



tropEd October GA 2021

Hybrid Meeting – Minutes

Thursday, Oct 28, 2021 – Saturday, October 29, 2021

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Participants

Romy Kuempfel (RK)

Guenter Froeschl (GF)

Govert van Heusden (GvH)

Marie Lindkvist (ML)

Rodney Reynolds (RR)

Alberto Matteelli (AM)

Beatrice Formenti (BF)

Maaïke Flinkenflogel (MF)

Lisa Hoffaeller (LH)

Anne-Kathrin Fabricius (AKF)

Jani Puradiredja (JP)

Farzana Yasmin (FY)

Martina Manhart (MM)

Axel Hoffmann (AH)

Nuria Casamitjana (NC)

Karin Gross (KG)

Angelica Johansson (AJ)

Carola Eyber (CE)

Bernadette Peterhans (BP)

Hans-Friedemann Kinkel (HFK)

Michael Galatsch (MG)

Yolanda Amat (YA)

Eva Mertens (EM)

Marie Lindkvist (ML)

Olaf Horstick (OH)

Home Institutions 8

Collaborative Members 5

Individual Members 2

Thursday, 28 October 2021

Session 1 Office Update and Course Accreditation, 09 am – 12pm, CEST (Chaired by Günter Fröschl)

Attendees: BF, KG, RK, GF, LH, HFK, AM, AKF, BP, CE, AH, JP, NC, MF, ML, AJ, MG, YA, GvH, RR, OH, EM, FY

Welcome by GF

Opening by Swiss TPH (Julia Bohlius & Juerg Utzinger)

→ Presentation accessible upon request to tropEd secretariat

Discussion following introduction by Swiss TPH

- Flexibility and Affordability in
- Majority of students still part of the offered programmes (Master's)
- Capacity development in terms of course establishment locally? Active involvement in creating courses in partner countries? (Empower local partners to deliver courses/full masters locally)
 - IHI (Ifakara) has created own Master's (developed their own programmes) → independence
 - Axel involved in building programme in Albania → focus on local empowerment ('train the trainers')
 - Critical mass as institution to develop local programmes
 - Problem of funding as major challenge to this type of capacity development
- Students appreciate being able to join courses online without having to travel → clear demand for opportunity of online/hybrid teaching
 - Keep up the opportunities that arose due to the adaptations through COVID-19 in teaching
 - COVID-19 changes in teaching will be taken up also in the future in planning teaching
 - Online teaching for long time period (e.g. 14 weeks) too strenuous for students and teachers
- Lessons from hybrid learning and how to use this data for future planning
 - Evaluations and surveys conducted by University of Basel (formally)
 - Informal discussions with all actors to understand what works and does not work
 - Aim to diversify learning and teaching → accommodate everyone's needs
- How to manage student engagement in hybrid teaching models
 - Depending on student joining online voluntarily or because there is no other option
 - Forced online teaching = difficult for lecturer and students
 - Voluntary online teaching very different → more engagement
 - Use as little technical tools as possible → keep as simple and human as possible
 - Bigger tasks in break out groups rather than small plenary questions → restructuring the method of teaching
 - Course restructuring → decrease synchronous time, pre-recorded sessions, use online time for discussions
 - Big investment → back to the issue of funding

Round of Introduction by all attendees

TropEd Office

Agenda accepted unanimously

Voting via Doodle during the whole GA

Teaching in times of COVID-19 Survey and Publication

- Update by Jani on Teaching times of COVID-19 → conduct a third round of the survey
 - o Less responses than during the first survey cycle
 - o **Circulate the link of the survey again (Secretariat)**
 - o Second survey round focused more on experiences from COVID-19 changes to teaching (e.g. what were the effects of cancelling courses and which other experiences were made following the adaptations) whereas the first one was more on the acute responses (e.g. were courses cancelled)
 - Questions were modified in the second round to institutional experiences from the measures taken due to the pandemic
 - o First publication submitted to BMC Medical Education (no response yet)
- Capture the change that has taken place now with a third round of the survey

