public health operates, and thus:
- To sustain capacity building in public health, so that it balances with national and European population health challenges and threats, and is supported by best standards of public health education and training, scientific research, and practice.

The general objectives of ASPHER are:

- To sustain, in theory and practice, member schools in achieving their missions of education, training, scientific research and service;
- To develop models for public health education and training at all academic and professional levels, and the interaction of education and training with population health, health systems and services;
- To promote structured processes of sharing evidence-based public health models of innovation and good practice;
- To build coalitions with other programmes and public health organisations whose mission is to improve public health, specifically in an effort to put forth high standards in and strengthen public health education and training and to improve the quality of the public health workforce in Europe and its competitiveness globally.

ASPHER is a membership organisation of institutions, spread across EU and wider across WHO European Region, which are collectively concerned with the education and training, and professionalism, of those entering and working within the public health workforce. It promotes activities which foster exchange of information and best practices amongst its members in an effort to achieve high standards of public health education and training across Europe.

3.2. Problem analysis and broader context

A professional, highly qualified and multidisciplinary workforce is vital to the organisation and management of effective public health systems in Europe. Ensuring that such a workforce exists and functions effectively requires the development and/or expansion of public health training programmes and educational systems in each country, based on the country's own needs but incorporating international best practices and norms.

Public health is a discipline which contrary to medicine or nursing still struggles to achieve European recognition of professional qualifications. There is a profound need for the development of European principles, methods and dynamic and effective tools to assess the present public health human capacities needs and to foresee future needs. There is a lack of linking public health challenges with public health practice; functions/operations necessary for meeting challenges with well-defined system activities, and the competences profiles necessary to perform functions/operations supporting the development of adequate job profiles in public health systems with uniform certification procedures.

ASPHER's lists of public health core competences (2011) were endorsed by all member states of WHO Europe in 2012. Much more has to be done. The definition of a public health profession will have to rely on basic education and training in the comprehensive discipline

as well as in specialized parts of it. Currently there is however still no standard European model allowing for testing of individual public health competences profiles in, for instance, continuing professional development (CPD) thus forming the basis for certification and licensing of professionals, ultimately leading to free movement and recognition of qualifications. There is a documented need to identify, define and accredit competences acquired by the European public health workforce reflected in the robust needs analysis performed by ASPHER during 2011-2012.

Public health education across Europe has been disjointed. Consequently the labour market for the public health workforce is complicated by the absence of international standards for public health degrees. Challenges faced today by stakeholders within the European public health domain include non-comparability of national degrees by potential employers and lack of transparency/convergence between national accreditation systems, thus limited possibilities for public health graduates to work across borders. The results of the survey carried out by ASPHER over the course of 2011-2012 identified a need to develop a clear-cut professional qualifications model. Two earlier projects on European accreditation of public health education (PL/05/B/F/PP/ 174049) and on improvement of the employability of health graduates (PL/00/B/F/PP/140155) made clear that competences assessment, qualification frameworks, certification, licensing and accreditation of educational and training systems are vital in shaping the public health profession.

ASPHER's proposed strategy contributes to the relevant European health policies by supporting public health capacity building and innovative, efficient and sustainable health systems; thereby setting high standards for education and training in public health and enhancing the quality and professionalism of the European public health workforce. Through networking, it fosters growth of existing public health knowledge, promotion of best practices and benchmarking for decision-making.

ASPHER takes a leading role in shaping a profile of competent public health workforce. It is also concerned with the potential consequences of the current demographic and migration trends facing Europe. Accordingly, it works hard with its members to ensure that public health becomes a more visible series of purposeful activities for young people, especially in terms of their future career aspirations.

Though ASPHER's principal role includes the promotion of highest quality public health education and training and of the highest standards of public health practice, it also assumes full participation in the wider public health movement, with direct concern for both quality of health and equity in health, in each country, across Europe and globally, in order to achieve the goal of attaining a high level of health for all in Europe.

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3.3. Structure and membership

Founded in 1966, ASPHER is a non-for-profit organisation representing European schools of public health and other European public health educational and training entities. Individuals and institutions which do not qualify for admission as full members, but with a legitimate interest in public health or public health education and training specifically, and willing to support the Association in its mission, can join ASPHER as associate members. As of June 2, 2015, ASPHER has 110 full and 12 associate members. It is represented in 43 countries in Europe, also in the following other regions via associate members: Eastern Mediterranean Region, Region of the Americas and Western Pacific Region.

Read more: *Annex 1. ASPHER's Statutes*
Annex 6. List of Members



ASPHER is managed by an executive board, implements its activities through a secretariat and ultimately serves the collective need of its members expressed via general assembly.

Table 1. Current composition of ASPHER executive board (2015)

Vesna Bjegovic-Mikanovic (President)	University of Belgrade, Serbia
Jacqueline Müller-Nordhorn (Vice-President, Treasurer)	Berlin School of Public Health – Charité, Germany
Henrique Barros	University of Porto, Portugal
Laurent Chambaud	EHESP School of Public Health, Rennes, France
Katarzyna Czabanowska	Maastricht University, The Netherlands
Maksut Kulzhanov	Kazakhstan School of Public Health, Almaty, Kazakhstan
Yehuda Neumark	Braun School of Public Health, Jerusalem, Israel
Fred Paccaud	School of Public Health+, Zürich, Switzerland
Louise Stjernberg	Blekinge Institute of Technology, Karlskrona, Sweden

The ASPHER working groups and task forces are formed by the executive board to support the board and the secretariat in their mission.

Table 2. ASPHER's working groups and task forces, with current chairs (2015)

European Public Health Core Competences	A. Foldspang (Denmark)
Innovation and Good Practice in Public Health Education	Y. Neumark (Israel)
Continuing Professional Development in Public Health	J. de Boer (Netherlands)
Doctoral Programmes and Research Capacities	J. Müller-Nordhorn (Germany)
Undergraduate Programmes in Public Health	L. Stjernberg (Sweden)
Education for Global Health	U. Laaser (Germany)
Ethics and Values in Public Health	M. A. Royo (Spain)
ASPHER's Honours' Committee (Past Presidents and Andrija Stampar Medalists)	A. Foldspang (Denmark)

Read more: *Annex 2. ASPHER's Rules and Procedures*
Annex 5. ASPHER's Guidelines regarding Working Groups

ASPHER is the founding member of the APHEA consortium (Agency for Public Health Education Accreditation) formed by the five leading European public health organisations: European Public Health Association (EUPHA), European Public Health Alliance (EPHA), European Health Management Association (EHMA), and EuroHealthNet.

The Association maintains close links with its counterparts in other regions, e.g. Asian-Pacific Consortium for Public Health (APACPH), US Association of Schools and Programs of Public Health (ASPPH), and Association of Schools of Public Health in Africa (ASPHA).

