



WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region

2020

Abstract

The WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region is aimed at policy-makers, human resources for health planners and professionals with a particular interest in the public health workforce, and other stakeholders, such as education institutions, public health institutes and others responsible for implementing policy and professional organizations. The WHO-ASPHER Competency Framework is intended to support the implementation of the *European Programme of Work, 2020-2025 (EPW)* - “United action for better health in Europe” and the pursuit of Sustainable Development Goals, in particular, Sustainable Development Goal 3 on universal health coverage. More specifically, they are produced in the context of WHO Regional Committee for Europe resolution EUR/RC67/R5 towards a sustainable health workforce in the WHO European Region: framework for action. Member States are requesting guidance on how to build the capacity of the public health workforce. The WHO-ASPHER Competency Framework can serve as a point of departure for developing more context-specific competencies. This publication is designed to support the application to the public health workforce of the tools presented in *The toolkit for a sustainable health workforce in the WHO European Region*, including measures to strengthen education and performance, planning and investment, capacity-building, analysis and monitoring.

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Document number: WHO/EURO:2020-3997-43756-61569

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Contents

Acknowledgements	4
Introduction	7
What is a competency framework and why is it needed?	8
The WHO-ASPHER Competency Framework	12
The comprehensive set of competencies	14
Conclusions	26
Annex 1.	27
Annex 2.	31
Annex 3.	58
References	70

Acknowledgements

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The WHO-ASPHER Competency Framework is a shared resource of the Coalition of Partners for Strengthening Public Health Services in the European Region. The Coalition of Partners brings together representatives of the multitude of stakeholders and disciplines that constitute public health services, including leaders serving in national and subnational public health services, policy-makers and colleagues serving in several international organizations. Together, these partners adopt shared objectives, plan joint action, developed shared resources and share the learning from implementation.

Martin Kraye von Krauss and Danielle Agnello wrote the introduction and conclusion and edited the text. Cris Scotter provided helpful peer-review comments and suggested edits to the text.

The work builds on the efforts of many ASPHER colleagues who have been active in developing public health competencies for more than a decade, including those of Anders Foldspang and Christopher Birt.

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Abbreviations

ASPHER	Association of Schools of Public Health in the European Region
EPHOs	The Essential Public Health Operations
OECD	Organisation for Economic Co-operation and Development

Introduction

The need to invest in the public health workforce is as great now as it has ever been. The COVID-19 pandemic has illustrated the magnitude of the threat posed by communicable disease outbreaks and the importance of the public health workforce in responding to such outbreaks. Against the back-drop of an ageing population, the rising costs of health care and an epidemic of noncommunicable diseases, society cannot afford not to invest in the public health workforce.

Already before the COVID-19 pandemic, several international resolutions had indicated the importance of strengthening the competencies of the health workforce to achieve the Sustainable Development Goals and universal health coverage. At the global level, the United Nations High-Level Commission on Health Employment and Economic Growth (1) set out 10 recommendations and five immediate actions on transforming the health workforce for achieving the Sustainable Development Goals. This included a recommendation to scale up transformative, high-quality education and lifelong learning and shift education models away from narrow specializations to focus on lifelong building of locally relevant competencies. World Health Assembly resolution WHA69.19 on the Global Strategy on Human Resources for Health: Workforce 2030 (2) called for professional councils, associations and regulatory bodies to adopt regulations to optimize workforce competencies and to support interprofessional collaboration for a skills mix responsive to population needs. In the European Region, resolution EUR/RC67/R5 towards a sustainable health workforce in the WHO European Region: framework for action (3) urged Member States to transform education and training and optimize the performance, quality and impact of health workers and to align investment in human resources for health with the current and future needs of the population and of health systems.

The WHO-ASPHER Competency Framework can serve as the point of departure for a variety of different activities aiming to strengthen the public health workforce in the European Region. Public health is a cornerstone of sustainable development, and the public health workforce is at the heart of society's efforts to prevent disease, prolong life and protect and promote the health of our communities.



What is a competency framework and why is it needed?

Competencies represent combinations of individual attributes (such as knowledge, skills and personal or professional attitudes) individuals require to undertake the role they are expected to take on (4,5). Public health competencies transcend the traditional boundaries of specific disciplines and enable public health professionals to deliver the essential public health operations (EPHOs) and apply the public health approach required of their role (6).

Although other well-recognized competency frameworks (7,8) are mainly intended for use in education, the WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region has been developed from a systems perspective and is designed to serve as input to a broad range of applications, including policy measures that are relevant at various stages in the careers of individual professionals and across the labour market (9,10). As such, the WHO-ASPHER Competency Framework can be applied in developing measures to strengthen education and performance but also in planning and investment, capacity-building and analysis and monitoring. For example, the WHO-ASPHER Competency Framework can be useful:

- *in designing the curricula of degree and continuing professional development programmes;*
- *in assessing existing capacity and capability and identifying training requirements;*
- *in ensuring the appropriate numbers, mix and distribution of staff and skills for public health teams in various contexts;*

- *in planning and arguing for sustainable investment to support workforce development;*
- *in planning policies on production, policies to address the inflows and outflows and policies to deal with misdistribution and inefficiencies that effect the public health workforce, including attraction, recruitment and retention, productivity and skill mix of public health professionals and teams;*
- *in developing accreditation and credentialling systems;*
- *in developing job descriptions, interview questions and performance evaluation and quality assurance systems; and*
- *in fostering collaboration across disciplinary and organizational boundaries.*

The WHO-ASPHER Competency Framework will be useful at different levels of the organization, including for individual professionals (such as career planning), service level (such as evaluating skills mix and competency requirements), the organization level (such as human resources planning) and the regional and national levels (such as workforce planning and policy).

For more information on the human resources for health tools, to which the WHO-ASPHER Competency Framework can serve as input, see The toolkit for a sustainable health workforce in the WHO European Region and associated tools and guidance (10).



The WHO-ASPHER Competency Framework

For whom is it intended?

The definition of what constitutes the core public health workforce differs between countries, as does the definition of public health and the organizational arrangements put in place to ensure the delivery of public health services. In most cases, however, it is possible to distinguish between a core public health workforce, a wider health workforce that contributes to public health and other professionals whose activities may significantly affect population health (11).

The core public health workforce includes individuals for whom public health activities constitute the primary part of their functions and who are expected to consistently possess all of the core competencies at a basic level and to demonstrate increasing levels of competency as their careers progress (12). This group constitutes the primary target audience for the WHO-ASPHER Competency Framework.

There is also a wider health and care workforce contributing to public health activities and other professionals whose work significantly affects population health, even though they do not always perceive themselves as being part of the public health workforce (11). Professionals from both these groups are not expected to demonstrate all the core competencies presented here but possess a subset of the competencies, depending on their role.

The WHO-ASPHER Competency Framework responds to a need to move beyond professional silos and adopt a broader understanding of public health professionals based on inclusive knowledge and shared experience. The health needs of the population, not the interests of the profession, form the point of departure for all the efforts to professionalize public health.

How was the Framework developed?

The development of the competencies started with a literature review and producing a first draft for consultation. The literature review identified 10 existing competency frameworks for public health professionals (7,8,13–20). Based on their perception, the authors selected from the 10 frameworks the competencies that, in their opinion, fitted the context of the European Region best and produced a first draft of the WHO-ASPHER Competency Framework.

A group of experts reviewed the first draft during an expert review meeting in June 2018 (21). Following the meeting, six rounds of consultations were performed, in which public health professionals from a wide array of public and civil society organizations were invited to review successive drafts. Following each round of consultation, the feedback from the expert and stakeholder exchanges was carefully scrutinized and revised for duplications, inconsistencies and formulation. Consultations were ended when a consensus was reached on the final set of competencies presented in this publication. Annex 1 describes in more detail the methods used in developing the WHO-ASPHER Competency Framework.

The Framework is expected to evolve in response to the needs of the public health workforce in different roles across the European Region. It will also need to adapt to changes in the needs of population health in an evolving social and technological environment.

What does the Framework contain?

The WHO-ASPHER Competency Framework takes a more comprehensive and integrated approach guided by a public health approach to serving the needs and demands of the population. It does so by focusing on three major categories (Fig. 1):

- *Content and context: the science, knowledge and theory that underpin public health practice;*
- *Relations and interactions: the communication, collaboration and networking competencies for leadership and partnership with stakeholders; and*
- *Performance and achievements: the competencies needed to ensure that the right decisions and actions are taken to improve the health of the public.*

This approach helps to move beyond the classic forms of professional development based on the interest-driven strategies of a specific professional group and take a broader perspective on how to serve the population needs and create people-centred services.

The three categories are further subdivided into 10 sections (Fig. 2), which contain a total of 84 competencies.

The WHO-ASPHER Competency Framework categories are:

1. **Content and context**
2. **Relations and interactions**
3. **Performance and achievement**

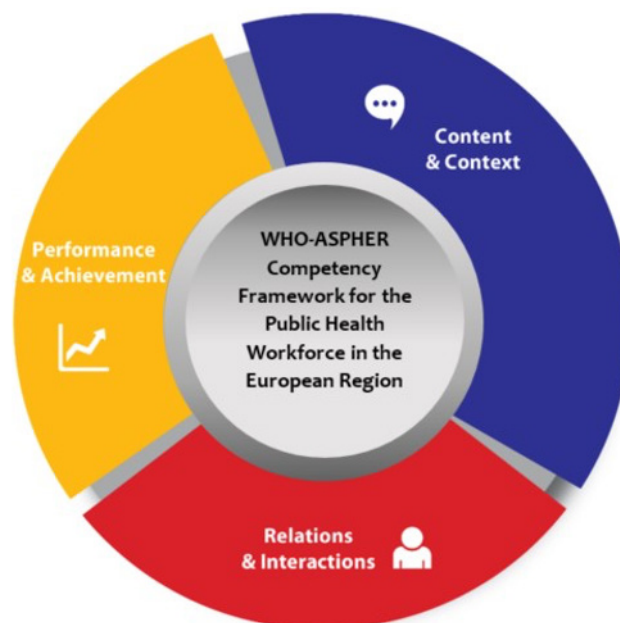


Fig. 1. The three categories of the WHO-ASPHER Competency Framework for Public Health in the European Region

The WHO-ASPHER Competency Framework categories are:

Content and context

1. Science and practice
2. Promoting health
3. Law, policies and ethics
4. One Health and health security

Relations and interactions

5. Leadership and systems thinking
6. Collaboration and partnerships
7. Communication, culture and advocacy

Performance and achievement

8. Governance and resource management
9. Professional development and reflective ethical practice
10. Organizational literacy and adaptability



Fig. 2. The 10 sections of the WHO-ASPHER Competency Framework for Public Health in the European Region

For each competency in the Framework, level descriptors are provided to help guide the interpretation of the extent to which competencies are mastered. To simplify the use of the Framework, only three levels are used: competent, proficient and expert. These three levels are based on the Dreyfus model of adult skill acquisition (22,23). Fig. 3 describes the three levels of proficiency, and Annex 2 provides the descriptors illustrating how the expert, proficient or competent levels would be evidenced in the practice of professionals.



Fig. 3. Levels of the public health workforce

The WHO Regional Office for Europe EPHOs (6) offer a detailed definition of public health capacities and services, allowing public health leaders and policy-makers to effectively communicate in ways to strengthen national and regional public health. It is therefore essential to illustrate how each section of the WHO-ASPHER Competency Framework aligns with the EPHOs. To do this, each competency was linked to one or more of the EPHOs. Annex 3 outlines the interrelatedness of the EPHOs and the WHO-ASPHER Competency Framework.



The comprehensive set of competencies



Content and context

1. Science and practice

Epidemiology of communicable and noncommunicable diseases; demography; biostatistics; qualitative and quantitative research methods; assessment, analysis and evaluation; evidence-based research; measurement, monitoring and reporting; health indicators; health systems; population health; health inequalities.

