



**BRAC** SCHOOL OF  
PUBLIC HEALTH  
JAMES P GRANT



# MASTER OF PUBLIC HEALTH 2018 PROSPECTUS



**Transformative Public Health Learning for the Developing World**







## Vision

To be the leading global Public Health Institute for the world's critical health challenges affecting disadvantaged communities

BRAC JPG School of Public Health (BRAC JPGSPH) was founded in 2004 in Dhaka, Bangladesh to address the unmet public health challenges particular to Asia, Africa and South America. The School was co-founded by BRAC, icddr,b and BRAC University, realising that public health needs in developing countries require immersive, community-based teaching and learning to provide locally innovated research and sustainable health solutions.

The School draws from Bangladesh's remarkable public health achievements as well as BRAC Health's nationwide services and BRAC International's programmes in South Asia and Africa. BRAC JPGSPH therefore offers unparalleled real-life, community-centric teaching,

## Mission

To create innovative public health leaders and solutions through cutting-edge, experiential Education, Training, Research and Advocacy

learning and research experiences on critical and emerging national and global public health challenges.

The School's approach is an interdisciplinary integration of Education, Training, Research and Advocacy to diverse, emerging and critical health challenges affecting disadvantaged communities.

The School builds capacity by preparing individuals to become public health practitioners, researchers, advocates and leaders of public health and policy at local, national and international levels.

# A TRANSFORMATIVE LEARNING PRAXIS<sup>©</sup>

Health Service Delivery Partnership and Learning Lab



The world's largest NGO reaches over 100 million people in Bangladesh through innovative development solutions, which are rigorously researched, tested, replicated and scaled-up nationally and across Africa and Asia

- Ranked #1 NGO in the world by NGO Advisor 2016 & 2017
- Gates Award for Global Health, Bill & Melinda Gates Foundation, 2004
- Innovative health programmes: Health, Nutrition & Population; Tuberculosis; Malaria; Water, Sanitation and Hygiene (WASH); and Disaster, Environment and Climate Change (DECC).
- BRAC works in Afghanistan, Pakistan, Nepal, Myanmar, Philippines, Sierra Leone, Liberia, South Sudan, Uganda, Tanzania and Haiti.

## MASTER OF PUBLIC HEALTH (MPH)

- DEVELOPING WORLD CONTEXTS
- EXPERIENTIAL, COMMUNITY-IMMERSIVE LEARNING OF REAL-WORLD PUBLIC HEALTH CHALLENGES AND SOLUTIONS
- URBAN AND RURAL HEALTH SERVICES FIELDWORK
- GLOBAL PUBLIC HEALTH FACULTY AND PRACTITIONERS
- GLOBAL CLASSROOM OF PUBLIC HEALTH LEARNERS
- INNOVATIVE PUBLIC HEALTH LEARNING METHODOLOGIES
- PUBLIC HEALTH COMPETENCY-BASED CURRICULUM
- EMPLOYABLE PROFESSIONAL SKILLS DEVELOPMENT

Health Research Partnership and Learning Lab



International Centre for Diarrhoeal Disease Research, Bangladesh

- A global health research institute solving public health problems through lab-based, clinical, epidemiological and health systems research.
- By developing, testing and assessing interventions, icddr,b aims to improve health outcomes in the world's poorest nations.
- Established over 50 years ago, icddr,b promotes the uptake of evidence-based interventions.