ASPHER is an active member of the European Public Health Alliance (EPHA), European Public Health Association (EUPHA), EU Health Policy Forum, World Federation of Public Health Associations (WFPHA) and World Federation of Academic Institutions for Global Health (WFAIGH). It also currently leads the work of WHO Europe in the area of EPHO 7 (workforce development) under the framework of the European Action Plan for Strengthening Public Health Capacities and Services.

Read more: *Annex 7. List of Partners*

The Association's two main yearly events providing platform for meetings in which the greater part of its membership takes part are: (1) Deans' and Directors' Retreat (May/June; hosting General Assembly); (2) Annual Forum at the European Public Health Conference (October/November; hosting Andrija Stampar Ceremony and Young Researchers' Forum).

Table 3. ASPHER's current and past projects

Human Rights in Patient Care: Strengthening Teaching, Research, and Leadership
(Open Society Foundations: FOSI OR2013-10192 HRPC; lead)

Operating Grant 2014
(CHAFAEA: 20133303 ASPHER_FY2014; lead)

Leaders for European Public Health
(LLP: 510176-LLP-1-2010-1-NL-ERASMUS-ECDCE LEPHIE; partner)

Operating Grant 2012
(EAHC: 20113204 ASPHER_FY2012; lead)

Public Health Education Reform for Equity in Quality of Training
(LLP: 527903-LLP-1-2012-1-BE-ERASMUS-EAM PERFEQT; lead)

Set up of an Agency for Public Health Education Accreditation
(ASPHER: 2011 APHEA; lead)

Operating Grant 2011
(EAHC: 20103202 ASPHER_FY2011; lead)

Set up of a European Academic Global Health Alliance
(UK Department of Health: 2009 EAGHA; lead)

Public Health Reviews Journal
(EHESP: 2009-2014 PHR; co-lead – developing into ASPHER-led project from 2015)

Developing Public Health Capacity in the European Union
(EAHC: EAHC/2009/Health/05; partner)

European Programme on Public Health Core Competences
(ASPHER: since 2006; lead – developing into shapePH & EPHRF proposal from 2015)

Public Health Training in the Context of an Enlarging Europe
(DG SANCO: 2005-2008; partner)

Accreditation of Public Health Training Programmes in Europe
(LLP: PL/05/B/F/PP/174049 PH-ACCR; members' project)

European Master of Public Health
(DG SANCO: 2003-2005 EMPH; lead)

Improvement of the employability of health graduates in Europe
(LLP: PL/00/B/F/PP/140155 HealthGraduates.info; members' project)

Quality Development of Public Health Teaching Programmes in Central and Eastern Europe
(Open Society Institute: 2000-2005 Public Health Workforce Capacity Building; lead)

Quality Improvement and Accreditation of Training Programmes in Public Health
(Fondation Mérieux: 2000-2001; lead)

Evaluation (interim) of the “Programmes régionaux de Santé (PRS)”
(French Ministry of Health: 1998-1999; lead)

Internet Journal of Public Health Education
(ASPHER: 1999-2007 I-JPHE; lead – integrated within the ASPHER's Resource Centre from 2015)

Evaluation (1st phase) of the EU PHP Cancer, Drugs, AIDS and other communicable diseases
(EC DGV: 1998-1999 EVAL 1; lead)

Evaluation of the EU 2nd Action plan for the fight against cancer 1990-1995
(EC DGV: 1998; lead)

Summer schools on health promotion and public health policies in the EU
(EC DGV: 1997-1998; lead)

European Degrees in Public Health
(EC DGV: 1996-1998; lead)

Inventory of training programmes in public health and in health promotion in the EU
(EC DGV: 1996-1998; lead)

PHARE Evaluation Programme
(EU PHARE: 1991-1996; lead)

Public Health Education European Review
(ASPHER: since 1993 PEER; lead – developing into joint ASPHER-APHEA programme)

Read more: *Annex 3. ASPHER's Guiding Principles concerning Partnership, Sponsorship and Conflict of Interest*
Annex 4. ASPHER's Membership Benefits and Fee Structure

ASPHER's website is available at <http://www.aspher.org>. Public Health Reviews – an online, open access journal published on behalf of the Association can be accessed via <http://www.publichealthreviews.net>.

The forthcoming ASPHER presidency 2016-2017 will not only mark the start of the implementation process of the new strategy but also the Association's 50th anniversary celebrations (1966-2016).

Table 4. Presidents, Executive Board Members and Andrija Stampar Medalists

Past Presidents: Jacqueline Müller-Nordhorn (2016-2017), Vesna Bjegovic-Mikanovic (2014-2015), Helmut Brand (2012-2013), Antoine Flahault (2010-2011), Stojgniew Jacek Sitko (2008-2009), Anders Foldspang (2006-2007), Charles Normand (2004-2005), Roza Adany (2002-2003), Jose Maria Martin Moreno (2000-2001), Richard Madeley (1998-1999), Franco Cavallo (1996-1997), Ulrich Laaser (1994-1995), Jeffrey Levett (1992-1993), Francisco Bolumar (1991-1992), Christian Rollet (1990-1991), Ivan Forgacs (1989-1990), Lennart Köhler (1988-1989), Michael Davies (1986-1987), Aloisio Moreira Coehlo (1984-1985), Frans Doeleman (1982-1983), Charles Edward Gordon Smith (1980-1981), Alfred Eberwein (1978-1979), Marcel Graffar (1976-1977), Bo Holma (1974-1975), Christine Lucasse (1971-1973), Jean-Simon Cayla (1968-1970).

Executive Board Members (since 1986): Henrique Barros (2014-2017), Katarzyna Czabanowska (2014-2017), Laurent Chambaud (2013-2016), Yehuda Neumark (2013-2016), Maksut Kulzhanov (2012-2015), Jacqueline Müller-Nordhorn (2012-2018), Louise Stjernberg (2012-2015), Jadranka Bozиков (2011-2014), Miguel Angel Royo Bordonada (2011-2014), Carmen Aceijas (2010-2013), Fred Paccaud (2009-2015), Antoine Flahault (2008-2012), Ursula Schlipkötter (2008-2011), Helmut Brand (2007-2014), Vesna Bjegovic-Mikanovic (2006-2016), Christopher Birt (2006-2012), André Meijer (2005-2011), Theodore Tulchinsky (2005-2011), Ramune Kalediene (2004-2010), Pina Frazzica (2004-2007), Lidia Georgieva (2003-2006), Aislinn O'Dwyer (2002-2005), Stipe Oreskovic (2002-2005), Stojgniew Jacek Sitko (2001-2010), Anders Foldspang (2000-2008), Roza Adany (2000-2004), Joanna Meulmeester (2000-2003), Andreas Geiger (1998-2004), Pascal Chevit (1998-2003), Jose Maria Martin Moreno (1998-2002), Arja Rimpela (1997-1999), Philippe Chastonay (1995-1998), Serge Gottot (1995-1998), Richard Madeley (1996-2000), Alena Petrakova (1996-1999), Charles Normand (1994-2006), Franco Cavallo (1994-2000), Ferenc Bojan (1993-1996), Evelyne de Leeuw (1992-1998), Andrzej Rys (1992-1995), Alain Jourdain (1992-1995), Paul Rasch (1992), Bernard Junod (1991-1992; 1995-1998), Lennart Köhler (1991-1997), Ulrich Laaser (1991-1996), Jeffrey Levett (1991-1994), Patrick Vaughan (1991-1994), Carmen Martinez Garcia (1991-1992), Francisco Bolumar (1990-1993), Michael Davies (1990-1992), Henk Leliefeld (1990-1992), Tom Landheer (1990-1991), Felix Vartanian (1990), Pedro Saturno (1990), Christian Rollet (1989-1992), Maurice Beaver (1988-1991), Tom Fryers (1988-1990), Ivan Forgacs (1988-1990), Erik Kroger (1987-1991), Frada Eskin (1986-1990), Alexander Macara (1986-1989)

