Figure 1. Overview of the module's design and consequent learning

Learning tailored to India

›› Compared MAHE's and EPPICentre's experiences and challenges during systematic review work
›› Discussed systematic reviews used by India's National Health Programmes
›› Discussed how to indigenise systematic reviews to Indian priorities and contexts
›› Discussed how to adapt content and pedagogical approaches for MAHE and teaching international students at UCL

Learning tailored to trainers

›› Ten-week interactive online course addressed MAHE learning needs of how to:
— identify Indian studies from international and Indian sources
— systematically synthesise qualitative evidence and conduct reviews of reviews
— teach students and academics about systematic reviews
›› Followed by mentoring and collaborative studies

Collaborative learning and outputs

›› **MAHE**: Greater critical thinking and confidence for systematic review methods and teaching. Modified teaching and guidance for students, research scholars and academics at MAHE and other Indian universities
›› **EPPICentre**: Decolonised content for postgraduate teaching; informed a new online training programme
›› **Subsequent collaborative outputs**: Analysis of systematic reviews used by India's national health programmes; novel searching methods for local evidence; systematic map of interventions for contraception use; qualitative synthesis of contraception decision making; systematic review handbook; conference and workshops