Pioneering Public Health in the Developing World

## BANGLADESH

- Accelerated Infant Mortality Decline - a 65% reduction in deaths from 94 per 1,000 live births in 1990 to 32.9 in 2016; achieving MDG Goal #4
- Rapid Child Mortality Decline - a 71% reduction in deaths from 144 per 1,000 live births in 1990, to 38 in 2015; achieving MDG Goal #4
- Accelerated Maternal Mortality Decline - a 45% reduction from 322 deaths per 100,000 in 2001 to 176 deaths in 2015; achieving MDG Goal #5
- ORS Diarrhoea solution - a community-based rehydration solution saving over 40 million lives globally



# EXPERIENTIAL COMMUNITY IMMERSIVE LEARNING **by** GLOBAL PUBLIC HEALTH FACULTY AND PRACTITIONERS



The locus of BRAC JPGSPH's MPH is its Experiential Community-Immersive teaching through rigorous urban and rural fieldwork. By embedding learners directly in the multi-faceted aspects of developing country environments and health service delivery, students practically investigate and comprehend critical public health realities of disadvantaged communities.

The School employs holistic approaches to understanding health in its physical, mental, emotional and social dimensions. Promoting better health outcomes beyond simply eliminating disease and sickness is integral to BRAC JPGSPH's orientation of public health.

Throughout the year, students undertake collaborative projects in a wide-range of public health settings including informal settlements, BRAC Health programmes, icddr,b hospital, NGO clinics and government health services; to develop on-the-ground conceptions of community health and pluralistic health systems.

Facilitating this real-world contextual learning are the School's reputed global and national professors grounded in critical public health research, practice and programmes. Students gain insightful practical knowledge and know-how from both faculty engaged in applied public health research informing health programmes and policy; and leading public health practitioners with extensive experience in strategising, designing and operationalising programmes.

In addition, visiting faculty working cross-sectorally in health within the fields of law, business, media, governance, education, etc provide a comprehensive understanding of the complexities affecting health services.

Alongside the core curriculum, the School draws on diverse faculty specialisations and developing world health priorities as global and community health, ethics, applied anthropology, urban poverty, qualitative methods, health programme management, monitoring & evaluation and implementation science.

This unparalleled teaching framework enables students to systematically develop the values, vision and community-centred ethos required for sustainable public health impact.



# A GLOBAL CLASSROOM OF PUBLIC HEALTH LEARNERS

With the majority of global public health challenges located in the developing world, it is essential for aspiring public health professionals to gather their skills and knowledge beyond the traditional classroom, within those very environments. BRAC JPGSPH's strategic partnerships with BRAC and icddr,b, coupled with Bangladesh's remarkable MDG health achievements and health innovations, creates the ideal learning laboratory for students.

The School draws students from 29 nations, who are committed to working on priority public health challenges, most of whom live or work in developing countries. With a 50% female student body, JPGSPH nurtures a truly enriching learning atmosphere by combining learners as diverse as doctors, nurses, social scientists, pharmacists, development

practitioners, and researchers; with recent graduates in sciences and liberal arts. This allows for the necessary inter-cultural exchange, cross-sectoral experience-sharing, innovative thinking and best-practice insights; to collaboratively devise solutions for urgent health problems.

A highly selective and close-knit group of 35 students yearly, fosters this incomparable global public health classroom of intensive faculty and peer interaction. By learning together and from one another throughout the year, students build meaningful intellectual and personal life-long relationships, which sustain their future public health professional work.

**Canada**  
"I thought choosing to go to JPGSPH was the best decision I could have made in becoming a well rounded public health professional. If you want a real, hands-on, experience-based programme - that will both challenge, inspire and develop you - this is the place for you."  
Carly Annabelle Comins (USA), Graduate, 11th Batch

**USA**

**UK**

**The Netherlands**

**Germany**

**Nepal**  
"Being from a clinical background, pursuing a career in public health was a new arena for me...studying at BRAC JPG equipped me with the necessary analytical, technical, programmatic and research skills in public health."  
Rasmita Paudel (Nepal), Graduate, 10th Batch

**Bhutan**

**Japan**

**Afghanistan**

**Pakistan**

**India**

**Myanmar**

**Bangladesh**

**Philippines**

**Papua New Guinea**

**Australia**  
"The MPH at BRAC JPGSPH gave me a fantastic grounding in the theory and practice of public health...the fieldwork and experiences are second to none."  
Matthew Reeves (Australia), Graduate, 5th Batch