Andrija Stampar Medalists: Jean Rochon (Milan 2015; laudatio by Laurent Chambaud), Peter Piot (Glasgow 2014; laudatio by Yehuda Neumark), Jose Maria Martin Moreno (Brussels 2013; laudatio by Ted Tulchinsky and Miguel Angel Royo Bordonada), Julio Frenk (Malta 2012; laudatio by Jeffrey Levett), Zsuzsanna Jakab (Copenhagen 2011; laudatio by Roza Adany), Elias Mossialos (Amsterdam 2010; laudatio by Helmut Brand), Gudjon Magnusson (Lodz 2009; laudatio by Stojgniew Jacek Sitko), Ulrich Laaser and Theodore Tulchinsky (Lisbon 2008; laudatio by Anders Foldspang), David Byrne (Valencia 2007; laudatio by Jose Maria Martin Moreno), Josep Figueras (Maastricht 2006; laudatio by Charles Normand), George Soros (Yerevan 2005; laudatio by Aislinn O'Dwyer), Theodore Abelin (Caltanissetta 2004; laudatio by Stojgniew Jacek Sitko), Martin McKee (Granada 2003; laudatio by Stipe Oreskovic), Alexander Macara (Zagreb 2002; laudatio by Jeffrey Levett), Ilona Kickbusch (Debrecen 2001; laudatio by Andreas Geiger), Charles Merieux (Aarhus 2000; laudatio by Pascal Chevit), Richard Doll (Madrid 1999; laudatio by Richard Madeley), Lennart Köhler (Torino 1998; laudatio by Arja Rimpela), Ferenc Bojan (Prague 1997; laudatio by Martin McKee), Michel Manciaux (Utrecht 1996; laudatio by Lennart Köhler), Halfdan Mahler (London 1995; laudatio by Evelyne de Leeuw), Donald Acheson (Krakow 1994; laudatio by Jeffrey Levett), Léo Kaprio (Bielefeld 1993; laudatio by Jeffrey Levett).

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4. ASPHER 2020: STRATEGIC OBJECTIVES 2016-2020

Strategic objective 1:

Improving quality of academic programmes and CPD for public health

Strategic objective 2:

Strengthening research capacity among all members

Strategic objective 3:

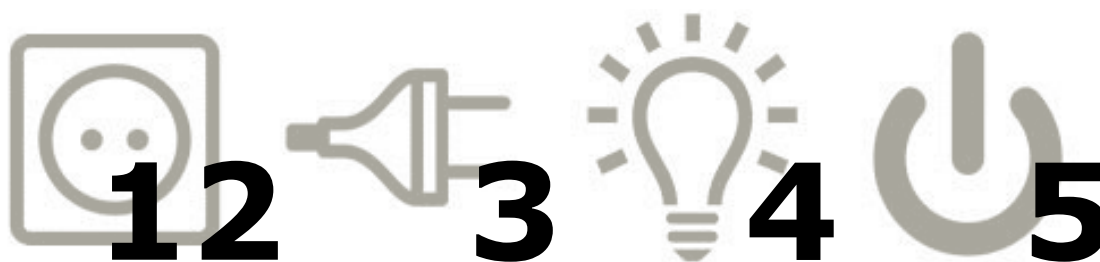
Setting up a public health profession for public health services in Europe

Strategic objective 4:

Developing the global dimension of education and training for public health

Strategic objective 5:

Strengthening governance, management and sustainable development of ASPHER



Strategic objective 1:

Improving quality of academic programmes and CPD for public health

- 1.1. Promote harmonization of high quality education and training for public health: develop and pilot model curricula, advocate and implement as standard for all European schools of public health, and evaluate public health education and training programmes at all three Bologna levels;
- 1.2. Enhance continuing professional development (CPD) through blended learning modules offered to all public health professionals by the European school of public health (business model of excellence);
- 1.3. Increase mobility in the European Higher Education Area (EHEA) and develop joint models for education and training together with the exchange of best practices.

Strategic objective 2:

Strengthening research capacity among all members

- 2.1. Support joint research of the main public health problems and emerging challenges;
- 2.2. Develop platform of research expertise among members;
- 2.3. Encourage the open access interface and sharing of knowledge between academia and practice of public health.

Strategic objective 3:

Setting up a public health profession for public health services in Europe

- 3.1. Shape a public health profession in European countries by developing a European Public Health Reference Framework (EPHRF) and its online repository for individual career as well as services planning;

- 3.2. Lead on the work of the WHO Europe's Essential Public Health Operation 7 (EPHO 7) working group established under the framework of the European Action Plan on Strengthening Public Health Capacities and Services – a key pillar of the overarching regional policy framework, Health 2020, to ensure a sufficient and competent public health workforce in the region;
 - 3.3. Advocate the public health profession based on the code of conduct (professionalisation).
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Strategic objective 4:

Developing the global dimension of education and training for public health

- 4.1. Develop a model curriculum on global health at the MPH level and an adapted version for CPD, advocate and implement it as standard for all European schools of public health;
 - 4.2. Establish a think tank on global and regional health governance focusing on the implementation and evaluation of interventions, within the capacity of the membership network and in partnerships;
 - 4.3. Investigate the options for a Global ASPHER Alumni Association together with support of alumni's mobility.
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Strategic objective 5:

Strengthening governance, management and sustainable development of ASPHER

- 5.1. Enlarge membership and promote engagement of members into association activities;
 - 5.2. Develop capacity of the ASPHER secretariat;
 - 5.3. Build up strategic partnerships with national, European and global associations/institutions.
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5. ASPHER 2020: STRATEGIC OBJECTIVES AND ACTIVITIES 2016-2020

Strategic/general objective 1:

Improving quality of academic programmes and CPD for public health

Background and rationale: Public health is facing a number of profound and dynamic changes related to its goals to increase healthy life years and reduce health inequalities through a participatory approach, addressing multiple causes at the socio-economic, environmental, and individual level, and through involvement of different actors joined in multi-disciplinary teams composed of researchers, institutional decision-makers, professionals, representatives of civil society and the private sector. All these changes mean challenges for public health education and training, both in terms of research as well as implementation into practice by the essential public health services. ASPHER has recognized this already in the early 1990s creating the slogan “*Training for Public Health Practice and Research*”; nowadays schools of public health and public health professionals still search for interface and synergies between public health science and practice.