- 1.1 Knows the features of demographic structure in a given society or community and understands the process of demographic change and its implications for public health
- 1.2 Is able to describe the key features of the epidemiology of the significant causes of morbidity and mortality in the population for which they have responsibility
- 1.3 Uses vital statistics and health indicators effectively to increase knowledge and generate evidence about population health, including within at-risk and vulnerable groups

- 1.4 Knows how to retrieve, analyse and appraise evidence from all data sources to support decision-making
- 1.5 Is aware of the health needs of the population based on considerations of the burden of disease, indicators, characterization of risks and demand for and access to health care
- 1.6 Contributes to or leads community-based health needs assessments, ensuring that these assessments consider biological, social, economic, cultural, political and physical determinants of health and wider determinants of health such as deprivation
- 1.7 Designs and conducts qualitative and/or quantitative research that builds on existing evidence and adds to the evidence base for public health practice, involving relevant stakeholders in this process
- 1.8 Evaluates local public health services and interventions, applying sound methods based on recognized evaluation models
- 1.9 Develops and implements standards, protocols and procedures that incorporate national and/or international best practices in the health system
- 1.10 Understands the health system structure and its governance and funding mechanisms and how health-care services are organized
- 1.11 Knows and has intellectually incorporated the underlying concepts of the 10 EPHOs and understands their implications for their own organization, the partners and the public health system





Content and context

2. Promoting health

Education and promotion through social participation; health literacy at the community, organization and individual levels; citizen empowerment; health needs assessment; screening and secondary prevention; evaluation of health promotion interventions and programmes.

- 2.1 Assesses the focus and scope of initiatives to promote health by assessing the need to achieve positive changes in individual and community health
- 2.2 Knows, supports and engages in and supports health-promoting and health literacy activities and programmes for implementing good practice to promote health at a population level and specific organization or institutional level
- 2.3 Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health
- 2.4 Evaluates the effectiveness of activities to promote health geared toward producing changes at the community and individual levels, in public or social policy to benefit health and quality of life
- 2.5 Fosters citizen empowerment and engagement within the community, developing capabilities that are valuable to actively participate in the development and decision-making of a healthy community
- 2.6 Where needed, generates or promulgates information to counteract industry marketing in relation to nutrition, tobacco cessation, alcohol consumption reduction, etc.
- 2.7 Knows the basis of secondary prevention and screening programmes
- 2.8 Understands and addresses the upstream fundamental causes of health inequalities and downstream consequences (such as drug and alcohol abuse and smoking) in ensuring equitable access to health services



Content and context

3. Law, policy and ethics

International and European laws and regulations; European public health law; strategies and strategic approach (international, national and local levels); policy development and planning; programme and policy assessment and implementation; priority setting; ethics, ethical frameworks, ethical practice and decision-making.

- 3.1 Knows, understands and applies the relevant international, European and national laws or regulations to maximize opportunities to protect and promote health and well-being
- 3.2 Applies scientific principles and concepts to inform discussion of health-related, fiscal, administrative, legal, social and political issues in the workplace
- 3.3 Compares and contrasts health and social service delivery systems among and between countries, which reflect diverse political, organizational and legal contexts, and uses these experiences to improve access to, regulation of and the fairness of health systems
- 3.4 Participates in implementing health and social policies and plans that help to guarantee the right to equitable and effective health care and policies enabling environments favourable to health
- 3.5 Develops and implements strategies based on relevant evidence, legislation, emergency planning procedures, regulations and policies
- 3.6 Identifies and uses legislation, codes of ethical practice and standards that affect public health professional practice in the interaction with individuals, organizations and communities





Content and context

4. One Health and health security

Human health; health protection; occupational health; food safety; animal health; cross-border health; international health; global risks and threats; preparedness and response; pandemics; environmental health; climate change.

- 4.1 Understands the local implications of the One Health approach, its global interconnectivity and how it affects health conditions in the population
- 4.2 Critically analyses the changing nature, key factors and resources that shape One Health to influence actions (emergency preparedness planning and response) at the local and international levels
- 4.3 Knows and, where needed, applies the International Health Regulations to coordinate and develop strategic partnerships and resources in key sectors and disciplines for health security purposes
- 4.4 Understands and promotes occupational safety and health as a multidisciplinary field concerned with the safety, health and welfare of people at work
- 4.5 Knows the practical principles of food safety essential to public health
- 4.6 Understands the basics of vaccine-preventable diseases and can advise on the organizational aspects of vaccination activities
- 4.7 Knows and participates in developing and applying multisectoral evidence-based guidelines and systems for surveillance, prevention and control of diseases and other acute public health events
- 4.8 Performs surveillance of risks and threats to the full continuum of factors that influence and determine health to identify intervention needs
- 4.9 Identifies minimum or basic safety conditions in health care delivery, for designing and implementing programmes and activities for surveillance, risk management and sustainability inherent to health service delivery
- 4.10 Identifies and describes the environmental determinants of health and the connections between environmental protection and public health policy
- 4.11 Knows and correctly identifies the main features of the climate change process, along with its implications for public health, and understands the public health responsibility for the natural environment



Relations and interactions

5. Leadership and systems thinking

Vision, mission and strategy; individual task-team work; leading change and innovation; understanding and applying the theories of complex systems in practice; organizational learning and development; people development; emotional intelligence.

- 5.1 Inspires and motivates others to work towards a shared vision, programme and/or organizational goals
- 5.2 Acts as a role model, builds trust and demonstrates positive and engaging behaviour
- 5.3 Facilitates the development of others as leaders
- 5.4 Clearly identifies and supports the roles and responsibilities of all team members, including external stakeholders
- 5.5 Demonstrates emotional intelligence with awareness of how one's own beliefs, values and behaviours affect one's own decision-making and the reactions of others
- 5.6 Demonstrates practicality, flexibility and adaptability in the process of working with others, emphasizing achieving goals as opposed to rigidly adhering to traditional and commonly used work methods
- 5.7 Effectively leads interdisciplinary teams to work in a coordinated manner in various areas of public health practice
- 5.8 Catalyses change (behavioural and/or cultural) in the organization, communities and/or individuals
- 5.9 Understands the principles of systems thinking and can apply them within systematic enquiry to analyse, model and improve public health organizations and services at different strategic levels



Relations and interactions

6. Collaboration and partnerships

Effective collaboration; building alliances and partnerships; networking and connecting; working with and building interdisciplinary and intersectoral networks; dealing with and managing stakeholders

- 6.1 Works across sectors in local, national and international organizational structures
- 6.2 Understands the interdependence, integration and competition among health-care sectors and various actors who have interests in public health issues
- 6.3 Identifies, connects and manages relationships with stakeholders in interdisciplinary and intersectoral projects to improve public health services and achieve public health goals
- 6.4 Builds, maintains and effectively uses strategic alliances, coalitions, professional networks and partnerships to plan, generate evidence and implement programmes and services that share common goals and priorities to improve the health and well-being of populations
- 6.5 Evaluates partnerships and addresses barriers to successful collaboration to improve public health services
- 6.6 Understands and applies effective techniques for working with boards and governance structures, including regulatory, professional and accreditation agencies



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Relations and interactions

7. Communication, culture and advocacy

Effective written and verbal communication, including communication with the media; scientific communication; presentation, respect for diversity and inclusiveness; historical and cultural context; advocacy and diplomacy.

- 7.1 Communicates strategically by defining the target audience, listening and developing audience-appropriate messaging
- 7.2 Communicates and shares information and responsibility effectively at different organizational levels to gain political commitment, policy support and social acceptance for a health goal or programme
- 7.3 Communicates facts and evidence effectively within the context of translating science and evidence into practice and policy for various actors in the system and populations of concern to increase the effectiveness of responses to risks, threats and damages to health
- 7.4 Communicates health messages (including risks to health) effectively (both in writing and verbally) through a range of modern media and social marketing to lay, professional, academic and political audiences
- 7.5 Understands and applies cultural awareness and sensitivity in communication with diverse populations
- 7.6 Communicates with respect when representing professional opinions and encourages other team members, including community members and patients, to express their opinions and contribute to decision-making
- 7.7 Prepares and delivers outputs to facilitate communication within and between organizations such as meeting agendas, presentations, reports and project dissemination
- 7.8 Advocates for healthy public policies and services that promote and protect the health and well-being of individuals and communities



Performance and achievement

8. Governance and resource management

Human resource management; organization, administration and governance of resources; financial planning; quality assurance; technical expertise and logistics; basics of health economics; economic evaluation and analysis.

- 8.1 Effectively applies knowledge of organizational systems, theories and behaviour to set priorities for, align and deploy all relevant resources towards clear strategic goals and objectives
- 8.2 Effectively manages people, most specifically by providing clarity on task responsibility, ensuring sufficient resources and training and providing regular feedback on performance
- 8.3 Effectively plans the allocation of work tasks to achieve the goals set by the organization
- 8.4 Develops job descriptions to assure staffing at different organizational levels, conducts hiring interviews and evaluates candidates
- 8.5 Demonstrates knowledge of basic business practices, such as terms of reference, business plans, contracting and project management
- 8.6 Is proactive in designing and monitoring quality standards and applies quality improvement methods and tools to identify internal and external facilitators and barriers that may affect the delivery of the 10 EPHOs
- 8.7 Effectively uses key accounting principles and financial management tools, such as financial plans and measures of performance
- 8.8 Effectively uses risk management principles and programmes, such as risk assessment and analysis
- 8.9 Understands and applies the principles of economic thinking in public health
- 8.10 Performs health economic evaluation and assessment of a given procedure, intervention, strategy or policy



Performance and achievement

9. Professional development and reflective ethical practice

Professional and reflective practice; continuing professional development; lifelong learning; values; ethical professional conduct.

- 9.1 Demonstrates willingness to pursue lifelong learning in public health
- 9.2 Self-assesses and addresses own development needs based on career goals and required competencies
- 9.3 Acts according to ethical standards and norms with integrity and promotes professional accountability, social responsibility and the public good
- 9.4 Critically reviews and evaluates own practices in relation to public health principles, including critical self-reflection
- 9.5 Acts on and promotes evidence-based professional practice
- 9.6 Ensures the availability of professional development opportunities
- 9.7 Demonstrates an ability to understand and manage conflict-of-interest situations, as defined by organizational regulations, policies and procedures





Performance and achievement

10. Organizational literacy and adaptability

Use of technology; data management; entrepreneurship; fundraising; creativity, analysis and synthesis; digital health and social media; understanding of public health services and operations.

- 10.1 Shows entrepreneurial orientation through proactiveness, innovativeness, risk-taking, generating potential solutions to critical situations and evaluating their feasibility
- 10.2 Demonstrates persistence, perseverance, resilience and the ability to call upon personal resources and energy at times of threat or challenge
- 10.3 Is able to cope with uncertainty and to manage work-related stress
- 10.4 Actively prepares and adapts to changing professional environments and circumstances
- 10.5 Delivers tasks within a limited time frame to be able to work with deadlines
- 10.6 Applies methods, (digital) technologies and good practices for managing, analysing and storing data and health information
- 10.7 Understands and applies a range of relevant information technology tools, social media and software
- 10.8 Is aware of and knows how to apply for available funding sources and opportunities, responds to calls for projects and develops and submits project applications and grants, draft tenders and project briefs



Conclusions

Public health services vary tremendously across the European Region, and as such, how the WHO-APSPHER Competency Framework will be used will also be expected to vary significantly between contexts. The intention has been to provide a resource that can be tailored to fit a broad spectrum of specific needs and contexts.

In the same way that an inclusive approach has been adopted for developing the WHO-ASPHER Competency Framework, users need to adopt an inclusive approach in tailoring this framework to their context. Inherent to the WHO-ASPHER Competency Framework is a robust normative perspective on what constitutes public health and which competencies matter most to ensure universal coverage with efficient, effective and person-centred public health services. Stakeholders therefore need to be involved in tailoring the competencies to fit their perspectives and need to commit to further developing and using the competencies in practice. The stakeholders include:

- national and subnational governments;
- national and subnational public health authorities (the employers);
- professional associations and unions;
- public health associations;
- accrediting and credentialing bodies;
- human resource departments and managers; and
- academic, education and training institutions.

To remain relevant, the WHO-ASPHER Competency Framework will need to be periodically updated. In addition to adapting the contents of the competencies to the evolving nature of public health challenges, the format will preferably be adjusted to account for the experience of Member States in working with this publication. WHO and ASPHER plan to continue their collaboration by developing tools to facilitate the use of the WHO-ASPHER Competency Framework, which includes a self-assessment tool individual professionals could use to assess their level of competence as well as a self-assessment tool that organizations could use to determine the competencies required to deliver the operations and functions of the organization and to assess the competencies of the staff currently employed by the organization.

Given the epidemic of noncommunicable diseases, the ever-present threat of communicable diseases, an ageing population and increasing health-care costs, public health services are as relevant now as they have ever been. As the Member States across the European Region strive to pursue the sustainable development agenda and achieve universal health coverage, the need for a competent public health workforce cannot be understated. Every person and every community in the Region has the right to enjoy the highest attainable standard of health and well-being. The WHO-ASPHER Competency Framework will help to ensure the availability of the competent public health workforce that necessarily plays a central role in fulfilling that right.