**Singapore**

**Yemen**

**Ethiopia**

**Kenya**

**Tanzania**

**Malawi**

**Uganda**

**South Sudan**

**Sudan**

**Ghana**

**Sierra Leone**

**Liberia**

**Bolivia**

**Mohamed Sallieu Jalloh (Sierra Leone), Graduate, 12th Batch**  
"The world will be waiting for us in an era of new global leadership, SDGs, developing countries struggling to achieve UHC, fragile health systems where equity and equality to health are yet to be put into action. Our determination will help us continue with required public health values in preventing diseases, prolonging life and promoting health...I must say, MPH has made us competent."

## INNOVATIVE PUBLIC HEALTH LEARNING METHODOLOGIES

- 🔥 Immersive Urban Community Fieldwork
- 🔥 Urban Community Context-Based Learning
- 🔥 Immersive Rural Community Fieldwork
- 🔥 Rural Community Context-Based Learning
- 🔥 Integrative Health Learning Frameworks
- 🔥 Immersive Urban Health Services Fieldwork
- 🔥 Immersive Rural Health Services Fieldwork
- 🔥 Facilitated and Guided Fieldwork
- 🔥 Community Interviews, Dialogue and Investigations
- 🔥 Health Services Interviews, Dialogue and Investigations

Communities within urban and rural environments; public health stakeholders and institutions; health and development practitioners and researchers; together form the foundational learning praxis for students throughout the year. All the learning methodologies are integrated with this cutting-edge pedagogic model for students to intellectually process and analyse public health realities unfolding in real-time.

Our explicit learner-focused approach goes beyond the 'detached observer', bounded classroom environment, to compel students to experientially place themselves within the communities alongside the multiple stakeholders and services.

Through such unique learning methodologies as 'Community and Health Services Fieldwork'; 'Integrative Health learning Frameworks'; 'Urban and Rural Contextual Learning'; 'Service Delivery Solution Projects'; 'Cumulative and Summative Applied

Learning'; students directly encounter the health needs, poverty, service quality and management, health crises, shortcomings and successful interventions embodying modern public health.

BRAC JPGSPH thereby inspires students' innate capacities and potential for authentic engagement, stimulates critical academic reflection and repeatedly challenges students' limits to holistic perspectives. Thus allowing them to creatively conceptualise, design and simulate implementable solutions to various public health problems.

Ultimately, students undergo an organic learning transformation which fundamentally strengthens their values, empathy and capacity to positively impact the public health domain they enter.

- 🔥 Facilitated Interactive Discussions
- 🔥 Peer Learning, Feedback and Critique
- 🔥 Public Health Documentaries and Video Clips
- 🔥 Health Services-Delivery Solutions Projects
- 🔥 Public Health Real-World Simulations and Role-Playing
- 🔥 Public Health Multi-Disciplinary Learning
- 🔥 Global Integrative Case Studies
- 🔥 Team Presentations
- 🔥 Public Health Leadership Guest Speaker Panels
- 🔥 Public Health Thematic Learning
- 🔥 Refresh, Review and Assess
- 🔥 Cumulative Applied Learning
- 🔥 Summative Learning



# 2018 MPH PROGRAMME COURSES

## CALENDAR YEAR:

27<sup>th</sup> January, 2018 - 23<sup>rd</sup> January, 2019

### INTRODUCTION TO PUBLIC HEALTH: ITS PURPOSE, VALUES AND PRACTICE

Dr. Sabina F. Rashid\* Professor: Gender, SRHR, Urban Poverty, Qualitative Methods, BRAC JPGSPH;  
Dr. Taufique Joarder\* Asst. Professor: Health Systems Management, Qualitative Methods, BRAC JPGSPH;  
and Adjunct Asst. Professor, Johns Hopkins University

This course introduces the vision, values and community-centred ethos of 21st century developing country public health needs, and are introduced to a holistic model of health, with personal health as a critical dimension of public health and its complementarity with social dimensions of health. There is intensive urban and rural public health context learning and groups of students work to find solutions to public health problems.