Schools of public health, as members of the European Higher Education Area (EHEA), train their students to be able to develop, organise, manage, evaluate, and adjust interventions aiming at addressing the present and forecasted public health challenges. This approach finds its reference in a number of key EU policy documents, e.g. “*Strategic framework for European cooperation in education and training – ET 2020*” (Official Journal of the European Union 2009; C119/5) or “*The role of education in a fully-functioning knowledge triangle*” (Official Journal of the European Union 2009, C302/3). In addition, WHO Europe’s “*Strengthening public health capacities and services in Europe: a framework for action*” (EUR/RC61/Conf.Doc./3) is also a stimulus for further strengthening of public health education, research and practice. All those stress the importance of continuing professional development (CPD), supported also by the “*European Universities’ Charter on Lifelong Learning*” (EUA, 2008).

ASPHER strives to set a high standard for and harmonize education and training in public health and ultimately improve the public health workforce by designing and advocating for high quality curricula, founding and promoting a European accreditation scheme for public health education, creating and enhancing CPD training and designing licensing schemes for public health professionals, and facilitating the mobility of public health professionals throughout Europe. ASPHER coordinates the work to meet the aforementioned objectives through its Working Group on Innovation and Good Practice in Public Health Education with the following being the main contact: Katarzyna Czabanowska (Maastricht), together with Jeannette de Boer (Utrecht) and Louise Stjernberg (Karlskrona). ASPHER addresses this work in close collaboration with the Agency for Public Health Education Accreditation (APHEA).

Specific objectives under strategic/general objective 1 include:

- (1.1.) ***Promote harmonization of high quality education and training for public health: develop and pilot model curricula, advocate and implement as standard for all European schools of public health, and evaluate public health education and training programmes at all three Bologna levels;***

Since the late 1990s ASPHER has made considerable progress in harmonizing the standards for master programmes. However, this is less the case for doctoral and even less so for bachelor programmes. Considering the current shortage of public health professionals, programmes following the full Bologna cycle shall be offered by all schools of public health (SPHs) in Europe, with their quality confirmed by formal accreditation.

Vision following specific objective 1.1:

Europe-wide implementation of standard curricula for public health at all three Bologna levels.

Activity	Expected result	Timeframe
1.1.1. Assessment of bachelor and doctoral programmes and reassessment of master programmes throughout Europe	Comprehensive analyses published in indexed/IF journals	2016
	Core competences and standards to harmonize high quality education for PH	2017
	Recommendations and guidelines to increase collaboration between SPHs to develop/strengthen programmes	2016, 2018, 2020
1.1.2. Development of quality standards for accreditation of PH programmes	Quality standards for accreditation covering the full Bologna cycle available and adopted by APHEA	2017
1.1.3. Advocacy for public health programmes following the full Bologna cycle to be offered by all SPHs in Europe	European SPHs offering programmes covering the full Bologna cycle	On regular basis (towards 2020)
1.1.4. Promotion of European accreditation scheme for PH education	Increased level of activity of APHEA	On regular basis (towards 2020)

(1.2.) ***Enhance continuing professional development (CPD) through blended learning modules offered to all public health professionals by the European schools of public (business model of excellence);***

According to the European benchmarks for average performance in general education (*Official Journal of the European Union 2009; C119/5*):

- By 2020, an average of at least 15% of adults (25-64) should participate in lifelong learning.
- By 2020, the share of 30-34 year olds with tertiary educational attainment should be at least 40%.

However, only about a quarter of schools of public health in Europe offer short courses, modules or summer schools, and less than a fourth of them has implemented the essential technologies and translated their teaching materials for their use via Internet. This limits not only the national outreach but also the European relevance globally (*“Modern Teaching – Distance Learning: a guide to online and blended learning with case studies”, ASPHER 2013*).

Vision following specific objective 1.2:

Increase the schools of public health capacity for CPD and assure its high quality.

Activity	Expected result	Timeframe
1.2.1. Mapping of the available CPD in PH in Europe	Database with the available CPD in PH in Europe	2016
1.2.2. Development and pilot of standards for CPD with a focus on blended learning	Standards for CPD developed and piloted among member SPHs	2017
	Models of CPD developed and available to SPHs and PH professionals	2018

1.2.3. Popularize a European accreditation for CPD in PH	European SPHs accrediting their CPD as standard via APHEA	On regular basis (towards 2020)
1.2.4. Advocacy for national schemes/licensing of CPD in public health	National schemes/licensing of CPD in PH available in European countries	On regular basis (towards 2020)

(1.3.) *Increase mobility in the European Higher Education Area (EHEA) and develop joint models for education and training together with the exchange of best practices.*

According to the Bologna Declaration, the higher education system should facilitate for students and graduates to move freely between countries. Public health students and professionals are very heterogeneous and must be able to handle population health problems as well as public health systems in a national and global context. To that end, they have to communicate with different actors, joined in multi-disciplinary teams of researchers, institutional decision-makers, and representatives of government, civil society and the private sector.

Vision following specific objective 1.3:

Support Europe-wide mobility of students and lecturers in public health.

Activity	Expected result	Timeframe
1.3.1 Pilot criteria for the mutual acknowledgement of modules taken by students in exchange	Criteria adopted by member SPHs	2018
1.3.2. Facilitating the mobility of students and lecturers	Mobility schemes in place involving all member SPHs	On regular basis (towards 2020)
1.3.3. Establishing a database of all PH education and training programmes available in English	Database of all PH education and training programmes available in English available online	2017

Strategic objective 2:

Strengthening research capacity among all members

Background and rationale: To address current research questions and topics in public health, researchers from various disciplines need to work together in multi-disciplinary teams (e.g. epidemiologists, biostatisticians, physicians, sociologists, anthropologists, psychologists, nutritionists, geographers, economists, lawyers and many others). Imminent public health challenges include the growth of multimorbidity in ageing populations, widening social inequalities manifest in patterns of health, lack of commitment to tackling the marketing of hazardous product, and the health impact of socio-political, economic, or environmental transitions such as the financial crisis and climate change. Issues arising in inter-disciplinary teams are often due to differences in terminology, methods used, concepts of causality, choice of publishing outlets, or perceived lack of respect by other disciplines. Researchers with a bachelor or master in public health or those with additional postgraduate training in public health may be the mediators between all these situations. Training in interdisciplinary team work and research methods needs to start as early as possible. Doctoral programmes or networks in public health are an ideal setting for early inter-disciplinary exchanges. Young researchers can learn to discuss their topics with peers from various backgrounds. With doctoral programmes being one of the main pillars in strengthening research capacities

and promoting research careers, training in research is also required for all public health professionals working in different areas and institutions. It is an integral part of high quality education in public health. Public health professionals have to base their decisions on current state-of-the-art research. They need strong skills in research methods such as the assessment of public health demands, the development and evaluation of public health programmes, and the translation of research findings into public health policy. Public health professionals need the skills to critically appraise and interpret research findings.