Annex 1.

WHO-ASPHER Competency Framework: methods and theoretical approach

Methods

Public health competency frameworks developed elsewhere have taken various philosophical positions on how they should be applied across the workforce. In New Zealand (13), for example, all members of the core public health workforce are expected to have a minimum level of knowledge and skills defined by the competencies. In comparison, the United States of America (14) and Canada (15) have attempted to benchmark competencies against tiers.

The WHO-ASPHER Competency Framework uses a combination of these approaches and defines a minimum expectation of being competent for all members of the core public health workforce regardless of the country or sector of public health in which they work. In addition, the WHO-ASPHER Competency Framework defines higher levels of competence (proficient or expert) that public health professionals should have to deliver their more specific role. The levels of competent, proficient and expert are based on the Dreyfus model of adult skill acquisition. Dreyfus identified two additional levels of novice and advanced beginner (22,23). In the context of the public health workforce, these may include students or members of the wider public health workforce. Further, some members of the workforce will have advanced expert or luminary status (24). However, the WHO-ASPHER Competency Framework does not formally describe these other levels since it focuses on the core public health workforce.

The Dreyfus model was additionally used to define three levels of roles. Level 1 individuals are expected to mainly possess expert competencies, with some competencies at the proficient or competent levels. Level 2 is mainly proficient with some competent or expert competencies. Level 3 is mainly competent but may be proficient or even expert in specific areas related to their role.

The development of the WHO-ASPHER Competency Framework consisted of a literature review and six rounds of expert and stakeholder exchanges, including representatives from a wide array of institutions and agencies such as: the WHO Regional Office for Europe, ASPHER, the European Centre for Disease Prevention and Control, the European Public Health Association, the International Association of National Public Health Institutes, EuroNet, Maastricht University, the Polish Council for Public Health Workforce Development, the National Institute of Public Health Poland, members of the Europubhealth Joint Diploma Master Consortium; and individual public health experts in Europe and North America; as well as consultation with the WHO Coalition of Partners to Strengthen Public Health Services in the European Region.

The literature review comprised a review of scientific articles indexed in Medline/PubMed and Embase (until 31 October 2017) using the following search terms:

- (“education, public health professional”[Mesh]) AND “professional competence”[Mesh]
- (“competency-based education”[Mesh]) AND “education, public health professional”[Mesh].

These algorithms resulted in 119 and 54 articles, respectively, all of which were reviewed in detail. In addition, there was an electronic search of national associations, relevant institutions and agencies in

each European Union country and several further key countries worldwide.

The literature search and country-based assessment identified 10 competency frameworks for public health professionals (7,8,13–20).

The Australian framework had very useful categories; however, the competencies were specifically developed for Aboriginal and Torres Strait Islander health in urban, rural and remote contexts (16). In addition, the Organisation for Economic Co-operation and Development (OECD) framework (17) was reviewed, which was developed outside the public health context. Nevertheless, it turned out to be a prominent framework given the levels within the categories. Further, to strengthen the existing sets of competencies and the definitions of categories throughout the whole process, other relevant information containing competencies and specific category descriptions was used (25).

Two competency frameworks, that from the OECD (17) and the United Kingdom Public Health Skills and Knowledge Framework (18), were singled out given the allocation of the competency domains under broader categories, including: interpersonal competencies and building relationships (later named relations and interactions), content and context and public health science (later named content and context) and delivery and achievement (later named performance and achievement). These three categories were introduced based on a brainstorming session with the experts and given the rationale of underlying domains.

The feedback from the reviews was carefully scrutinized and revised for duplications, inconsistencies and formulation to assure consistency and adequate content. The list of competencies was adapted each time and sorted based on various perspectives from a wide range of expert reviewers and sent for consensus. We also used additional materials suggested by the reviewers (such as the Leadership Competencies for Healthcare Services Managers and the competency framework for public health epidemiologists in communicable disease surveillance and response in the European Union (27)). Additional materials were also used in the review process (26–32).

Theoretical approach

The selection of the competencies, composition of the domains and underlying principles resonate with what Erwin & Brownson (33) describe as five critical capacities and capabilities that a public health practitioner of the future should have, including: “systems thinking and systems methods, communication capacities, an entrepreneurial orientation, transformational ethics and policy analysis and response”. This also recalls the importance of understanding the scope of the public health professional (34):

- to build and strategize the knowledge base and infrastructure for upstream public health interventions;
- to activate system-wide and cross-sector networks of relations and interactions that enable comprehensive responses to be implemented; and
- to deliver high-quality performance and achievements in public health.
- Ultimately, it is crucial to have a certain mix between disciplines and these types of capacities, including ethics, systems and policy analysis.

The WHO-ASPHER Competency Framework can assist in creating a more unified workforce by providing shared understanding and accomplishment of key concepts and practices. The

WHO-ASPHER Competency Framework should explain the nature of public health and public health goals and identify the knowledge, skills and attitudes required across public health systems, population needs, organizations or programmes to fulfil public health services or operations. Furthermore, the WHO-ASPHER Competency Framework will provide the basis for a context-relevant self-assessment process to help individual public health professionals in identifying their training needs. The WHO-ASPHER Competency Framework will offer an organizing structure to guide the development of education and training programmes (35). Finally, public health employers can also use the framework to identify and target important competencies to fill the positions and develop job descriptions, interview questions and frameworks for evaluation and appraisal to support development and resource management and ensure skill transfer.

With this broad approach, the proposed WHO-ASPHER Competency Framework can be of value to public health professionals, academic, education and training institutions, public health employer organizations, national governments (health ministries), local governments' public health departments, accrediting bodies and professional chambers.

It is proposed to tailor this new framework in accordance with different levels and public health workforce roles, as briefly outlined below:

- political level (strategic level): high-level officials and decision-makers;
- policy level: policy and law authorities and directors of key institutions;
- management level: ministries, ministerial departments and other key authorities that need to understand public health issues and react accordingly;
- advocacy level: professionals who need to be spoken to, have their awareness raised and be convinced to introduce positive changes and implement effective public health programmes; and
- operational level: professionals in charge of designing and implementing public health programmes and practitioners responsible for taking appropriate measures.
- Human resources directors will be able to identify the specific competencies for a specific role or level in an organization and use them for appraisal or job description. In addition, from an all-inclusive perspective, the proposed framework may be applied extensively at different levels:
- individual level: performance assessment and development processes from professionals who need to be competent, proficient or expert in the various competencies but also have some utility for other levels of the Dreyfus scale;
- service level: assessment of competencies across a team or EPHO against what is required to deliver a service, thus enabling workforce development needs and any additional expertise required at the service level to be identified;
- organization level: organization-wide assessment against contracted requirements and strategic plans to advise managers and leaders of the workforce development and inform workforce planning by showing overlaps, gaps and insufficient use of existing competencies; and
- regional and national level: inform public health workforce planning and development.
- The WHO-ASPHER Competency Framework is expected to provide many benefits, including:

- opportunities for more consistent measurement of competencies across organizations and countries, which makes knowledge and skills meaningful and more transferable; and
- a basis for open and transparent discussions about the competencies (knowledge, skills and attitudes) required for a public health role or position that has the potential to result in further development through training, greater job satisfaction, additional performance assessments or appraisal.

Of note, the WHO-ASPHER Competency Framework will allow for adaptations, and systematically using it will enable trends and changes in competency priorities to be observed. Moreover, the piloting of the tool in different settings, public health systems, organizational structures and cultures will enable priorities to be set for the competency areas and context-based adaptation and remodelling (24).

The WHO-ASPHER Competency Framework moves beyond the professional silo approaches that are characteristic for all competency frameworks; this is a crucial condition of effectively changing the public health workforce and building a future sustainable and people-centred workforce (36,37).

The WHO-ASPHER Competency Framework illustrates a novel direction of travel in defining and developing competencies. These innovations are especially important for two reasons. First, the WHO-ASPHER Competency Framework embodies a new form of professionalism and of developing professional knowledge that is not based on the traditional forms of elitist knowledge and exclusion strategies. Second, the WHO-ASPHER Competency Framework no longer defines competencies along the lines of professional traits, skills and competence. Moreover, it takes a more comprehensive and integrated approach that is guided by a public health approach to serving the needs and demands of the population. It does so by focusing on three major topics: content and contexts, relations and interactions and performance and achievements. This approach helps to move beyond the classic forms of professional development based on the interest-driven and power-based strategies of a specific professional group and to take a broader perspective on how to serve best population needs and create people-centred services.

The WHO-ASPHER Competency Framework is informed by a health system-based approach that puts the connections between competencies and capabilities into perspective. It connects the different levels of health systems, organizations and people that are relevant for developing public health workforce competencies, thereby moving beyond the existing professional silo approaches of defining competencies. Thus, the competencies of the public health workforce can be assessed and strengthened at different levels of governance (institutions, organizations and individual professionals and other people) by using different policy levers.

The WHO-ASPHER Competency Framework highlights an innovative way of defining and developing professional competencies. The relevance, therefore, stretches far beyond the public health workforce. Moreover, the innovative model may also illuminate more generally the role of public health and the public health workforce in contributing new solutions to burning health issues (the need for better disease prevention, stronger primary care, equity, diversity and solidarity, etc.) and the delivery of integrated people-centred care services.

The Framework is expected to evolve in response to the needs of the public health workforce in different roles across the European Region. It will also need to adapt to changes in population health need in an evolving social and technological environment (38,39).

Annex 2.

Illustrations of level descriptors for each of the core competencies

Content and context				
1. Science and practice				
Epidemiology of communicable and noncommunicable diseases; demography; biostatistics; qualitative and quantitative research methods; assessment, analysis and evaluation; evidence-based research; measurement, monitoring and reporting; health indicators; health systems; population health; health inequalities				
Essential public health operations (EPHO)	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 1 	1.1 Knows the features of demographic structure in a given society or community and understands the process of demographic change and its implications for public health	I have expert knowledge of the demographic structure of the population with which I work, including all relevant subgroups. I also know how to project population changes for these subgroups. I understand how an ageing population with multiple long-term conditions or an increasingly multi-ethnic population could affect health-care needs.	I have proficient knowledge of the demographic structure of the population with which I work, including all the relevant subgroups. I also know how to project population changes for these subgroups. I understand how an ageing population with multiple long-term conditions or an increasingly multi-ethnic population could affect health-care needs.	I know the demographic structure of the population with which I work, including the subgroup with which I work most often. I understand how an ageing population with multiple long-term conditions or an increasingly multi-ethnic population could affect health-care needs.
EPHO 1 	1.2 Is able to describe the key features of the epidemiology of the significant causes of morbidity and mortality in the population for which they have responsibility	I have expertise in epidemiology and the trends, incidence and prevalence of the common or otherwise significant diseases within the population.	I am proficient in epidemiology, and I am aware of the trends and approximate incidence and prevalence of the common or otherwise significant diseases that are most relevant to my role.	I am competent in epidemiology, and I know which diseases are significant public health problems in my locality.