### ANTHROPOLOGICAL APPROACHES TO PUBLIC HEALTH AND QUALITATIVE RESEARCH METHODS

Dr. Sabina F. Rashid\* Professor: Gender, SRHR, Urban Poverty, Qualitative Methods, BRAC JPGSPH;  
Dr. Alayne Adams\* Assoc. Professor: Urban Health, Georgetown University; and Professor, BRAC JPGSPH

Students are taught basic global and local theories and concepts on culture, health and illness and its impact on public health. Fundamentals to design and implement qualitative research tools and techniques, and fieldwork allows students to learn how to undertake exploratory fieldwork, code and analyse data.

### EPIDEMIOLOGY

Dr. Shams E. Arifeen\* Sr. Director: Maternal and Child Health, Epidemiology, icddr,b; and Professor, BRAC JPGSPH;  
Dr. Victoria Nankabirwa Faculty: Makerere University (Uganda and Norway); and Visiting Faculty, BRAC JPGSPH;  
Dr. Emily S. Gurley Visiting Assoc Scientist: Epidemiology, Johns Hopkins University; and Adjunct Faculty, BRAC JPGSPH

### BIOSTATISTICS

Dr. Md. Tanvir Hasan\* Asst. Professor, Spatial Epidemiology and Biostatistics, BRAC JPGSPH

### QUANTITATIVE RESEARCH METHODS

Dr. Malabika Sarker\* Director: Research and Professor, Evaluation and Implementation Research, BRAC JPGSPH; and  
Adjunct Faculty, Heidelberg University, Germany;  
Dr. Quamrun Nahar Acting Sr. Director: icddr,b; and Assoc. Professor, BRAC JPGSPH;  
Dr. Dipak K. Mitra Asst. Professor: Independent University Bangladesh; and Adjunct Faculty, BRAC JPGSPH

Students learn how to use and apply epidemiological, statistical and quantitative research tools on public health problems through practical case studies, both global and local, and critical analysis of data sets on real world health problems.

### HEALTH SYSTEMS MANAGEMENT

Dr. Syed M. Ahmed\* Director: Centre of Excellence for UHC; and Professor, Health Systems Management, BRAC JPGSPH;  
Dr. Timothy G Evans Sr. Director: Health, Nutrition and Population, World Bank; and Adjunct Professor, BRAC JPGSPH;  
Ermin Erasmus Collaboration for Health Policy & Systems Analysis in South Africa; and Visiting Faculty, BRAC JPGSPH;  
Dr. Nhan Tran Health Systems Alliance: World Health Organization; and Adjunct Faculty, BRAC JPGSPH;  
Gbanya M. Zenabu Managing Systems in Crisis, Ministry of Health, Liberia; and Visiting Faculty, BRAC JPGSPH;  
Hossain I. Adib\* Adjunct Faculty, BRAC JPGSPH  
Dr. Taufique Joarder\* Asst. Professor: Health Systems Management, Qualitative Methods, BRAC JPGSPH;  
and Adjunct Asst Professor, Johns Hopkins University

This course provides students with diverse frameworks, global and local cases to to examine the complexities of pluralistic health systems. Community-centric approaches, leadership and management, programme management of facilities, policies, budgets, public health diplomacy and core management functions and operations of health facilities are integrated into this module. Fieldwork is dedicated to learning from different health facilities. Students problem-solve and work on innovative simple, solutions to improve MNCH service delivery.