During a meeting of ministers in Berlin in September 2003, an action line was added to the Bologna system entitled “*European Higher Education Area and European Research Area – two pillars of the knowledge based society*” underlining the role of doctoral programmes and research training in this context. The document emphasises the importance of research and research training and the promotion of interdisciplinarity in maintaining and improving the quality of higher education and in enhancing the competitiveness of European higher education more generally. It calls for increased mobility at the doctoral and postdoctoral levels and encourages the institutions concerned to increase their cooperation in doctoral studies and the training of young researchers.

ASPHER addresses this strategic area focusing on strengthening training in research among public health institutions throughout Europe, increasing mobility on all research levels, and encouraging cooperation and joint research projects between members as well as with other public health networks. ASPHER coordinates the work to meet the aforementioned objectives through its Working Group on Doctoral Programmes and Research Capacities with the following being the main contacts: Jacqueline Müller-Nordhorn (Berlin), together with Henrique Barros (Porto) and Laurent Chambaud (Rennes). ASPHER addresses this work in close collaboration with the European Public Health Association (EUPHA).

Specific objectives under strategic/general objective 2 include:

(2.1.) *Support joint research of the main public health problems and emerging challenges;*

Current public health challenges can only be tackled by joint research efforts of public health institutions throughout Europe. Apart from a few well-known and established public health institutions, most schools of public health need high quality partner institutions to provide an interdisciplinary approach to the main public health problems and emerging challenges. Effective research networks need to be established as soon as possible.

Vision following specific objective 2.1:

Promote joint research projects within ASPHER and in partnership with other major European public health associations, and facilitate joint grant applications.

Activity:	Expected result	Timeframe
2.1.1. Exploring possibilities to establish European research cooperation/networks among SPHs	Situation analysis report	2016
	Exploring funding sources for potential cooperation/networks (e.g. ERA-NET)	2016
2.1.2. Facilitating joint research proposals among member SPHs and partners	Workshops and networks to define topics of interests	2016, 2018, 2020
2.1.3. Facilitating mobility in research at doctoral and postdoctoral levels	Detailed repository on the available mobility schemes	2017

(2.2.) Develop platform of research expertise among all members;

Within Europe, organisation and size of schools of public health vary considerable (Paccaud et al. "Public Health Education in Europe: Old and New Challenges". *Public Health Reviews*. 2011; 33:66-86). Whereas a few schools offer expertise across the whole range of public health methods, most schools will have strengths and weaknesses in specific areas. Acquiring expertise from other schools will not only improve the quality of research and training but also allow for future cooperation and exchange in the long term.

Vision following specific objective 2.2:

Assess research expertise among member schools throughout Europe and identify areas of interests for cooperation to facilitate exchange.

Activity	Expected result	Timeframe
2.2.1. Assess research expertise among members SPHs throughout Europe	Report from the survey	2016
	Establish a database of expertise among member schools	2017
2.2.2. Establish areas of interest for cooperation among member SPHs	Report from the survey	2017

(2.3.) Encourage the open access interface and sharing of knowledge between academia and practice of public health.

While some member institutions have access to the main public health and medical journals, others often have not due to financial and other limitations. Open access to high-quality research findings is, however, a key pre-requisite for excellent research and training, and the translation of research findings into public health practice. Although the number of open access journals is increasing and may become the standard in the future, access to most journals still requires paying subscription fees.

Therefore, the Association has recently decided to establish its own, open access journal – *Public Health Reviews*, providing up-to-date information on research in current public health topics.

Vision following specific objective 2.3:

Promote the philosophy of open access journals and offer one to the ASPHER community.

Activity	Expected result	Timeframe
2.3.1. Publishing <i>Public Health Reviews</i> as journal of ASPHER and promoting the journal across the Association's network and beyond	Two issues per year (and minimum of 15 papers)	On regular basis (towards 2020)
	Promotion of the journal via usual channels, e.g. website and membership events	On regular basis (towards 2020)
2.3.2. Promote the further use of open access journals	ASPHER's statement and journal editorials	2016

Strategic/general objective 3:

Setting up a public health profession for public health services in Europe

Background and rationale: In general, education and training typically aim to provide students and trainees with the competences necessary to fill specified job roles in well-defined systems. In public health, neither job roles nor systems are clearly defined and lack unified concepts across European countries. Consequently, in some countries schools educate students for roles that are necessary to promote health and prevent or control disease, but which nevertheless are not-existing or not found in public health services. Moreover, there is no category for public health professionals in international vocational statistics – only very selective and niche trades with public health functions are included, inhibiting the necessary planning of the public health workforce development in countries as well as internationally. This calls for concerted European action in which ASPHER, representing the European institutions educating and training the future workforce, must play a central role by taking initiative together with its partners to support the definition and authorisation of public health professionals, thus sustaining the development towards a unified, coherent profession, defined by its members experience in public health theory and practice – as defined by ASPHER’s lists of public health competences – and thus including members holding a comprehensive public health education at no less than bachelor level, with an established system for specializing in different parts of the discipline.

In the European Action Plan on Strengthening Public Health Capacities and Services, WHO Europe recommends that systems for certification and licensing of public health professionals shall be developed in member states. Supporting the development of specific rules and regulations on the national level which will frame, define and regulate the profession as well as access to it should result in the subsequent support in the development of the public health professional chambers and professional codes of conduct for public health professionals with the ethos of public health in mind. This also demands that, e.g., national associations/academies of public health and ministries of health support such development, among other things, creating, implementing and monitoring training schemes for continuing professional development (CPD).

It is expected that ASPHER’s work in this area will lead to clarification of the competences and performance profiles that education and training programmes should aim at to live up to professional standards; clarification of the job responsibilities and the job opportunities; strengthening the discipline of public health in general; and strong support to public health professionals in strengthening the professionalization.