EPHOs 1 and 10 	1.3 Uses vital statistics and health indicators effectively to increase knowledge and generate evidence about population health, including within at-risk and vulnerable groups	I have expertise in using routine data and vital statistics. I know the strengths and weaknesses of the routine data I use. I am experienced in using these data as part of a complex assessment of population health needs.	I have proficiency in using routine data and vital statistics as part of assessing population needs.	I am aware of some of the routine data and vital statistics that are relevant to my role. I know how to obtain the data I need or whom to contact for assistance to analyse the data as part of an assessment of needs.
EPHO 10 	1.4 Knows how to retrieve, analyse and appraise evidence from all data sources to support decision-making	I have expertise in searching the literature, conducting a critical review and using routinely available data. When needed, I have the expertise to perform complex analysis.	I can search the literature, conduct a critical review and use routinely available data. I have the expertise to perform competent analysis. I can access the necessary expertise if more complex analysis is required.	I know how to search the literature, conduct a simple review and use routinely available data. I have the expertise to perform simple analysis. I can access the necessary expertise if more complex analysis is required.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 1 	1.5 Is aware of the health needs of the population based on considerations of the burden of disease, indicators, characterization of risks and demand for and access to health care	I am responsible for identifying and addressing the needs of the population in my locality. I have established and/or monitor indicators of population health. I compare the services provided in my locality with the assessed needs and services provided elsewhere.	I know the main population health needs in my locality and how these relate to the services provided for my population relative to those provided in other similar areas.	I know the main health needs of the population I work with.
EPHO 1 	1.6 Contributes to or leads community-based health needs assessments, ensuring that these assessments consider biological, social, economic, cultural, political and physical determinants of health and wider determinants of health such as deprivation	I have expertise in assessing health needs and I have performed and supervised needs assessment. I also have the knowledge and skills to review routine data and the literature to decide on what actions need to be taken.	I have proficiency in assessing health needs. I can perform health needs assessment or request one of my colleagues to do this. I have the knowledge and skills to quickly search routine data and the literature to inform a discussion of the next steps.	I am competent in assessing health needs. I contribute to performing health needs assessment or can quickly search routine data and the literature to inform a discussion of the next steps.
EPHO 10 	1.7 Designs and conducts qualitative and/or quantitative research that builds on existing evidence and adds to the evidence base for public health practice, involving relevant stakeholders in this process	I have expertise in research. I design and coordinate research and supervise a research team. I also collaborate with research led by others. I have in-depth knowledge of research methods and analysis techniques.	I am proficient in research. I have day-to-day project management responsibilities and lead small research, evaluation or audit projects. I am involved in data collection and analysis. I have in-depth knowledge of research methods and analysis techniques.	I am not an active researcher, but I have responsibility for data collection and analysis. I have had some training in research methods.
EPHO 10 	1.8 Evaluates local public health services and interventions, applying sound methods based on recognized evaluation models	I have expertise in conducting evaluation. I can identify when evaluation is required and guide the methods. I supervise teams conducting evaluation. I commission external evaluation, as appropriate.	I am proficient in conducting evaluation. I am responsible for evaluating projects or services. I understand how to use evaluation models. I supervise junior staff conducting evaluation.	I provide input for the evaluation of large projects or services. I contribute to evaluating small projects or services for which I am responsible.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 10 	1.9 Develops and implements standards, protocols and procedures that incorporate national and/or international best practices in the health system	I have expertise in using protocols and guidelines based on national or international best practices. I also lead the development of protocols and guidelines. I lead or contribute to developing and/or implementing international, national or regional policies.	I have proficiency in using protocols and guidelines based on national or international best practices. I may lead the development of local protocols and guidelines.	I use protocols and guidelines based on national or international best practices. I contribute to developing and implementing local protocols and guidelines.
EPHOs 6 and 8 	1.10 Understands the health system structure, its governance, funding mechanisms and how health-care services are organized	I have in-depth knowledge of my health system structure, governance and funding mechanisms, and I am aware of those used elsewhere. I use this expertise to propose alternative models and to secure and give priority to funding for change.	I have good knowledge of my health system structure, governance and funding mechanisms.	I know how health-care and social care services are organized and funded.
EPHOs 1–10 	1.11 Knows and has intellectually incorporated the underlying concepts of the EPHOs and understands their implications for their own organization, the partners and the public health system	I have expertise in the EPHOs and how they can be applied to reviewing the organization of public health functions.	I can describe the public health functions in my organization in relation to the 10 EPHOs.	I understand how my role fits within the wider public health agenda and the functions delivered within public health organizations.

Content and context

2. Promoting health

Education and promotion through social participation; health literacy at the community, organization and individual levels; health needs assessment; evaluation of health promotion interventions and programmes

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 4 	2.1 Assesses the focus and scope of initiatives to promote health by assessing the need to achieve positive changes in individual and community health	I have responsibility for health-promoting activities that are informed by assessments of need. I have expertise in using health promotion theory and use this knowledge when appraising options for delivering health-promoting initiatives.	I am proficient in using health promotion theory and the options for delivering health-promoting initiatives.	I am competent in health promotion theory and the options for delivering health-promoting initiatives.
EPHOs 4 and 9  	2.2 Knows, supports and engages in health-promoting and health literacy activities and programmes for implementing good practices to promote health at the population level and the specific organization or institutional level	I have expertise in health promotion. I act on opportunities to raise awareness of public health issues among the people or groups with which I work. Whether it is a formal or informal setting, I ensure that health education and health literacy activities are informed by evidence and/or theory.	I am proficient in health promotion. As part of my role, I raise awareness of public health issues among the people or groups with which I work. Whether it is a formal or informal setting, I ensure that health education and health literacy activities are informed by evidence and/or theory.	I take every opportunity that I can to promote the health of the public. This includes using opportunities to raise health literacy.
EPHOs 4 and 9  	2.3 Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health	I have expertise in using evidence-based methods for influencing public policies and strategies affecting health across different sectors and organizations. I provide guidance and supervision for others in using these methods.	I am proficient in using evidence-based methods for influencing public policies and strategies affecting health. I support others in using these methods.	I am competent in using evidence-based methods for promoting health in my daily practice.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 4 and 10  	2.4 Evaluates the effectiveness of activities to promote health geared toward producing changes at the community and individual levels and in public or social policy to benefit health and the quality of life	I have expertise in evaluating the effectiveness of activities to promote health and use this to lead change at various levels across different sectors.	I am proficient in evaluating the effectiveness of activities to promote health. The outputs of these evaluations are used to influence change.	I am competent in contributing to evaluating the effectiveness of activities to promote health.
EPHOs 4 and 9  	2.5 Fosters citizen empowerment and engagement within the community, developing capabilities that are valuable to actively participate in the development and decision-making of a healthy community	I have expertise in methods to foster citizen empowerment and community engagement. I am responsible for raising awareness of public health issues among the wider public and to establish forums and processes for the public to be supported to engage in meaningful decision-making.	I am proficient in methods to foster citizen empowerment and community engagement. I have been involved with initiatives to consult with the public to engage in meaningful decision-making representing wider societal views in ways that they find are less intimidating.	I recognize that the public might find engaging with public health agencies intimidating. I understand the importance of processes for the public to engage in meaningful decision-making representing wider societal views.
EPHOs 4, 5 and 9   	2.6 When needed, generates or promulgates factual information to counteract industry marketing in relation to nutrition, tobacco cessation, reducing alcohol consumption etc.	I have expertise in challenging incorrect information promulgated to the public by industry and other vested interests. I have expertise in using a wide range of approaches to do this, including communicating with the media and politicians.	I am proficient in providing the public with information to enable them to make more informed choices. I am proficient in using a range of approaches to do this, including communicating with the media.	I realize that the public is bombarded by information that can affect their health, either positively or negatively, and that public health organizations are responsible for providing the public with accurate information.

EPHO 5 	2.7 Knows the basis of secondary prevention and screening programmes	I know the principles that are used in my country to decide whether to establish or continue a screening programme. I know the quality control procedures for screening programmes. I know the main screening programmes offered in my locality. I know the difference between primary, secondary and tertiary prevention and the circumstances relevant to each.	I know the circumstances when screening can be an effective strategy for identifying disease at an early stage, when treatment is more effective. I am aware of the main screening programmes offered in my locality.	I am aware of the rationale for the main screening programmes offered in my locality.
EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 4 and 5  	2.8 Understands and addresses the upstream fundamental causes of health inequalities and downstream consequences (such as drug and alcohol abuse and smoking) in ensuring equitable access to health services	I have expertise in using upstream thinking to look for the causes of disease and instituting solutions as part of primary, secondary or tertiary prevention. Another important factor that influences the choice of solution is whether it helps to address health inequalities. I ensure that this approach is embedded within my team.	When tasked with addressing public health issues, I always explore the underlying causes of morbidity and mortality and recommend action to address these determinants of health and inequalities in access to health services.	I know that one of the strengths of the public health approach is the emphasis on disease prevention, reducing inequalities and equity in access to health services.

Content and context

3. Law, policy and ethics

International and European laws and regulations; European public health law; strategies and strategic approach (international, national and local level); policy development and planning; programme and policy assessment and implementation; priority setting; ethics, ethical frameworks, ethical practice and decision-making

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 3 and 6  	3.1 Knows, understands and applies the relevant international, European and national laws or regulations to maximize opportunities to protect and promote health and well-being	I have expertise in national and international laws and regulations that directly or indirectly apply to the practice of public health in my country, such as in the context of monitoring and control of the physical, radiological, chemical and biological environment, data protection, research, cross-border care and patient safety. I comply with the legislation and regulations relevant to my role.	I have a good working knowledge of the national and international laws and regulations that directly or indirectly apply to the practice of public health in my country. I comply with the legislation and regulations relevant to my role.	I know and comply with the laws and regulations directly or indirectly applicable to my area of public health practice.
EPHOs 6 and 8  	3.2 Applies scientific principles and concepts to inform discussion of health-related, fiscal, administrative, legal, social and political issues in the workplace	I have expertise in political and influencing skills. The credibility of my arguments is strengthened by having a strong evidence base and using scientific principles and concepts to inform the legal, social and political debate.	I am proficient in using evidence and scientific principles to underpin my public health arguments relevant to legal, social and political issues within my role.	I endeavour to use and understand the importance of evidence to back up arguments relevant to legal, social and political issues within public health.
EPHOs 6 and 8  	3.3 Compares and contrasts health and social service delivery systems between countries, which reflect diverse political, organizational and legal contexts, and using these experiences to improve access, regulation and the fairness of health systems	As a leader, I have expertise in the policy and legislative environment. When developing new approaches to public health problems, I look at other areas or regions in my own or other countries for examples of good practice worth exploring and the lessons to be learned from elsewhere.	I am proficient in the policy and legislative environment in which I work. When developing new approaches to public health problems within my team, I look at other areas or regions in my own or other countries for examples of good practice worth exploring and the lessons to be learned from elsewhere.	I am competent in the policy and legislative environment in which I work. I am aware that alternative approaches may be used elsewhere.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 4 and 6 	3.4 Participates in implementing health and social policies and plans that help to guarantee the right to equitable and effective health care and policies enabling environments favourable to health	As a public health leader, I have an obligation to be an advocate for social justice, even when a right to access specific health and social care services is contrary to the political and financial environments. I ensure that decisions are underpinned by evidence of effectiveness and that there is equity of access and resources according to need, both within and between services.	My role involves helping to develop and implement health and social policies. When devising these policies, I ensure that there is evidence of effectiveness and equity according to need.	My role in public health contributes to the delivery of equitable and effective health care and policies to improve the health of the public.
EPHOs 2 and 6 	3.5 Develops and implements strategies based on relevant evidence, legislation, emergency planning procedures, regulations and policies	I have expertise in developing and implementing strategy at the local, regional or national level. I use my expertise in obtaining and analysing evidence and my understanding of the local legislative and regulatory frameworks to develop more effective policies and strategies.	I am proficient in developing and implementing the strategy with my team.	I know what implementing strategy involves. I contribute to developing strategies based on available evidence.
EPHO 6 	3.6 Identifies and uses legislation, codes of ethical practice and standards that affect public health professional practice in the interaction with individuals, organizations, and communities	I always comply with my legal obligations. However, I also have moral obligations, and I consider professional codes of practice and ethical frameworks in the context of the decisions that I make. Public health practice is ethically complex, and I use my expertise to consider the competing interests of individuals, groups, communities and future generations. I ensure that my staff members also comply with these obligations.	I know and comply with the legislation and professional codes of practice associated with my role. I also use ethical frameworks to guide my decisions.	I am aware of and comply with any relevant legislation and codes of professional practice in my interaction with others.

