### A snapshot of the world’s public health schools

Public health education has come of age as the following alphabetical list reveals. These institutions share at least one aspect in common—they all offer a master’s degree in public health (MPH). The Bulletin invited institutions all over the world to send in recent information available for possible inclusion in the following table.

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<th>School</th>
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| **Australia**  
School of Population Health, University of Queensland  
Founded: 2001 | Residents US$ 11 400 (AUS 12 300) for two semesters; US$ 17 130 (AUS 18 450) for three semesters.  
Foreign students: US$ 19 000 (AUS 20 500) or US$ 28 500 (AUS 30 750), respectively | 9–18 months | Around 275 students | A mixture: tropical diseases, nutrition, indigenous health, international health | Students spend 15–33% of their time on fieldwork, depending on whether they do project work or dissertation. Fieldwork is optional | Around 10% foreign students | Most use skills in present jobs or are clinicians looking for career change. Health departments, nongovernmental organizations and academia |
| **Brazil**  
Sergio Arouca Public Health National School, Brazil (Fiocruz)  
Founded: 1954 | Around US$ 8 000; two kinds of MPH: academic (fees paid by school’s public budget) and professional (fees paid by student’s sponsoring institution) | 2 years: 1 year in class, 1 year in research and writing dissertation | 300 students  
75 teachers | Wide array of topics covered from environmental health to toxicology, sanitation, public policy and health management | 70% academic; 30% fieldwork | About 3% from Portuguese-speaking African countries and Latin America | Most work in public health service management or academia |
| **China**  
School of Public Health, Beijing University  
Founded: 1950 | Not available | 7 years | 183 MPH students  
29 professors and 28 associate professors teaching undergraduates as well as doctoral students | Covers epidemiology, biostatistics, occupational and environmental sciences, nutrition and food hygiene, among others | Not available | Not available | Mostly in preventive medicine public health, health management and medical education; some work abroad |
| **Egypt**  
High Institute of Public Health, University of Alexandria  
Founded: 1956 | Egyptians: 50 credit hours (1 hour = 50 Egyptian pounds or US$ 7)  
Foreigners: US$ 475 for the first year, US$ 210 for the second year | 2 years | 165 teachers  
About 250–300 students at whole school, including 26 students on master’s degree course | Focus on Egypt and the Middle East; covers nutrition, epidemiology, occupational health, among other topics | 16 weeks spent on selected advanced courses; a thesis is prepared in second year | 10–15% from abroad, from Jordan, Saudi Arabia, Yemen and other Middle Eastern countries | Health services in Middle East and Arabic-speaking countries |
| **Ghana**  
University of Ghana, College of the Health Sciences, School of Public Health  
Founded: 1994 | US$ 15 000 for foreign students. Residents pay US$ 10 000 but are mostly sponsored by Ghana’s government or international agencies such as WHO | 12 months | Around 35 students | Courses combine developed- and developing-country issues | 2 semesters of academic work; up to 4 months of fieldwork | 10% foreign students, from other African countries, Canada and USA | District or regional directors of health; jobs in international health agencies |
| **Hungary**  
University of Debrecen, School of Public Health  
Founded: 1996 | US$ 8 000 per year | 2 years (with 5-year limit) | 21 full-time staff; 36 invited lecturers | Focus on epidemiology, health promotion, health-care management, health-care policy | Thesis required after a 12-credit summer research project | Foreign students but number not available | Not available |
| **India**  
Achutha Menon Centre for Health Science Studies, Kerala  
MPH since 1994 | US$ 2 225 and US$ 3 335 for sponsored and non-sponsored residents. US$ 4 000 for foreign students | 2 years | About 20 students  
6 faculty staff also visiting teachers for specializations | Mainly topics relevant to developing countries | Not available | 33% foreign students | Government health ministries, international agencies, academia; in India and abroad |
### Kazakhstan
Kazakhstan School of Public Health
Founded: 1997

- **Programme cost**: US$ 1800
- **Programme length**: 1 year
- **Teacher and student numbers**: 25 students; 35 full-time academic staff, 35 part-time
- **Developed versus developing country issues**: Topics include health management and finance, epidemiology, statistics and health promotion
- **Theory/classroom versus fieldwork**: 30–40% class work; 20–30% independent research; 20–30% fieldwork. Students volunteer at institutions such as hospitals a few days a week during one semester
- **Students: domestic versus overseas**: All students are residents
- **Jobs after MPH**: Decided by Kazakhstan Ministry of Health; many find jobs in health departments of various institutions

### Russian Federation
Arkhangelsk International School of Public Health, Northern State Medical University
Founded: 2006

- **Programme length**: 2 years full time or 4 years part time
- **Teacher and student numbers**: 24 students currently enrolled; a further 30 students will be enrolled in 2008; 30 lecturers from Finland, Norway, the Russian Federation and Sweden
- **Developed versus developing country issues**: Public health issues relevant to the north European part of the Russian Federation and placed in a global context
- **Theory/classroom versus fieldwork**: About 10% on fieldwork. A thesis for the MPH constitutes 25% of course work
- **Students: domestic versus overseas**: Students recruited from 7 territories of north-western Russia, including Arkhangelsk; plans to accept 1–2 foreign students in 2008
- **Jobs after MPH**: Regional and municipal health administration, and centres for disease prevention; research institutions and academia

### South Africa
University of Pretoria, School of Health Systems and Public Health
Founded: 1998

- **Programme length**: 2 years full time or 4 years part time
- **Teacher and student numbers**: 148 MPH students; 22 teachers
- **Developed versus developing country issues**: Public health issues relevant to African countries
- **Theory/classroom versus fieldwork**: Research report constitutes 20% of final grade; 80% of grade based on classroom and exam (40% each)
- **Students: domestic versus overseas**: 30% foreign students from elsewhere in Africa
- **Jobs after MPH**: Leadership roles in health management, and the health-care system

### Thailand
Faculty of Public Health, Mahidol University
Founded: 1948 (Mahidol founded in 1943)

- **Programme length**: 1 year
- **Teacher and student numbers**: 34 faculty staff (17 associate professors, 8 assistant professors, 9 lecturers); 57 MPH students
- **Developed versus developing country issues**: Topics include community health service development, dental health, health promotion, health system reform
- **Theory/classroom versus fieldwork**: Students work in a health-care setting during the year, i.e. conducting a supervised study in a hospital
- **Students: domestic versus overseas**: Current class: 34 foreign students, 23 residents
- **Jobs after MPH**: Not available

### United Kingdom
London School of Hygiene and Tropical Medicine
Founded: 1899

- **Programme length**: 4 semesters (about 2 years)
- **Teacher and student numbers**: 70 teachers; 123 students
- **Developed versus developing country issues**: Courses combine developing- and developed-country issues
- **Theory/classroom versus fieldwork**: About 75% academic; 25% fieldwork
- **Students: domestic versus overseas**: 60% from the United Kingdom or other European Union countries; 40% foreign students from all over the world
- **Jobs after MPH**: Leadership positions in public or nongovernmental and international agencies, academia, or as health practitioners

### United States of America
University of Iowa College of Public Health
Founded: 1999

- **Programme length**: 4 semesters (about 2 years)
- **Teacher and student numbers**: 70 teachers; 123 students
- **Developed versus developing country issues**: Courses combine developing- and developed-country issues
- **Theory/classroom versus fieldwork**: About 75% academic; 25% fieldwork
- **Students: domestic versus overseas**: 13% foreign students from Argentina, Bermuda, Germany, Ghana, India, Sudan; 87% are residents
- **Jobs after MPH**: Health departments, hospitals, universities, federal agencies, international and nongovernmental organizations