ASPHER seeks to shape the public health profession by devising competence lists and making sure they are integrated into curricula, developing a reference framework and its online repository for individual careers and human capacity planning in public health, leading the EPHO7 working group of WHO Europe established under the framework of the European Action Plan on Strengthening Public Health Capacities and Services, and advocating for professionalization of the public health workforce. ASPHER coordinates the work to meet the aforementioned objectives through its Programme on European Public Health Core Competences (EPHCCP) and the newly established European Public Health Reference Framework (EPHRF) with a Council responsible for this strategic area of work, including the development of an online tool as the basis for a repository for individual career planning and for the planning of human resources in systems for public health services delivery. The Council consists of international public health experts. At present, the main contact for strategic objective 3 is: Anders Foldspang (Aarhus), together with Vesna Bjegovic-Mikanovic (Belgrade) and Fred Paccaud (Zürich). ASPHER addresses this work in close collaboration with the Regional Office of WHO and the European Public Health Alliance (EPHA).

Specific objectives under strategic/general objective 3 include:

(3.1.) *Shape a public health profession in European countries by developing a European Public Health Reference Framework (EPHRF) and its online repository for individual career as well as services planning;*

ASPHER's lists of public health core competences must be continuously developed both in detail and in structure to meet challenges in population health and in health systems as well as in response to geographical variations. Moreover, competences need to be arranged also by their relationship to the performance of essential public health operations (EPHOs). The lists of competences identify the discipline of public health and thus define the public health profession.

Besides the comprehensive public health education and training programmes provided by ASPHER's member schools, there are numerous programmes covering limited competences and thus leading to a scattered picture as to what a public health expert is. An important activity is the creation of regional and national networks/consortia of schools of public health, which can offer fully comprehensive programmes based on their competency profiles; such networks will be able to educate and train future professionals. The schools should also develop and actively maintain alumni programmes to establish and strengthen a culture of shared professionalism.

Together with partners, ASPHER will create awareness and mobilize the discussion and planning towards authorisation of public health professionals, in professional bodies (associations/academies/chambers/faculties), to create a common professional identity. Ministries of health and national boards of health shall be advocated to develop rules and procedures for licensing schemes of public health professionals. Finally, the public health profession as well as the public health workforce as a whole should be represented in international and national statistics used, e.g. for planning purposes.

Visions following specific objective 3.1:

Develop tools for individual career and systems human capacity planning based on the relationship between population health challenges, EPHOs and competences.

Develop European lists of public health core competences for all categories of public health workforce and for all educational and training levels.

Support the shaping of a professional identity and culture in schools of public health and national associations of public health.

Activity	Expected result	Timeframe
3.1.1. Revision and further development of ASPHER's lists of PH core competences by the Council under the European PH Reference Framework	Revised lists published and endorsed by member SPHs	2016, 2018, 2020
	ASPHER's lists of competences arranged by EPHOs	2016, 2018, 2020
3.1.2. Setting up a pilot for the online tool for individual careers and human capacity systems planning under the European Public Health Reference Framework	Online tool piloted	2016
	Comprehensive analyses published in indexed/IF journals	2016, 2018, 2020
	Inclusion of the PH professional category in international work statistics	2020
3.1.3. Implementing the lists of competences in member SPHs.	Continuing implementation, strengthening and monitoring plan available	2016

SPHs forming regional/national networks

European SPHs organized in networks supported by alumni programmes

On regular basis (towards 2020)

(3.2.) *Lead on the work of the WHO Europe's essential public health operation 7 (EPHO7) working group established under the framework of the European Action Plan on Strengthening Public Health Capacities and Services – a key pillar of the overarching regional policy framework, Health 2020, to ensure a sufficient and competent public health workforce in the region;*

Visions following specific objective 3.2:

Assess the present human capacity and the capacity needs in public health in WHO European member states regarding all categories of public health workforce.

Assess the need for development of public health education and training in WHO European member states and give advice to WHO European member states concerning meeting estimated needs for the development of education and training capacity.

Activity	Expected result	Timeframe
3.2.1. Development of the EPHO7 toolkit	EPHO7 toolkit developed	2016
3.2.2. Advice to WHO Europe member states as indicated above	Consultations with all WHO Europe member states	On regular basis (towards 2020)

(3.3.) *Advocate the public health profession based on the code of conduct (professionalisation).*

The public health profession, being so multidisciplinary and system dependent, is still not clearly defined in European states, constituting a barrier to mutual recognition of professional qualifications and integration of public health professionals in the single European market – professional workforce, specialised in the core areas of public health and formally recognised as a defined profession based on academic degrees. In view of the recognition of professional qualifications directive (2013/55/EU), public health professionals are not included in the European debate. Therefore it is necessary to advocate at the EU level to strengthen the profession and secure its recognition.

Concerning the formal organisation and professional integration, contrary to what is observed in regulated professions, public health professionals do not have a specific organisation or chambers which would safeguard their rights and privileges. Consultations with professional associations and governing bodies of medical and nursing professions should be undertaken to build on the well-established examples. The discussion among experts, consultations followed by the development of the ethical code of conduct for public health professional will be a natural step in the professionalisation process.

Visions following specific objective 3.3:

Develop and agree on the professionalisation model and its structural and attitudinal attributes with respect to professionalisation of public health workforce.

Launch a systematic advocacy campaign for public health professionals to influence relevant processes in the area of health workforce planning and development.

Support the development of national and European professional chambers safeguarding professional regulations and access to the profession.

Initiate and support the development of the ethical code of conduct for public health professionals.

Activity	Expected result	Timeframe
3.3.1. Development of PH professionalisation model	Professionalisation model developed and endorsed by all relevant stakeholders	2016
3.3.2. Setting up an advocacy group for PH professionals to influence relevant processes in the area of health workforce	Advocacy group for PH professionals set up	2016
	Supporting discussion in PH associations/academia/chambers about authorisation of PH professionals; also consultations with medical and nursing professional chambers	On regular basis (towards 2020)
	Supporting discussions in ministries/national boards of health and among decision-makers about authorisation of PH professionals, in support of the development of professional chambers	On regular basis (towards 2020)
3.3.3. Development of guidelines with code of conduct for PH professionals	Guidelines developed and endorsed by all relevant stakeholders	2017
	Charter for public health professional	2017

Strategic objective 4:

Developing the global dimension of education and training for public health

Background and rationale: Since the end of the 1990s, globalization has come into widespread use, facilitated by the social media and growing public awareness of life-threatening problems common to all people, such as global warming, global security, and global divides. Data on the Global Burden of Disease points to extreme discrepancies across the world. Infant mortality, malnutrition and high fertility go hand in hand. Barriers to equitable access as well as financial and cultural barriers are high. Professional brain drain depletes the health systems in developing countries.