Content and context

4. One Health and health security

Human health; health protection; occupational health; food safety; animal health; cross-border health; international health; global risks and threats; preparedness and response; pandemics; environmental health; climate change

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 2 and 3 	4.1 Understands the local implications of the One Health approach, its global interconnectivity and how it affects health conditions in the population	I have expertise in the One Health approach. In my role as a leader, I improve health and well-being by preventing risks and mitigating the effects of crises that originate at the interface between humans, animals and environments. Although One Health is typically used in the context of communicable diseases and environmental health, I apply the principles across the public health functions for which I am responsible.	I understand and apply the One Health approach in my professional practice to improve health and well-being by preventing risks and mitigating the effects of crises that originate at the interface between humans, animals and environments. Although One Health is typically used in the context of communicable diseases and environmental health, I apply the principles across the public health functions for which I am responsible.	I understand the value of improving health and well-being via the One Health approach by preventing risks and mitigating the effects of crises that originate at the interface between humans, animals and environments.
EPHO 2 	4.2 Critically analyses the changing nature, key factors and resources that shape One Health to influence actions (emergency preparedness planning and response) at the local and international levels	In my leadership role, I both proactively develop and deliver the public health agenda and react to rapidly changing events using the One Health approach. Where I need to respond reactively, I am more effective because of the incident plans or risk registers that I have in place. I work at a local, national or international level.	I work proactively where I can, but also have plans in place for when a reactive response is required using the One Health approach for emergency preparedness, planning and response at the local or national level.	I understand the One Health approach. When needed, I support others in responding to emergencies and acute events.
EPHO 2 	4.3 Knows and, when needed, applies the International Health Regulations to coordinate and develop strategic partnerships and resources in key sectors and disciplines for health security purposes	I have in-depth expert knowledge of relevant national and international regulations and legislation relating to health protection. I have a leadership role in developing strategic networks and coordinating investigations into outbreaks and environmental health incidents.	I am proficient in my knowledge of the health protection legislation and regulations, and I apply them as part of my role. I contribute to strategic networks and participate in teams to manage outbreaks and environmental health incidents.	I have general awareness of the health protection legislation and regulations that apply in my country. If I identify a health protection issue, I will alert my line manager and/or those with health protection responsibilities.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 3 and 5  	4.4 Understands and promotes occupational safety and health as a multidisciplinary field concerned with the safety, health and welfare of people at work	I have in-depth expertise in the relevant national and international regulations and legislation relating to occupational health and health and safety in the workplace. I have a leadership role in ensuring that legal obligations are met in relation to my role. Similarly, I will take appropriate action if I become aware of a significant health issue in myself or a colleague.	I am proficient in occupational health and health and safety legislation and regulations that cover where I work, and I apply them as part of my role. Similarly, I will take appropriate action if I become aware of a significant health issue in myself or a colleague.	I have general awareness of the occupational health and health and safety legislation and regulations that apply in my country. If I identify a health and safety issue, I will alert my line manager and/or those with health and safety responsibilities. Similarly, I will take appropriate action if I become aware of a significant health issue in myself or a colleague.
EPHO 3 	4.5 Knows the practical principles of food safety essential to public health	I have expertise in the principles of food safety essential to public health. I have a leadership role in ensuring that these are applied in practice, including the ability to take enforcement action if necessary.	I am proficient in the practical principles of food safety essential to public health. My role involves me ensuring that these are applied in practice, including the ability to take enforcement action if necessary.	I know and apply the practical principles of food safety essential to public health.
EPHOs 3 and 5  	4.6 Understands the basics of vaccine-preventable diseases and can advise on organizational aspects of vaccination activities	I know the mechanism for preventing disease by immunization. I have expertise in managing and delivering an immunization programme.	I understand the basis of vaccine-preventable disease. I am proficient in delivering an immunization programme supported by my team.	I know the rationale for vaccination in preventing disease. I know the immunization programmes that are provided to the population with which I work.
EPHOs 1, 2, 3 and 5    	4.7 Knows and participates in developing and applying multisectoral evidence-based guidelines and systems for surveillance, prevention and control of diseases and other acute public health events	I have expertise in developing and implementing multisectoral evidence-based guidelines for preventing and controlling health risks and diseases.	I am proficient in using multisectoral evidence-based guidelines for preventing and controlling health risks and diseases.	I use guidelines as an important mechanism of ensuring that public health practice and the delivery of health and social care are evidence based.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOS 1–3 	4.8 Performs surveillance of risks and threats to the full continuum of factors that influence and determine health to identify intervention needs	I have expertise in risk assessment. I use and comply with surveillance systems developed inside and outside my organization. I also ensure that surveillance systems are in place to identify risks associated with projects, services, interventions etc. at an early stage so that remedial action can be taken.	I am proficient in risk assessment. I use and comply with surveillance systems developed inside and outside my organization. I conduct risks assessment with my team for projects, services, interventions etc. to identify problems at an early stage so that remedial action can be taken.	I comply with the requirements of both formal and informal surveillance systems. I also endeavour to monitor the quality of my work.
EPHO 3 	4.9 Identifies minimum or basic safety conditions in health-care delivery for designing and implementing programmes and activities for surveillance, risk management and sustainability inherent to health services delivery	In my leadership role, I have expertise in identifying and assuring minimum standards in delivering health-care services. I ensure that my staff members are also able to identify basic safety conditions.	I am proficient in identifying and assuring minimum standards in delivering health-care services.	I understand the importance of identifying and assuring minimum safety standards in delivering services.
EPHO 3 	4.10 Identifies and describes the environmental determinants of health and the connections between environmental protection and public health policy	In my leadership role, I have expertise in environmental health and understand the environmental determinants of health. I can ensure that health policy addresses these issues.	I am proficient in environmental health and understand the environmental determinants of health. I am aware of its importance in relation to health policy.	I am aware of the connection between environmental protection and public health.
EPHO 3 	4.11 Knows and correctly identifies the main features of the climate change process, along with its implications for public health, and understands the responsibility of public health for the natural environment	I have expertise in the implications of climate change for public health. For example, communicable diseases with a change in the geographical distribution of vectors; food and waterborne infections; and extreme climate events affecting morbidity and mortality. I have expertise in identifying the responsibility of public health for protecting the natural environment.	I can identify specific implications of climate change for public health. I also understand the responsibility of public health for protecting the natural environment.	I am aware of the impact of climate on health. I also understand the responsibility of public health for protecting the natural environment.

Relations and interactions

5. Leadership and systems thinking

Vision, mission and strategy; individual task-team work; leading change and innovation; understanding and applying the theories of complex systems in practice; organizational learning and development; people development; emotional intelligence

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 7 	5.1 Inspires and motivates others to work towards a common vision, programme and/or organizational goals	I have in-depth expertise in developing a vision and effectively inspiring others to work towards common goals.	I have contributed to developing a vision for a new programme or service and I am proficient in inspiring others to work towards these organizational goals.	I am enthusiastic about my work and aim to inspire and motivate others with whom I work.
EPHO 7 	5.2 Acts as a role model, builds trust and demonstrates positive and engaging behaviour	As a leader, I act to build and maintain credibility and trust so that I can be more effective in managing change. I aim to be a role model for people within and outside my team by demonstrating positive and engaging behaviour.	I recognize the importance of building and maintaining credibility and trust with those with whom I work. I aim to be a role model for people within my team by demonstrating positive and engaging behaviour.	I recognize the importance of building and maintaining credibility and trust with those with whom I work.
EPHO 7 	5.3 Facilitates the development of others as leaders	As part of the leadership role, I have responsibility for a team and have management responsibilities. I ensure that there are formal and informal opportunities for members of my team to develop leadership skills as appropriate for their stage of career or aspirations.	I have responsibility for a team and have supervisory responsibilities. I strive for proficiency in understanding approaches to developing individuals and teams.	Although I may not have a supervisory role, I recognize the importance of knowing how to develop individuals and teams so that I am prepared to take on these responsibilities in a future role.
EPHO 7 	5.4 Clearly identifies and supports the roles and responsibilities of all team members, including external stakeholders	In my leadership role, I ensure that I set clear responsibilities and tasks for my staff and that individuals have clarity about their own personal role and responsibilities.	I ensure that I am clear about my role and responsibility and ensure that colleagues and people that I supervise are clear about them.	I ensure that I am clear about my role and responsibilities. If I am not clear, then I ask for clarification from my line manager.

EPHOS 6 and 7  	5.5 Demonstrates emotional intelligence with awareness of how one's own beliefs, values and behaviour affect one's decision-making and the reactions of others	Emotional intelligence is one of my strengths. I am aware of how my own beliefs, values, and behaviour affect my decision-making and the reactions of others. This helps me be a more effective advocate for the health of the public.	I make sure that I am aware of how my emotions affect others. I attempt to use my emotions to maintain positive relations in my team. I seek opportunities to improve by getting feedback on my emotional intelligence behaviour.	I realize that emotional intelligence is an important quality for a public health professional. I try to ensure that my personal views and feelings affect my professional behaviour. I am looking for opportunities to improve my emotional intelligence behaviour through training and mentoring.
EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 6 	5.6 Demonstrates practicality, flexibility and adaptability in the process of working with others, emphasizing achieving goals as opposed to rigidly adhering to traditional and commonly used work methods	In my leadership role, I appraise options and explore alternative approaches as part of partnership working, demonstrating practicality, flexibility and adaptability, to achieve my public health goals and priorities.	I demonstrate practicality, flexibility and adaptability in working with others to achieve public health goals.	I know that I sometimes need to be flexible to deliver the role that I have been set. If I am not sure, I consult my line manager.
EPHO 7 	5.7 Effectively leads interdisciplinary teams to work in a coordinated manner in various areas of public health practice	I effectively lead interdisciplinary teams so that they work in a coordinated manner to guarantee population health or proper functioning of the public health system.	I lead and work as part of interdisciplinary teams.	Although I normally work as part of an interdisciplinary team, I sometimes lead a small group of stakeholders to deliver a defined task.
EPHO 4 	5.8 Catalyses change (behavioural and/or cultural) in the organization, communities and/or individuals	I have in-depth expertise based on training in how to facilitate and manage change at an organizational, community or individual level.	I support initiatives for change at the organization, community or individual level. I can also support colleagues in dealing with change at the individual or organizational level.	I understand the principles of how to facilitate change at the organizational, community or individual level. I can play a role in introducing change within my network.
EPHO 6 	5.9 Understands the principles of systems thinking and can apply them within systematic inquiry to analyse, model and improve public health organizations and services at different strategic levels	To devise interventions to address public health problems, I use a holistic systems thinking approach to analyse how the constituent parts of a system interrelate within the context of larger systems. I am an expert in systemic inquiry and hence relate elements of the situation together as part of a whole systems approach.	I use systems thinking to improve the delivery of public health services at the level of my organization. I can justify my decisions with the results of the systemic inquiry, which helps to relate single elements together as part of a whole systems approach.	I understand that public health organizations are usually complex, involving many components. I therefore attempt to relate elements of the situation together as part of a whole systems approach.

Relations and interactions

6. Collaboration and partnerships

Effective collaboration; building alliances and partnerships; networking and connecting; working with and building interdisciplinary and intersectoral networks; dealing with and managing stakeholders

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 9 	6.1 Works across sectors in organizational structures at the local, national and international levels	My leadership role requires me to have the necessary expertise to establish and work with partner organizations in various sectors, potentially at a local, national or international level.	My proficiency in public health means that I effectively work with a range of stakeholders from various organizations and sectors across my local area and with others across the region or country.	My competency in public health means that I work with a range of stakeholders from various organizations or sectors who are mainly based within my locality.
EPHO 6 	6.2 Understands the interdependence, integration and competition among health-care sectors and various actors who have interests in public health issues	Given the importance of collaboration and partnership working within public health, in my leadership role, I analyse the priorities and motivations of individuals and organizations. Based on this analysis and the goals I aim to address, I decide on the approach I will take for future relationships, such as accommodation, avoidance, collaboration, competition and compromise.	I realize that to be proficient in my role and to establish effective partnerships; I must understand the priorities and motivations of a wide range of stakeholders.	I understand that to be competent in my role; I must work with a wide range of stakeholders. I attempt to understand their priorities and motivations.

EPHO 9 	6.3 Identifies, connects and manages relationships with stakeholders in interdisciplinary and intersectoral projects to improve public health services and achieve public health goals	I connect with and manage relationships with stakeholders such as business leaders, industry representatives, nongovernmental organizations, health professionals, politicians, patients and vulnerable groups. This helps me to build strategic alliances, coalitions, partnerships and professional networks to plan and implement programmes and services that share common goals.	I develop and maintain relationships with stakeholders in other organizations who commission or provide health-care and social care services, community and voluntary groups and individuals patients and members of the public.	I mainly work within the existing network, although this does require me to develop and maintain relationships with colleagues, partner organizations and other stakeholders, voluntary groups and patients and the public.
EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 9 	6.4 Builds, maintains and effectively uses strategic alliances, coalitions, professional networks and partnerships to plan, generate evidence and implement programmes and services that share common goals and priorities to improve the health and well-being of populations	I expertly build and maintain strategic alliances, coalitions, networks and partnerships as a leader or collaborator. I do this to effectively deliver on my organizational priorities and priorities. This enables me to plan, generate evidence and implement programmes and common goals.	I maintain relationships with stakeholders in other organizations who commission or provide health-care and social care services and community and civil society organizations. This is important to generate evidence for implementing programmes and achieving common goals.	I mainly work within existing networks, although this requires me to develop and maintain relationships with colleagues, partner organizations and other community and voluntary groups. This is important to assist in generating evidence and implementing programmes.
EPHO 9 	6.5 Evaluates partnerships and addresses barriers to successful collaboration to improve public health services	I regularly evaluate the collaborations within which I work to assess whether they need to be refocused or the membership of the partnership needs to change. When relationship difficulties emerge, I develop strategies to address these barriers.	I regularly reassess my partnerships and networks to assess whether they are working effectively and how they can be strengthened.	I regularly reassess whether there are interpersonal and other professional barriers that affect my ability to deliver my role.
EPHO 6 	6.6 Understands and applies effective techniques for working with boards and governance structures, including regulatory, professional and accreditation agencies	My expertise in and ability to influence the operating procedures of my organization makes me more effective by ensuring that the right decisions happen at the right time.	I have proficient knowledge of the procedures within my organization and the decision-making processes. When invited, I present information and proposals at board meetings within my organization.	I comply with the governance structure of my organization. Under supervision, I contribute to preparing papers and reports for board meetings within my organization.