### HEALTH ECONOMICS AND HEALTHCARE FINANCING

Hossain I. Adib\* Adjunct Faculty, BRAC JPGSPH  
Dr. Jahangir Khan\* Sr. Lecturer: Liverpool School of Tropical Medicine, UK; and Adjunct Professor, Health Economics and Financing, BRAC JPGSPH;

Students are exposed to concepts on health economics and healthcare financing, and as part of the contextual learning, evaluate the impact of health insurance schemes on disadvantaged communities. Using a community centred and pro-equity approach, students produce an innovative solution-model on insurance package options for the poorest.

### PRINCIPLES OF HEALTH COMMUNICATIONS

Imteaz Mannan\* Sr. Advisor: Advocacy and Communication, Save the Children; and Adjunct Faculty, BRAC JPGSPH;  
Mahrukh Mohiuddin\* Advocacy and Communication, University Press Limited; and Adjunct Faculty, BRAC JPGSPH

Key concepts in public health and communications, marketing theories and its practical application in the health sector are taught in this course. Public health practitioners working in communications in development agencies are interviewed, to understand key lessons and challenges in a changing world of digital technology and social media.



### PUBLIC HEALTH NUTRITION

Dr. Tahmeed Ahmed\* Sr. Director: Nutrition, Clinical and Public Health Research in Nutrition and Infectious Diseases,  
Clinical Services Division of icddr,b; and Professor, BRAC JPGSPH

This course introduces global and local contexts of child and maternal nutrition and the prevention and management of nutrition in public health programmes. Fieldwork provides an opportunity for students to utilise their basic research skills and reflect on programme successes and challenges of managing malnutrition by interviewing patients and service providers at icddr,b hospital facilities.

### EPIDEMIOLOGY OF INFECTIOUS DISEASES

Dr. Richard A. Cash\* Sr. Lecturer: Global Health, Ethics in Research, Infectious diseases, Harvard University, USA; and  
Professor, BRAC JPGSPH (Prince Mahidol Award);  
Dr. Stephen P. Luby\* Professor of Medicine: Innovation in Global Health, Disease Control and Infectious Diseases,  
Stanford University, USA; and Adjunct Faculty, BRAC JPGSPH

Students are oriented to a number of important viral and bacterial diseases, disease, distribution, surveillance and control strategies that are prevalent in developing countries. As part of the experiential hands on learning, students undertake field visits to icddr,b's famous Matlab surveillance area and BRAC's globally well-known DOTS Tuberculosis and Malaria Control programme, and learn implementation of epidemiological studies on infectious diseases.

### AGING AND HEALTH

Dr. Preet Dhillon\* Epidemiology: Public Health Foundation of India; and Visiting Faculty, BRAC JPGSPH;  
Kuhel F. Islam\* Programme Coordinator, BRAC JPGSPH;  
Dr. Suneeta Krishnan\* Country Director: RTI International, USA; and Adjunct Faculty, Aging and Health, Cancer Research  
and Evaluation, BRAC JPGSPH;

Concepts on non-communicable diseases, aging populations, and implications of aging populations for developing countries and service delivery needs are taught in this course. Students visit and interview aged care service providers working in NGOs, Government of Bangladesh and the private sector.

### REPRODUCTIVE AND SEXUAL HEALTH AND RIGHTS

Dr. Sabina F. Rashid\* Professor: Gender, SRHR, Urban Poverty, Qualitative Methods, BRAC JPGSPH;  
Dr. Malay K. Mridha\* Assoc. Professor: Epidemiology, Maternal Health, Quantitative Research Methods, BRAC JPGSPH;

Students learn global and local anthropological and epidemiological theories, concepts and evidence on how social, political and economic factors impact gender, sexual and reproductive health and sexuality and rights. For the MNCH component, students visit a hospital and investigate particular bottlenecks and develop solutions.