A global dialogue on standardised lists of professional competences for public health started towards the end of the last century. However, so far there is only partial agreement on the underlying public health functions, a well performing health system should deliver and for which the workforce should be trained. The lack of a common vocabulary in public health is prohibitive for coordinated global efforts. The need for a common language is especially relevant in communication with the civil society, which has to play a vital role in confronting the real challenges of the 21st century.

In November 2013, ASPHER published a “*Charter on the Global Dimension of Education and Training for Public Health in the 21st Century in Europe and in the World*” setting up a road map on global leadership covering the following steps: (1) Recognition of the global dimension of education and training for public health; (2) Leadership based on an agreed long-term globally oriented strategy; (3) Strengthening of the public health capacity in the European Region and beyond leading the workforce development towards shaping an education- and training-defined, authorised public health profession in all European countries as well as in other regions of the world; (4) Development of the European schools of public health towards multilateral global coordination and cooperation in multidisciplinary professional networks ensuring the continued development of the highest possible quality. In order to promote the

strengthening of academic capacities of its member institutions in the evolving field of Global Public Health, ASPHER has established the European Academic Global Health Alliance (EAGHA).

ASPHER emphasizes global health dimension by developing a model global health curriculum for master and CPD programmes, developing a think tank on regional and global governance, and striving to create a strong alumni network. ASPHER coordinates the work to meet the aforementioned objectives through its Task Force/Section on Education for Global Health with the following being the main contact: Ulrich Laaser (Bielefeld), together with Maksut Kulzhanov (Almaty) and Yehuda Neumark (Jerusalem). ASPHER addresses this work in making use to the degree possible of the experience of the World Federation of Public Health Associations (WFPHA), the European Academic Global Health Alliance (EAGHA) and the World Federation of Academic Institutions in Global Health (WFAIGH).

Specific objectives under strategic/general objective 4 include:

(4.1.) *Develop a model curriculum on global health at the MPH level and an adapted version for CPD, advocate and implement it as standard for all European schools of public health;*

Only about 25% of schools of public health in Europe have a global public health teaching programme/module (see: *Bjegovic-Mikanovic V et al. Education and training of public health professionals in the European Region: variation and convergence. Int J Public Health 2013; 58/6: 801-810*). In order to support the member schools of public health in promoting the education and training on global health, a model curriculum should be developed making use of international experience.

Visions following specific objective 4.1:

Develop and test a module on Global Public Health.

Activity	Expected result	Timeframe
4.1.1. Development of the module format	Module format developed and the first draft available for both MPH and CPD	2016
4.1.2. Testing of the draft module	Draft module tested and improved accordingly at both MPH and CPD	2016, 2017
4.1.3. Promoting the use of the module developed by member SPHs	A model curriculum of the module endorsed and applied by European SPHs for both MPH and CPD	2017

(4.2.) *Establish a think tank on global and regional health governance focusing on the implementation and evaluation of interventions, within the capacity of the membership network and in partnerships;*

The main challenges facing the global community appear to be threefold: (1) to identify and define precisely the threats that are undermining population health and well-being along with opportunities; (2) to develop better global understanding and agreement about suitable strategies; and, (3) while achieving adequate funding is difficult enough, the real problem is implementing effective and sustainable interventions. Unquestionably, achieving these ends is a long-term endeavour. Therefore, a key condition for success is efficient and accountable governance over several years, if not decades, integrating the views of all stakeholders. A think tank

approach on the issues at stake provides a first operational step to identify key issues for education and training as well as in research for the improvement of global public health. The capacity and experience of many schools of public health in Europe, but in particular also in Africa and the Middle East, is limited. Some of them are too small for the autonomous achievement of international standards of teaching and training the standard public health curriculum. Therefore, an advice by senior experts taking form of so called ASPHER's ambassadors' site visits would be supportive if not an essential element of enhancement.

Visions following specific objective 4.2:

Increased number, size and quality of schools of public health in Europe and beyond with the support of ASPHER's ambassador function.

Activity	Expected result	Timeframe
4.2.1. Setting up a think tank on global and regional health governance	Think tank group arranged	2016
	Consolidated draft report developed and endorsed by European SPHs and relevant stakeholders	2018
4.2.2. ASPHER's amabassadors' programme	Piloting ASPHER's ambassadors' interventions (various formulas)	2016
	Programme schedule implemented for ASPHER's ambassadors' interventions	On regular basis (towards 2020)

(4.3.) Investigate the options for a Global ASPHER Alumni Association together with support of alumni's mobility.

Only about 25% of schools of public health in Europe have an alumni programme although almost all have international students (see: *Bjegovic-Mikanovic V et al. Education and training of public health professionals in the European Region: variation and convergence. Int J Public Health 2013; 58/6: 801-810*). In order to secure feedback from graduates and their employers, an alumni network should be established at each school of public health, and with a global focus at the level of ASPHER. The cooperation with other alumni organisations should be investigated.

Visions following specific objective 4.3:

Develop a Global ASPHER Alumni Association.

Activity	Expected result	Timeframe
4.3.1. Investigating the options for a Global ASPHER Alumni Association	Delphi consultation with member SPHs on options for an alumni programme	2016
	Model proposal implemented	2017
4.3.2. Supporting member SPHs in setting up alumni networks	Series of consultations with members organised in the context of the annual deans' and directors' retreat	On regular basis (towards 2020)
	European SPHs with alumni networks	2020

Strategic objective 5:

Strengthening governance, management and sustainable development of ASPHER

Background and rationale: Since its foundation in 1966, ASPHER has made impressive progress advancing the agenda of public health education and training, and public health capacity building in Europe. With a fast growing network and the increasing expectations of members, ASPHER is in the process of a necessary, continued professionalisation via strengthening its governance, management and sustainable development. This is essential also to be able to cope with the ever rising pressures and demand from outside of the membership network, in order to become a reliable partner and to network effectively. The imperative process of further professionalisation will enable the Association to open up to new challenges, respond effectively and take active part in setting the agenda for the future of public health.

The Association's constitution and bylaws, together with the recently realized registration in Belgium, provide a frame for efficient governance and management which, however, is not (yet) used to its full potential. In order to take those chances and further secure sustainable development of ASPHER, the strategic objective 5 is introduced with the focus on both the Association's administrative structures and the political environment.

The Association plans to strengthen itself by expanding its secretariat, devising more efficient financial policies and procedures, and building up partnerships with national and international institutions. ASPHER coordinates the work to meet the aforementioned objectives through its Executive Board and the Secretariat with the following being primary contact: Robert Otok (Brussels).

Specific objectives under strategic/general objective 5 include:

(5.1.) *Enlarge memberships and promote engagement of members into association activities;*

ASPHER still does not include all schools of public health in the European Region; a quota of 90% should be reachable by 2020. Stable cooperation with institutions outside of Europe in terms of associate membership should be developed with priority. In order to guarantee long-term stability of membership and cooperative structures, ASPHER has to scrutinize its financial procedures but also to establish a sound membership policy. A combination of revised membership fee policy and increased efforts to explore options for funding is required to enable the implementation of ASPHER 2020 strategy.