Relations and interactions

7. Communication, culture and advocacy

Effective communication, including written and verbal including communication with the media, scientific communication; presentation, respect for diversity and inclusiveness; historical and cultural context; advocacy and diplomacy

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 9 	7.1 Communicates strategically by defining the target audience, listening and developing audience-appropriate messaging	I effectively use my communication skills verbally at board meetings and within professional networks and conferences etc. Written communication includes papers for meetings with senior colleagues and journal articles. I recognize the importance of communicating through social media. Whether in formal or informal settings, when I communicate, I define the target audience and develop audience-appropriate messages.	Clear communication is important both for my line manager and for the people I supervise. In addition to communicating within my organization, I also communicate with people externally, whether other organizations or individuals. The communication style needs to be adjusted according to the audience and the message.	I communicate verbally, such as in meetings, and in writing, such as through reports and newsletters. As part of this, I consider the person with whom I am speaking or the person for whom I am writing and tailor the length and wording I use accordingly.
EPHO 9 	7.2 Communicates and shares information and responsibility effectively at different organizational levels to gain political commitment, policy support and social acceptance for a specific health goal or programme	To be a successful leader, I need the expertise to secure support from a range of stakeholders. The information needs of politicians, the general public and the media differ. Thus, when my staff or I develop a formal or informal communication strategy, I consider with whom to communicate, at what stage, in what format etc.	I am a proficient communicator, which enables me to build collaboration and partnership across sectors and organizations. This enables me to be more effective in the public health functions I deliver.	I am competent at communicating with colleagues at different organizational levels to increase their commitment to public health goals.
EPHO 9 	7.3 Communicates facts and evidence effectively within the context of translating science and evidence into practice and policy for various actors in the system and populations of concern, especially to increase the effectiveness of responses to risks, threats and damages to health	Public health information is sometimes complex and difficult to convey succinctly. I have expertise in conveying this information in appropriate language and complexity for the target audience. This is particularly important during an emergency when important information needs to be conveyed in a way that provides detail and limits the scope for misunderstanding.	I am a proficient communicator, and I am usually able to convey information and complex scientific evidence in a way most people can understand.	I am a competent communicator. I try not to use jargon and acronyms when I speak and write, because sometimes these can be misunderstood.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 9 	7.4 Communicates health messages (including risks to health) effectively (both in writing and verbally) through a range of modern media and social marketing to lay, professional, academic and political audiences	I am an expert in using social media and social marketing tools, which are increasingly important tools to help me engage with the academics, professionals and the public.	I have some proficiency in using social media and social marketing tools. When needed, I know how to access social media expertise.	I recognize that social media and social marketing are increasingly important tools.
EPHO 9 	7.5 Understands and applies cultural awareness and sensitivity in communication with diverse populations	I have expertise in communicating with a wide range of people. In the style and tone of language that I use, I recognize the importance of cultural competence with respect to socioeconomic status, education, ethnicity, religion, age, sex, health status, sexual orientation and ability. I ensure that my staff members are trained in cultural awareness.	I am proficient in communicating with a wide range of people. I am aware of some of the pitfalls for communicating with various ethnic and cultural groups.	When communicating across diverse populations with whom I have not worked before, I seek out advice to make sure that my messages do not cause offence and hence may be counterproductive.
EPHO 9 	7.6 Communicates with respect when representing professional opinions and encourages other team members, including community members and patients, to express their opinions and contribute to decision-making	Since I am in a senior position, it important that I not dominate discussions and provide space for more junior members of my team to express their opinions. I also value the input of lay representatives in meetings etc. and seek to make them feel comfortable with contributing to meetings and consultation processes.	It is easy for senior people to dominate the discussion with more junior people and for professionals to dominate the discussion with lay groups. I therefore endeavour to respectfully find ways for my views to be heard by more senior colleagues and for me to listen to more junior team members.	It is important that patients and members of the public provide input into planning decisions and give feedback on the services I provide. I therefore find ways for them to feel valued when they communicate with me.
EPHO 9 	7.7 Prepares and delivers outputs to facilitate communication within and between organizations such as meeting agendas, presentations, reports and project dissemination	I am very effective at producing documentation that accurately states the position of a project or organizational thinking at a specific point in time. I also have expertise in disseminating outputs to the appropriate people in a timely fashion. I also supervise staff members in effectively delivering outputs.	I am proficient in delivering administrative and managerial tasks that require communication within or across organizations.	I know how to prepare a meeting agenda or minutes with the input from more senior colleagues.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 4 	7.8 Advocates for healthy public policies and services that promote and protect the health and well-being of individuals and communities	I have expertise in working with people and organizations in other sectors to include health as a consideration in their work through health in all policies.	I am proficient in cross-sector working and looking for ways for other agencies to include health within their thinking.	I do not have much experience in cross-sector working. However, I recognize that it is important to work across a range of sectors and advocate for healthy policies to protect the health and well-being of individuals and communities.

Performance and achievement

8. Governance and resource management

Human resource management, organization, administration and governance of resources; financial planning; quality assurance; technical expertise and logistics; basics of health economics; economic evaluation and analysis

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 6 and 8 	8.1 Effectively applies knowledge of organizational systems, theories and behaviour to set priorities for, align and deploy all relevant resources towards achieving clear strategic goals and objectives	I have expertise in setting priorities for resources to achieve clear strategic goals and objectives. If appropriate, I use tools and theories to help address this problem. I lead teams in setting priorities for organizational objectives.	I am proficient in setting priorities and using the budget and time of team members so that the goals and objectives of the organization are met.	I do not have responsibility for organizational objectives and resources. However, I input into setting organizational priorities and my personal objectives and managing my time.
EPHO 6 	8.2 Effectively manages people, most specifically by providing clarity on task responsibility, ensuring sufficient resources and training and providing regular feedback on performance	I have significant supervisory and management responsibility. I ensure that performance is regularly appraised and provide constructive feedback. When necessary, I suggest how any areas needing development can be addressed.	I have some supervisory and management responsibility. I am proficient in managing people and resources, and I try to give feedback on what people do well and not so well.	I do not have much, if any, supervisory and management responsibility. I sometimes have responsibility for junior administrative staff, students on attachment etc., and I try to be supportive to help them be more effective.
EPHOs 6 and 7 	8.3 Effectively plans the allocation of work tasks to achieve the goals set by the organization	I delegate tasks and responsibilities to managers and staff within my team. I know their expertise together with their current and already planned future workload. This enables me to allocate work tasks more effectively to achieve the goals set by my organization.	I delegate tasks and responsibilities within my team. I try to match work tasks to their expertise and time available.	I raise concerns with my manager if my allocated tasks are difficult for me to perform without additional training or complete within the stated timeframe. I use techniques and/or tools to help me achieve the allocated tasks.
EPHO 7 	8.4 Develops job descriptions to assure staffing at various organizational levels, conducts hiring interviews and evaluates candidates	I have expertise in applying employment legislation and organizational procedures within my organization. I conduct role analysis to ensure that the skills are present within the team required for delivering public health functions. I have a lead role in appointment processes.	I am proficient in applying the relevant aspects of employment legislation and organizational procedures, since I am involved with and sometimes lead the appointment of staff members within my team.	I am sometimes asked to help shortlist applications or sit on interview panels, and so I need to be competent in the relevant aspects of employment legislation and procedures.

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHOs 6 and 8 	8.5 Demonstrates knowledge of basic business practices, such as terms of reference, business plans, contracting and project management	I use project management tools for larger projects in which risks and cost and time overruns need to be managed. The general principles also apply to smaller projects. I ensure that there are terms of reference with expected outcomes, time frames and resources available to guide groups that I lead to achieving the goals.	Although I do not have formal project management training, I understand the important of having a clear project plan with clarity about everyone's roles and responsibility. Similarly, if I am organizing a meeting, I ensure that there are an agenda and action list at the end of the meeting.	I know how to develop a business plan and terms of reference under supervision or in consultation with more senior staff members.
EPHO 6 	8.6 Is proactive in designing and monitoring quality standards and applies quality improvement methods and tools to identify internal and external facilitators and barriers that may affect the delivery of the 10 EPHOs	I lead in designing and using quality improvement methods to identify barriers and facilitators to service delivery. I ensure that my staff members meet quality standards.	I am proficient in using structured approaches to assess quality when developing, managing and/or evaluating the quality of services. I also consider what action should be taken to address suboptimal quality.	I follow structured approaches to assess quality when developing, managing and/or evaluating the quality of services. If I have concerns that quality standards are not met, I discuss what to do with colleagues or my line manager.
EPHO 8 	8.7 Effectively uses key accounting principles and financial management tools, such as financial plans and measures of performance	I have expertise in using accounting principles to guide and supervise finance officers in my organization, either myself or in consultation with senior finance managers.	I proficiently use the main principles of accounting and financial management in managing the budget for which I am responsible and contribute to managing bigger organizational budgets.	I do not have responsibility for any large budgets. However, when I have budgetary responsibilities, I know the income, expenditure and committed spend on the budget.

EPHO 6 	8.8 Effectively uses risk management principles and programmes, such as risk assessment and analysis	I use risk registers to record the probability and consequences if things go wrong. I take responsibility for ensuring that the risk register or other organizational risk tool is kept up to date, so risks can be managed appropriately. There may be risks associated with my work that are not formally recorded, and so I plan or supervise others to manage these risks effectively.	I input into the regular review of risks to my organization, individually or in a team so risks can be managed appropriately. There may be risks associated with my work not recorded in a risk register or other tool, and so I plan how to manage these risks.	I am aware of my principles of risk management. There may be risks associated with my work that are not recorded in a risk register, and so I plan how to manage these risks.
EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 8 	8.9 Understands and applies the principles of economic thinking in public health	I have the expertise and apply the principles of economic thinking in terms of concepts of costs and benefits, opportunity cost, societal cost and the trade-off between efficiency and equity in developing the organizational strategy. I advise others on economic thinking.	I am proficient in the principles of economic thinking. I understand the principles of economic thinking in public health in terms of concepts of costs and benefits, opportunity cost, societal cost and the trade-off between efficiency and equity. When needed, I can advise team members on economic thinking.	I understand the importance of evaluating public health services and interventions, including assessing the economic costs and benefits and considering whether there are better ways of using resources.
EPHO 8 	8.10 Performs health economic evaluation and assessment of a given procedure, intervention, strategy or policy	I have expertise in economic appraisal. I use health economic theory and methods to evaluate a given procedure, intervention, strategy or policy to influence policy-making and decision-making.	I am proficient in health economic evaluation and assessment of a given procedure, intervention, strategy or policy. When needed, I can consult more experienced colleagues. I also supervise more junior staff members.	I contribute to the economic evaluation and assessment of services and other forms of intervention.

Performance and achievement

9. Professional development and reflective ethical practice

Professional and reflective practice; continuing professional development and lifelong learning; values; ethical professional conduct

EPHO	Competency	Level 1 - Expert	Level 2 – Proficient	Level 3 - Competent
EPHO 7 	9.1 Demonstrates the willingness to pursue lifelong learning in public health	I am committed to lifelong learning. I identify my development needs and engage in activities to address these needs, such as supervision, formal and informal training, reading professional journals and membership in public health professional organizations. I am also responsible for supporting my staff in thinking about their career goals and development.	I am committed to lifelong learning. I identify my development needs in conjunction with my manager during regular appraisals and engage in professional development opportunities to improve my knowledge and skills further.	I know the value of lifelong learning. I accept as many opportunities for training as I can. I participate in regular appraisals of my performance and engage in professional development opportunities to improve my knowledge and skills further.
EPHO 7 	9.2 Self-assesses and addresses their own development needs based on career goals and the required competencies	I regularly assess my competencies in relation to my role and the needs of my organization. I develop and update my personal development plan accordingly. I ensure that my staff members are supported to assess their own needs.	I regularly assess my competencies in relation to my role and what additional knowledge and skills would help advance my career.	I regularly discuss with my line manager how I am doing and what additional training would help in relation to my role.
EPHO 6 	9.3 Acts according to ethical standards and norms with integrity and promotes professional accountability, social responsibility and the public good	As a leader, I act according to ethical standards and norms with integrity and promote professional accountability, social responsibility and the public good. I have additional responsibilities to ensure that the people I supervise fulfil these obligations and that the team as a collective whole delivers on its ethical duties and responsibilities.	I act according to ethical standards and norms with integrity and promote professional accountability, social responsibility and the public good. I have additional responsibilities to ensure that the people I supervise fulfil these obligations and that the team as a collective whole delivers on its ethical duties and responsibilities.	I act according to ethical standards and norms with integrity. I understand what professional accountability and social responsibility entail.