### ENVIRONMENT HEALTH AND CLIMATE CHANGE

Nandan Mukherjee\* PhD Researcher: University of Dundee, Scotland; and Visiting Faculty, BRAC JPGSPH;  
Andrew Jenkins University of Cambridge, UK; and Adjunct Faculty, Monitoring and Evaluation, BRAC JPGSPH;  
David Hall Visiting Faculty, BRAC JPGSPH

This course familiarises the students to the nexus between environment and health, and emerging challenges of climate change and disaster management for vulnerable populations. Case studies and field exposure directly relevant to developing country contexts are covered. Field visits are made to urban industrial catchment and riverbank areas to understand community needs and interventions required.

### MONITORING AND EVALUATION OF PUBLIC HEALTH PROGRAMMES

Dr. Malabika Sarker\* Director: Research and Professor, Evaluation and Implementation Research, BRAC JPGSPH; and  
Adjunct Faculty, Heidelberg University, Germany;  
Andrew Jenkins University of Cambridge, UK; and Adjunct Faculty, Monitoring; and Evaluation, BRAC JPGSPH

This course provides students with the ability to understand key concepts and professional skills to monitor and evaluate a public health problem. Core components covered are monitoring and evaluation, indicators, design, data collection and analysis and how integrating real time information into programme implementation. Students visit and review selected programmes and visit sites run by BRAC.

### SUMMATIVE LEARNING PROJECT

As the culminating learning project, groups of students work on a public health area, undertaking primary research on or evaluation of a programme, to understand key public health problems and find solutions.

\*Course Coordinators





# PUBLIC HEALTH COMPETENCY-BASED LEARNING: EMPLOYABLE PROFESSIONAL SKILLS DEVELOPMENT

To effectively tackle the current and emerging 21st century public health challenges, students must equip themselves with the precise Public Health Technical, 'Soft' and Managerial skills demanded. BRAC JPGSPH faculty's Experiential Community-Immersive Teaching and innovative Public-Health Learning Methodologies form a Public Health Competency-based Curriculum to accomplish the following:

## Public Health Technical Competencies including:

- Basic Epidemiology Skills
- Basic Biostatistics Skills
- Basic Applied Medical Anthropological Skills
- Qualitative Research Methodology Skills
- Quantitative Research Methodology Skills
- Data Analysis and Interpretation Skills
- Basic Mixed Methods Research Skills
- Literature Review Skills
- Evidence-Based Analytical Skills

## Public Health Soft Skills including:

- Public Health Vision, Values and Ethics
- Public Health Empathy
- Self-Management and Self-Reflective Skills
- Interpersonal Skills
- Learning Aptitude
- Cultural Competencies
- Teamwork and Collaboration
- Critical Thinking and Problem-Solving
- Creative Thinking
- Basic Writing Skills
- Basic Presentation Skills

## Public Health Management Competencies including:

- Basic Community-Centric Design
- Basic Systems Thinking
- Basic Solutions Thinking
- Basic Programme Management Skills
- Basic Monitoring and Evaluation Skills
- Basic Service-Delivery Conceptual Skills
- Basic Human Resources Conceptual Skills
- Basic Marketing-Communications Conceptual Skills
- Basic Budgeting Skills

BRAC JPGSPH's competency-based curriculum develops well-rounded, multi-skilled professionals who can readily apprehend the evolving inter-dimensional nature of public health to succeed in diverse and complex health environments globally.

## POST-MPH EMPLOYMENT

Graduates have been recruited by international and national organisations including:

- Amref Health Africa
- Australian Catholic University (ACU)
- BRAC
- BRAC International
- BRAC JPG School of Public Health
- DFID, UK (Department for International Development)
- Enlightened Myanmar Research Foundation
- George Washington University, USA
- Harvard University, USA
- icddr,b
- International Food Policy Research Institute
- Innovations for Poverty Action
- International Institute of Rural Reconstruction, Philippines
- Makerere University, Uganda
- Medecins Sans Frontieres (MSF)
- Medical University of Vienna, Austria
- Ministry of Public Health, Afghanistan
- Ministry of Health, Bangladesh
- Ministry of Health, Liberia
- Murdoch Childrens Research Institute, Australia
- Norwegian Institute of Public Health
- Oshawa Community Health Centre, Canada
- Qassim University, Saudi Arabia
- Save the Children
- SIDA (Swedish International Development Authority)
- The World Bank
- UNDP (United Nations Development Programme)
- UNFPA (United Nations Population Fund)
- UNICEF (United Nations Children's Fund)
- USAID (United States Agency for International Development)
- WaterAid
- WHO (World Health Organization)