Visions following specific objective 5.1:

Enlarged and committed membership network, and increased budget volume of the Association.

Activity	Expected result	Timeframe
5.1.1. Develop convincing concept of benefits of membership of ASPHER	Mapping the variety of SPHs models (structures)	2016
	Benefits of full and associate membership documentation	2016
5.1.2. Invite and attract new members from inside and outside of the region	Increased number of member SPHs	On regular basis (towards 2020)
5.1.3. Establish financial routine procedures with long-term perspective	Improved book keeping scheme	2016
	Improved membership fee policy	
	Optimized fund raising and spending/investment formula	

(5.2.) Develop capacity of the ASPHER secretariat;

The ASPHER secretariat is the backbone of the Association and its capacity has to be consolidated, stabilized and strengthened on a long-term basis. The core staff in sufficient numbers (corresponding to the workload) should be secured on site in the location of the Association's office in Brussels and all options for outsourcing of activities should be explored.

Visions following specific objective 5.2:

Strong secretariat with consolidated capacity to professionally serve the Association's members.

Activity	Expected result	Timeframe
5.2.1. Consolidate the capacity of the ASPHER secretariat in Brussels	Increased number of staff Brussels-based corresponding to the workload	2016
5.2.2. Secure outsourcing of selected tasks to support regular operation	Accounting/tax and legal services outsourced as standard Number of consultants from selected member SPHs engaged to support selected programmes and projects	On regular basis (towards 2020)

(5.3.) Build up strategic partnerships with national, European and global associations/institutions.

Visions following specific objective 5.3:

Joint efforts for public health in Europe, acting in synergy with all other key stakeholders.

Activity	Expected result	Timeframe
5.3.1. Mapping of possible partnerships	Report from the mapping	2016
5.3.2. Increase collaboration in existing partnership arrangements	Renewed partnership agreements	2016, 2018, 2020
5.3.3. Improve contacts and build new partnerships	Signed partnership agreements	2017, 2019

6. ASPHER 2020: ROAD MAP / TIMELINE & LEADS

Activity	Responsible person/team	2016		2017		2018		2019		2020	
		S1	S2	S1	S1	S1	S2	S2	S2	S1	S2
Activity 1.1.1.	K Czabanowska, L Stjernberg, H Barros										
Activity 1.1.2.	K Czabanowska, L Stjernberg, H Barros										
Activity 1.1.3.	Secretariat										
Activity 1.1.4.	L Chambaud, K Czabanowska, Secretariat										
Activity 1.2.1.	K Czabanowska, L Chambaud										
Activity 1.2.2.	K Czabanowska, L Chambaud										
Activity 1.2.3.	L Chambaud, K Czabanowska, Secretariat										
Activity 1.2.4.	Secretariat										
Activity 1.3.1.	V Bjegovic-Mikanovic										
Activity 1.3.2.	Secretariat										
Activity 1.3.3.	Secretariat										
Activity 2.1.1.	J Müller-Nordhorn, H Barros, F Paccaud										
Activity 2.1.2.	J Müller-Nordhorn, H Barros, F Paccaud										
Activity 2.1.3.	Secretariat										
Activity 2.2.1.	J Müller-Nordhorn, H Barros, F Paccaud, Secretariat										
Activity 2.2.2.	J Müller-Nordhorn, H Barros, F Paccaud										
Activity 2.3.1.	L Chambaud, F Paccaud, Secretariat										
Activity 2.3.2.	L Chambaud, F Paccaud										
Activity 3.1.1.	A Foldspang										
Activity 3.1.2.	A Foldspang, Secretariat										
Activity 3.1.3.	A Foldspang, Secretariat										
Activity 3.2.1.	A Foldspang, V Bjegovic-Mikanovic, F Paccaud										
Activity 3.2.2.	A Foldspang, V Bjegovic-Mikanovic, F Paccaud										
Activity 3.3.1.	A Foldspang, V Bjegovic-Mikanovic, F Paccaud, L Chambaud										
Activity 3.3.2.	A Foldspang, V Bjegovic-Mikanovic, F Paccaud, Secretariat										
Activity 3.3.3.	A Foldspang, V Bjegovic-Mikanovic, F Paccaud, L Chambaud										

Activity	Responsible person/team	2016		2017		2018		2019		2020	
		S1	S1	S1	S2	S2	S2	S1	S2	S1	S2
Activity 4.1.1.	U Laaser										
Activity 4.1.2.	U Laaser, Y Neumark, M Kulzhanov										
Activity 4.1.3.	U Laaser, Y Neumark, M Kulzhanov, Secretariat										
Activity 4.2.1.	U Laaser, A Flahault										
Activity 4.2.2.	U Laaser, H Brand										
Activity 4.3.1.	Y Neumark, Secretariat										
Activity 4.3.2.	Y Neumark, Secretariat										
Activity 5.1.1.	Secretariat, Executive Board										
Activity 5.1.2.	Secretariat, Executive Board										
Activity 5.1.3.	Secretariat, Executive Board										
Activity 5.2.1.	Secretariat, Executive Board										
Activity 5.2.2.	Secretariat, Executive Board										
Activity 5.3.1.	Secretariat, Executive Board										
Activity 5.3.2.	Secretariat, Executive Board										
Activity 5.3.3.	Secretariat, Executive Board										

6. CONCLUDING REMARKS

Implementation of the ASPHER 2020 relies on the following assumptions:

- Members of ASPHER accept the way forward and take part with their competence, time and other resources.
- Qualified groups are formed with well-defined tasks leading towards achievement of the individual objectives.
- Key partners are involved and take part in the planned activities. Their results are considered, implemented and recognized by ASPHER members and stakeholders.
- Funding and other resources are available.

Monitoring of the strategic plan is closely related to the activities within each strategic area and corresponding expected results. Achievements are regularly reported at ASPHER General Assembly and also published in ASPHER bulletin and other publications including social media dissemination.

ASPHER's Strategic Plan 2016–2020 provides guidelines and defines the direction and content of the Association's activities in the forthcoming years. It highlights the priorities and strategies for multidisciplinary activities and illustrates how the individual strategic objectives will be achieved. At the same time, ASPHER 2020 can be seen as a process, given that the identification of the key strategies also implies learning how to think strategically and creatively. All members of the ASPHER community shall contribute to the implementation and improvement of the agenda, which will make ASPHER stronger and widely recognized – in Europe and beyond. It is necessary to rely on the existing power of ASPHER (the only such organisation in Europe) and use each opportunity (new partnerships, new projects, new forms of education, legislation) to facilitate change, overcome the existing deficiencies and implement ASPHER 2020 agenda.