EPHO 7 	9.4 Critically reviews and evaluates their own practices in relation to public health principles, including critical self-reflection	In addition to having regular internal and, where appropriate, external appraisal, I critically review and evaluate my practices in relation to public health principles, including critical self-reflection and multi-source feedback. In my leadership role, I have additional responsibilities to formally and informally assess the performance of my staff members.	In addition to having a regular appraisal by my line manager, I critically review and evaluate my practices in relation to public health principles, including critical self-reflection and multi-source feedback. In my supervisory role, I formally and informally assess the performance of my team.	In addition to having a regular appraisal by my line manager, I evaluate my practices in relation to public health principles, including through critical self-reflection using self-assessment tools.
EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 10 	9.5 Acts on and promotes evidence-based professional practice	I seek out and act on evidence to deliver more effective public health activities. I ensure that my staff members have access to databases and other sources of evidence and research.	I seek out and act on evidence to deliver more effective public health activities. I help and encourage my team to use databases and other sources of evidence and research.	I seek out and act on evidence to deliver more effective public health activities. I am aware of databases and other sources of evidence and research that can help me to do this.
EPHO 7 	9.6 Ensures the availability of professional development opportunities	I have the expertise, skills and knowledge that can be taught both formally and informally to others through teaching, in-service training, mentoring, peer advising, coaching etc. I am responsible for ensuring the availability of professional development opportunities for members of my team. This includes ensuring that there is money to cover this.	I have proficiency, skills and knowledge that can be taught both formally and informally to others through teaching, in-service training, mentoring, peer advising, coaching etc.	I have skills and knowledge that others value. Hence, I am sometimes involved in teaching, in-service training, mentoring, peer advising, coaching etc. This could be for others internally: for example, students who may have come on placement or colleagues in other parts of the organization who do not have a public health background. I may also deliver information sessions to community groups.
EPHO 6 	9.7 Demonstrates an ability to understand and manage conflict-of-interest situations as defined by organizational regulations, policies and procedures	In a senior leadership role, I face conflicts of interest at the individual or organizational level. In addition to professional, ethical standards to disclose these conflicts, I also follow organizational regulations, policies and procedures to make these explicit and to minimize the implications.	I am proficient at identifying and resolving conflicts of interest using advice from colleagues or professional standards or codes of conduct to guide me.	I face conflicts of interest from time to time, at the individual or organizational level. In these circumstances, I ask advice from my supervisor and others in leadership roles.

Performance and achievement

10. Organizational literacy and adaptability

Use of technology; data management; entrepreneurship; fundraising; creativity, analysis and synthesis; digital health and social media; understanding of public health services and operations

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 8 	10.1 Shows entrepreneurial orientation through proactiveness, innovativeness and risk-taking, generating potential solutions to critical situations and evaluating their feasibility	I am an entrepreneurial and innovative leader who is willing to take risks when it is prudent to do so. I have expertise in generating potential solutions to critical situations and evaluating their feasibility.	I endeavour to be proactive to identify and take opportunities when they arise. I will also be reactive to support good proposals or constructively criticize poor proposals.	I generally work in accordance with the instructions of my supervisor, but I am also proactive where doing so is prudent. I also make innovative suggestions when I see opportunities to work more effectively.
EPHO 7 	10.2 Demonstrates persistence, perseverance, resilience and the ability to call on personal resources and energy at times of threat or challenge	One of my strengths is my ability to cope with and rise to the inevitable challenges, problems and setbacks I encounter during my life and to come back stronger. I am confident in my ability to keep going until my goals have been achieved. I have had formal training in techniques to strengthen resilience. I have expertise in mentoring others to be more resilient.	I stay reasonably calm when things go wrong, and after I have given myself some time to recover and come to terms with things, I try to push on to achieve my goals. I am able to provide support for other colleagues.	I sometimes find things very challenging when they do not go according to plan. I like to analyse why things went wrong before starting again, cautiously. I can use support from family, friends and colleagues to help to get myself back on track.
EPHO 7 	10.3 Can cope with uncertainty and can manage work-related stress	My leadership role can sometimes be stressful, with uncertainties to be addressed. I have developed strategies to deal with these stresses. I try to find an appropriate balance between work and private life. I try to be aware of the stress and uncertainty that my staff members experience and try to manage these.	My role can sometimes be stressful, with uncertainties to be addressed. I try to find an appropriate balance between work and private life. I have additional obligations to look out for colleagues who are struggling and, when possible, to support them through their difficulties.	My role can sometimes be stressful, with uncertainties to be addressed. I have developed strategies to deal with these stresses. I try to find an appropriate balance between work and private life. I look out for my colleagues to see whether they are struggling and need support.

EPHO 8 	10.4 Actively prepares and adapts to changing professional environments and circumstances	I adapt to changing professional environments and circumstances. I use my expertise to plan for system and organizational change that may affect my organization and the public health functions for which I am responsible and how they should be delivered.	I support my organization in planning for significant system and organizational change. I am proficient in supporting colleagues who may be uncertain about their own roles at a time of change.	I endeavour to adapt to changing professional environments and circumstances. When I have anxieties about change, I raise these with my line manager or, if possible, seek solutions myself.
EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 6 	10.5 Delivers tasks within a limited time frame to be able to work with deadlines	I assess the amount of time needed for a task and set deadlines for delivering outputs. I ensure that everyone is clear about these. When appropriate, I set intermediate checkpoints to assess that the timetable is on track. Where necessary, I adjust the timetable, change approach or allocate additional resources.	I organize resources and team members to deliver outputs that have been set according to agreed timetables. I ensure that all members of the team involved are clear about these. If problems occur, I alert my line manager to discuss the next steps.	I work according to deadlines and deliver outputs according to agreed timetables.
EPHO 6 	10.6 Applies methods, digital and other technologies and good practices for managing, analysing and storing data and health information	I have expertise in data protection technologies and processes. I have access to sensitive or confidential information. I ensure that there are safe physical storage, electronic firewalls and organizational protocols for data protection. I ensure that my staff members know how to follow data protection regulations.	I am proficient in data protection technologies and processes. I ensure that there are safe physical storage, electronic firewalls and organizational protocols for data protection. I seek advice from people with additional expertise if I have access to sensitive or confidential data and information.	I recognize the importance of data protection and how to do this in practice. I comply with legislation and my organization's procedures.
EPHO 9 	10.7 Understands and applies a range of relevant information technology tools, social media and software	I have expertise in the information technology and software required for my role. I can give expert advice to others about the use of such technology and software. I provide input into the information technology strategy of my organization.	I am proficient in information technology and the software required for my role. I can advise others about the use of such technology and software. When additional expertise is needed, I know how to access people who can provide such expertise.	I am competent in the information technology and software required for my role. I also have some competence in social media platforms and web service applications. When additional expertise is needed, I know how to access people internal or external to the organization who can provide such expertise.
EPHO 8 	10.8 Is aware of and knows how to apply for available funding sources and opportunities, responds to calls for projects, develops and submits project applications and grants and drafts tender and project briefs	As a leader, I am responsible for a large number of budgets to cover the public health functions delivered by my team. When necessary, I have expertise in successfully arguing for additional funds from within my organization. I have also successfully applied for external funding by submitting grant applicants and responding to invitations to tender for funding or work.	I am proficient in managing the budgets for which I am responsible. When the budget is insufficient, I discuss with my manager options for additional sources of funding to supplement the public health budget, including submitting applications for external funding, responding to tenders etc.	I am aware of the budget allocated to delivering activities related to my role. If appropriate, I raise concerns about the budget with my line manager. I may contribute to seeking or applying for additional funding.

Annex 3.

Interrelatedness of the WHO-ASPHER Competency Framework and the WHO essential public health operations

Essential public health operation (EPHO)	Description of the EPHO	Corresponding core competencies
 EPHO 1: Surveillance of population health and well-being	The purpose of this EPHO is to feed information and intelligence to health needs assessments, health impact assessments and planning for health services. It is essential for policy-makers to have a reliable and clear picture of how health is distributed in a given population and what indicators contribute to or reduce opportunities to be healthy. Well-functioning public health laboratories are therefore critical to countries' surveillance and response activities.	1.1 Knows the features of demographic structure in a given society or community and understands the process of demographic change and its implications for public health
		1.2 Is able to describe the key features of the epidemiology of the significant causes of morbidity and mortality in the population for which they have responsibility
		1.3 Uses vital statistics and health indicators effectively to increase knowledge and generate evidence about population health, including within at-risk and vulnerable groups
		1.5 Is aware of the health needs of the population based on considerations of the burden of disease, indicators, characterization of risks and demand for and access to health care
		1.6 Contributes to or leads community-based health needs assessments, ensuring that these assessments consider biological, social, economic, cultural, political and physical determinants of health and broader determinants of health such as deprivation
		4.7 Knows and participates in developing and applying multisectoral evidence-based guidelines and systems for surveillance, prevention and control of diseases and other acute public health events
		4.8 Performs surveillance of risks and threats to the full continuum of factors that influence and determine health to identify intervention needs

EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 2: Monitoring and response to health hazards and emergencies	The purpose of this EPHO is to monitor infections and other health hazards so that risks can be assessed in a timely manner, priorities can be set and emergency responses can be planned.	3.5 Develops and implements strategies based on relevant evidence, legislation, emergency planning procedures, regulations and policies
		4.1 Understands the local implications of the One Health approach, its global interconnectivity and how it affects health conditions in the population
		4.2 Critically analyses the changing nature, key factors and resources that shape One Health to influence actions (emergency preparedness planning and response) at the local and international levels
		4.3 Knows and, where needed, applies the International Health Regulations to coordinate and develop strategic partnerships and resources in key sectors and disciplines for health security purposes
		4.7 Knows and participates in developing and applying multisectoral evidence-based guidelines and systems for surveillance, prevention and control of diseases and other acute public health events
		4.8 Performs surveillance of risks and threats to the full continuum of factors that influence and determine health to identify intervention needs

EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 3: Health protection including environmental, occupational, food safety and others	The purpose of this EPHO is to use intelligence from surveillance and monitoring in developing services that are meant to protect health from communicable diseases and environmental risks and hazards.	3.1 Knows, understands and applies the relevant international, European and national laws or regulations to maximize opportunities to protect and promote health and well-being
		4.1 Understands the local implications of the One Health approach, its global interconnectivity and how it affects health conditions in the population
		4.4 Understands and promotes occupational safety and health as a multidisciplinary field concerned with the safety, health and welfare of people at work
		4.5 Knows the practical principles of food safety essential to public health
		4.6 Understands the basics of vaccine-preventable diseases and can advise on organizational aspects of vaccination activities
		4.7 Knows and participates in developing and applying multisectoral evidence-based guidelines and systems for surveillance, prevention and control of diseases and other acute public health events
		4.8 Performs surveillance of risks and threats to the full continuum of factors that influence and determine health to identify intervention needs
		4.9 Identifies minimum or basic safety conditions in health-care delivery for designing and implementing programmes and activities for surveillance, risk management and sustainability inherent to health services delivery
		4.10 Identifies and describes the environmental determinants of health and the connections between environmental protection and public health policy
		4.11 Knows and correctly identifies the main features of the climate change process, along with its implications for public health, and understands the responsibility of public health for the natural environment

EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 4: Health promotion including action to address social determinants and health inequity	The purpose of this EPHO is to promote population health and well-being by addressing inequalities and the broader social and environmental determinants. Supportive environments need to be created and community assets strengthened to empower individuals and populations to have healthier lifestyles and behaviour across the life-course. Multisectoral action is needed to create healthy environments and to reduce inequalities and risk factors in social and environmental determinants of health.	2.1 Assesses the focus and scope of initiatives to promote health by assessing the need to achieve positive changes in individual and community health
		2.2 Knows, supports and engages in health-promoting and health literacy activities and programmes for implementing good practices to promote health at a population level and specific organization or institutional level
		2.3 Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health
		2.4 Evaluates the effectiveness of activities to promote health geared toward producing changes at the community and individual levels and in public or social policy to benefit health and quality of life
		2.5 Fosters citizen empowerment and engagement within the community, developing capabilities that are valuable to actively participate in the development and decision making of a healthy community
		2.6 When needed, generates or promulgates factual information to counteract industry marketing in relation to nutrition, tobacco cessation, reducing alcohol consumption etc.
		2.8 Understands and addresses the upstream fundamental causes of health inequalities and downstream consequences (such as drug and alcohol abuse and smoking) in ensuring equitable access to health services
		5.8 Catalyses change (behavioural and/or cultural) in the organization, communities and/or individuals
		7.8 Advocates for healthy public policies and services that promote and protect the health and well-being of individuals and communities

EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 5: Disease prevention, including early detection of illness	The purpose of this EPHO is to prevent disease through actions at the primary, secondary and tertiary levels. Most of these actions fall within the role of health professionals and health-care providers in primary care, hospitals and the community services environment.	2.6 When needed, generates or promulgates factual information to counteract industry marketing in relation to nutrition, tobacco cessation, reducing alcohol consumption etc.
		2.7 Knows the basis of secondary prevention and screening programmes
		2.8 Understands and addresses the upstream fundamental causes of health inequalities and downstream consequences (such as drug and alcohol abuse and smoking) in ensuring equitable access to health services
		4.4 Understands and promotes occupational safety and health as a multidisciplinary field concerned with the safety, health and welfare of people at work
		4.6 Understands the basics of vaccine-preventable diseases and can advise on organizational aspects of vaccination activities
		4.7 Knows and participates in developing and applying multisectoral evidence-based guidelines and systems for surveillance, prevention and control of diseases and other acute public health events.

EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 6: Assuring governance for health and well-being	The purpose of this EPHO is to ensure that public health services are well governed through efficient methods, processes and institutions that maintain accountability, quality and equity. The process that informs decision-makers on issues related to public health is known as policy development. It is a strategic planning process that involves all internal and external stakeholders and defines the vision, mission, measurable health goals and public health activities at the national, regional and local levels.	1.10 Understands the health system structure, its governance, funding mechanisms, and how health-care services are organized
		3.1 Knows, understands and applies the relevant international, European and national laws or regulations to maximize opportunities to protect and promote health and well-being
		3.2 Applies scientific principles and concepts to inform discussion of health-related, fiscal, administrative, legal, social and political issues in the workplace
		3.3 Compares and contrasts health and social service delivery systems among and between countries, which reflect diverse political, organizational and legal contexts, and using these experiences to improve access, regulation and the fairness of health systems
		3.4 Participates in implementing health and social policies and plans that help to guarantee the right to equitable and effective health care and policies enabling environments favourable to health
		3.5 Develops and implements strategies based on relevant evidence, legislation, emergency planning procedures, regulations and policies
		3.6 Identifies and uses legislation, codes of ethical practice and standards that affect public health professional practice in the interaction with individuals, organizations and communities
		5.5 Demonstrates emotional intelligence with an awareness of how one's own beliefs, values and behaviour affect one's own decision-making and the reactions of others
		5.6 Demonstrates practicality, flexibility and adaptability in the process of working with others, emphasizing achieving goals as opposed to rigidly adhering to traditional and commonly used work methods

EPHO	Description of the EPHO	Corresponding core competencies
[EPHO 6 continued]		5.9 Understands the principles of systems thinking and can apply them within systematic inquiry to analyse, model and improve public health organizations and services at different strategic levels
		6.6 Understands and applies effective techniques for working with boards and governance structures including regulatory, professional and accreditation agencies
		8.1 Effectively applies knowledge of organizational systems, theories and behaviour to set priorities for, align and deploy all relevant

		resources towards achieving clear strategic goals and objectives 8.2 Effectively manages people, most specifically by providing clarity on task responsibility, ensuring sufficient resources and training and providing regular feedback on performance 8.3 Effectively plans the allocation of work tasks to achieve the goals set by the organization 8.5 Demonstrates knowledge of basic business practices, such as terms of reference, business plans, contracting and project management 8.6 Is proactive in designing and monitoring quality standards and applies quality improvement methods and tools to identify internal and external facilitators and barriers that may affect the delivery of the 10 EPHOs 8.8 Effectively uses risk management principles and programmes, such as risk assessment and analysis 9.3 Acts according to ethical standards and norms with integrity and promotes professional accountability, social responsibility and the public good 9.7 Demonstrates an ability to understand and manage conflict-of-interest situations as defined by organizational regulations, policies and procedures 10.5 Delivers tasks within a limited time frame to be able to work with deadlines 10.6 Applies methods, digital and other technologies and good practices for managing, analysing and storing data and health information
EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 7: Assuring a sufficient and competent health workforce	The purpose of this EPHO is to ensure that there is a relevant and competent public health workforce sufficient for the needs of the population it is designed to serve. Investment in and development of a public health workforce are essential prerequisites for adequate delivery and implementation of public health services and activities. Human resources are the most	5.1 Inspires and motivates others to work towards a common vision, programme and/or organizational goals
		5.2 Acts as a role model, builds trust and demonstrates positive and engaging behaviour
		5.3 Facilitates the development of others as leaders
		5.4 Clearly identifies and supports the roles and responsibilities of all team members, including external stakeholders
		5.5 Demonstrates emotional intelligence with an awareness of how one's own beliefs, values, and behaviour affect one's decision-making and the reactions of others
		5.7 Effectively leads interdisciplinary teams to work in a coordinated manner in various areas of public health practice

	important resources in delivering public health services. This operation includes the education, training, development and evaluation of the public health workforce to address priority public health problems efficiently and to evaluate public health activities adequately.	8.2 Effectively manages people, most specifically by providing clarity on task responsibility, ensuring sufficient resources and training and providing regular feedback on performance
		8.4 Develops job descriptions to assure staffing at various organizational levels, conducts hiring interviews and evaluates candidates
		9.1 Demonstrates the willingness to pursue lifelong learning in public health
		9.2 Self-assesses and addresses their own development needs based on career goals and the required competencies
		9.4 Critically reviews and evaluates their own practices in relation to public health principles, including critical self-reflection
		9.6 Ensures the availability of professional development opportunities
		10.2 Demonstrates persistence, perseverance, resilience and the ability to call on personal resources and energy at times of threat or challenge.
		10.3 Can cope with uncertainty and can manage work-related stress

EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 8: Assuring sustainable organizational structures and financing	The purpose of this EPHO is to ensure sustainable organizations and financing for public health to provide efficient, effective and responsive services. This entails developing services that are integrated, have a minimal environmental impact with maximal health gain and have sufficient funding for long-term planning. Sustainability in public health services will ensure that health is protected and promoted today and in the future.	1.10 Understands the health system structure, its governance, funding mechanisms and how health-care services are organized
		3.2 Applies scientific principles and concepts to inform discussion of health-related, fiscal, administrative, legal, social and political issues in the workplace
		3.3 Compares and contrasts health and social service delivery systems between countries, which reflect diverse political, organizational and legal contexts, and using these experiences to improve access, regulation and the fairness of health systems
		5.7 Effectively leads interdisciplinary teams to work in a coordinated manner in different areas of public health practice.
		6.2 Understands the interdependence, integration and competition among health-care sectors and various actors who have interests in public health issues
		8.1 Effectively applies knowledge of organizational systems, theories and behaviour to set priorities for, align and deploy all relevant resources towards clear strategic goals and objectives
		8.5 Demonstrates knowledge of basic business practices, such as terms of reference, business plans, contracting and project management

		8.7 Effectively uses key accounting principles and financial management tools, such as financial plans and measures of performance 8.9 Understands and applies the principles of economic thinking in public health 8.10 Performs health economic evaluation and assessment of a given procedure, intervention, strategy or policy 10.1 Shows entrepreneurial orientation through proactiveness, innovativeness and risk-taking, generating potential solutions to critical situations and evaluating their feasibility 10.4 Actively prepares and adapts to changing professional environments and circumstances 10.8 Is aware of and knows how to apply for available funding sources and opportunities, responds to calls for projects, develops and submits project applications and grants and drafts tender and project briefs
EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 9: Advocacy communication and social mobilization for health	The purpose of this EPHO is to use modern communication methods and technologies to support leadership and advocacy for community engagement and empowerment. Communication for public health should improve health literacy and the status of individuals and populations. Communication must also enhance their capacity to access, understand and use the information to: reduce risk; prevent disease; promote health; and navigate and utilize health services.	2.2 Knows, supports and engages in and supports health-promoting and health literacy activities and programmes for implementing good practices to promote health at the population level and the specific organization or institutional level
		2.3 Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health
		2.5 Fosters citizen empowerment and engagement within the community, developing capabilities that are valuable to actively participate in the development and decision-making of a healthy community
		2.6 When needed, generates or promulgates factual information to counteract industry marketing in relation to nutrition, tobacco cessation, reducing alcohol consumption etc.
		5.8 Catalyses change (behavioural and/or cultural) in the organization, communities and/or individuals
		6.1 Works across sectors in organizational structures at the local, national and international levels
		6.3 Identifies, connects and manages relationships with stakeholders in interdisciplinary and intersectoral projects to improve public health services and achieve public health goals
		6.4 Builds, maintains and effectively uses strategic alliances, coalitions, professional networks and partnerships to plan, generate evidence and implement programmes and services that share common goals and priorities

		to improve the health and well-being of populations
		6.5 Evaluates partnerships and addresses barriers to successful collaboration to improve public health services

EPHO	Description of the EPHO	Corresponding core competencies
[EPHO 9 continued]		7.1 Communicates strategically by defining the target audience, listening and developing audience-appropriate messaging
		7.2 Communicates and shares information and responsibility effectively at different organizational levels to gain political commitment, policy support and social acceptance for a specific health goal or programme
		7.3 Communicates facts and evidence effectively within the context of translating science and evidence into practice and policy for various actors in the system and populations of concern, especially to increase the effectiveness of responses to risks, threats and damages to health
		7.4 Communicates health messages (including risks to health) effectively (both in writing and verbally) through a range of modern media and social marketing to lay, professional, academic and political audiences
		7.5 Understands and applies cultural awareness and sensitivity in communication with diverse populations
		7.6 Communicates with respect when representing professional opinions and encourages other team members, including community members and patients, to express their opinions and contribute to decision-making
		7.7 Prepares and delivers outputs to facilitate communication within and between organizations such as meeting agendas, presentations, reports and project dissemination
		10.7 Understands and applies a range of relevant information technology tools, social media and software

EPHO	Description of the EPHO	Corresponding core competencies
 EPHO 10: Advancing public health research to inform policy and practice	The purpose of this EPHO is to ensure that research findings are summarized in an accessible way for policy-makers and practitioners to improve evidence-informed policy and practice. Research is fundamental to informing policy development and service delivery, and this operation includes: research to enlarge the knowledge base that supports evidence-informed policy-making at all levels; development of new research methods, innovative technologies and solutions in public health; and establishment of partnerships with research centres and academic institutions to conduct timely studies that support decision-making at all levels of public health.	1.3 Uses vital statistics and health indicators effectively to increase knowledge and generate evidence about population health, including within at-risk and vulnerable groups
		1.4 Knows how to retrieve, analyse and appraise evidence from all data sources to support decision-making
		1.7 Designs and conducts qualitative and/or quantitative research that builds on existing evidence and adds to the evidence base for public health practice, involving relevant stakeholders in this process
		1.8 Evaluates local public health services and interventions, applying sound methods based on recognized evaluation models
		1.9 Develops and implements standards, protocols and procedures that incorporate national and/or international best practices in the health system
		2.4 Evaluates the effectiveness of activities to promote health geared toward producing changes at the community and individual levels and in public or social policy to benefit health and the quality of life
		9.5 Acts on and promotes evidence-based professional practice

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The WHO Regional Office for Europe

The World Health Organization (WHO) is a specialized agency of the United Nations created in 1948 with the primary responsibility for international health matters and public health. The WHO Regional Office for Europe is one of six regional offices throughout the world, each with its own programme geared to the particular health conditions of the countries it serves.

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