## POST-MPH HIGHER STUDIES

Graduates have enrolled in or completed doctoral and post-doctoral studies at leading institutions including:

- Bergen University, Norway
- Cebu Doctors University, Philippines
- Chulalongkorn University, Thailand
- Columbia University, USA
- Emory University, USA
- Freie University Berlin, Germany
- Harvard University, USA
- Heidelberg University, Germany
- Institute of Development Studies, University of Sussex, UK
- Johns Hopkins University, USA
- La Trobe University, Australia
- London School of Hygiene & Tropical Medicine, UK
- Monash University, Australia
- Radboud University Nijmegen, Netherlands
- Shiga University of Medical Science, Japan
- Stockholm University, Sweden
- University of Basel, Switzerland
- University of Melbourne, Australia
- University of New South Wales, Australia
- University of Pittsburgh, USA
- University of Queensland, Australia
- University of Saskatchewan, Canada
- University of South Carolina, USA
- University of Sydney, Australia
- University of Technology, Sydney
- University of Toronto, Canada
- University of Western Australia, Australia
- University of Western Ontario, Canada
- Vienna Medical University, Austria



## JOIN THE NEXT GENERATION OF PUBLIC HEALTH LEADERS: APPLY NOW

### ADMISSION CRITERIA

- ✦ Bachelor and/or Master degree(s) in Health Sciences (Medicine, Nursing, Midwifery) or Social Sciences
- ✦ GPA 3.0 or above
- ✦ Proficiency in Mathematics and oral and written English
- ✦ Basic computer skills including Microsoft Office and data analysis software
- ✦ Professional public health experience preferred

### APPLICATION PROCESS

To complete the application process, attach the following:

- ✦ Scanned copy of all academic papers: secondary, higher secondary, graduation, Masters degree (if any)
- ✦ Updated Curriculum Vitae/Resume
- ✦ Scanned copy of passport
- ✦ Electronic signature
- ✦ Passport size photograph

### PERSONAL STATEMENT

A letter of justification explaining your interest and reasons for applying to the MPH programme at BRAC JPG School of Public Health

### RECOMMENDATION

A letter of recommendation from your employer/academic supervisor

### APPLICATION DEADLINE

**1st November, 2017**

**PLEASE SEND YOUR COMPLETED APPLICATIONS WITH ALL DOCUMENTS TO:**

Md. Saiful Islam - [saiful@bracjpgsph.org](mailto:saiful@bracjpgsph.org)

### VISA SUPPORT

BRAC JPG School of Public Health will provide Letters of Support for the visa process as needed for international students.

### ACCOMMODATIONS

BRAC JPG School of Public Health offers accommodations for international students with the following amenities:

- ✦ Secure BRAC University facility
- ✦ Air-conditioned rooms
- ✦ WiFi facilities
- ✦ Breakfast, lunch and dinner provided
- ✦ Transport to/from School
- ✦ ACCOMMODATION FEE: US\$ 8,000

### TUITION FEES

- ✦ High income countries: US\$ 20,000
- ✦ Low- or middle-income countries: US\$ 12,000

*Applicants sponsored by UN organisations, bilateral/multilateral organisations are required to pay full tuition fees.*

### SCHOLARSHIPS

- ✦ WHO TDR Scholarships available for students from low- and middle-income countries in WHO South East Asian and Western Asia Pacific regions
- ✦ 4 BRAC University partial scholarships available for students from African and Latin American countries