Review of June GA Minutes

- Comment in Google Doc of June GA minutes in case participant name is missing
- Minutes accepted unanimously

Secretariat Update

- Website News
 - o Delete all courses from the website that are no longer offered
 - Institutions to review all courses on the website and send a list of courses that can be removed to the secretariat
 - o Contact secretariat if anyone still is lacking access to the member area
- tropEd roll ups can be used by everyone and Munich can send them to institutions if needed
- Moving tropEd office to Munich ongoing (Axel in contact with lawyers and organising the move)

Membership Issues

- Uppsala, UCL, and Geneva leaving by end of the year
- LSHTM asked for reaction regarding their withdrawal from the network → EC has sent a letter of removal → immediately removed from the network
- Inform students that these institutions are leaving
- **Palestine An-Najah University:** Site visit impossible to organise due to the COVID-19 regulations and political unrest
 - o EC allowed for option of a virtual site visit by Carola
 - Michael Galatsch will join Carola in this virtual site visit (week of November, 8, 2021)
 - Have an EC member joining as well → Marie willing to join
 - Have even more people joining?
 - o Carola is still trying to figure out the technicalities of this visit
 - o Report writing shared among reviewers as well
 - o Carola will develop clear criteria for the evaluation

Membership Changes

- Fee changes will apply by Jan 2022 → secretariat will send an E-Mail again to the institutions whom this issue is concerning

2022 GA Dates and Location

- Spring GA to be online
- One of the three GAs online for sustainability reasons
- Voting on GA Dates and Locations and Format via Doodle
- Summer GA in Tanzania
 - o Will circulate a Spreadsheet where people can indicate their availability and ability to potentially take part in the GA in presence (secretariat will circulate this spreadsheet after the GA)
 - o Clarify at which location in Tanzania
- Fall GA Dates and Location
 - o Hybrid format
 - o Hamburg was asked but still needs to consider due to courses in September
 - o Propositions until Saturday morning to the secretariat → Voting on Saturday

WG updates

- New WG suggestions
 - o Accreditation procedure and course submission
 - Organisation and timing of accreditation process before GA and in general
 - How to improve accreditation procedures
 - Volunteers: Marie, Anne-Kathrin, Guenter, Romy, Michael
 - Will prepare suggestion and present at next GA and EC meeting before the GA
 - Vote in plenary about the procedures
 - Differences in evaluation in the groups e.g. not experienced people evaluating courses who may be less strict → have clear criteria for evaluation (golden standard) → handbook for accreditation provides clear guidelines
 - o Wikipedia about tropEd
 - Establish an entry
 - Guenter already Wikipedia author
 - No need for full WG on this issue?
 - Alberto will contribute otherwise the secretariat will take over this matter
 - Everyone can make edits
 - Keep checking this Wikipedia regularly to ensure that the information is not manipulated
 - Bring proposal to the next GA

Course Accreditation (see List on Google Drive)

Blue Group (Marie)

Hanoi courses: Cat 2

➔ Many reviewers due to the new process of assigning people

Purple Group (Govert)

KIT 1: Cat 2

KIT 2: Cat 2

- ➔ Still not used to make comments in Google Drive (make better use of this method in reviewing courses)

Yellow Group (Alberto)

Heidelberg: Cat 2

Brescia: Cat 1

Green group (Guenter)

Swiss TPH: Cat 2

Berlin: Cat 1

- ➔ One assigned participant who could not make it due to technical issues

Process Post-GA

Revised sheets now on Google Drive (available for 4 weeks) ➔ representatives use these versions and revise and once comments addressed forward via mail to the secretariat ➔ course will then be taken up in the next EC meeting

Session 2 Strategic Vision, 2pm – 4pm, CEST (Chaired by Govert van Heusden)

Attendees: CE, GvH, RR, BP, MG, HFK, LH, AJ, ML, JP, NC, BF, AM, AKF, KG, RK, YA, BB, EM, MM, OH

Presentation of process and status quo by Govert (see presentation on Drive for more detail)

Changes agreed upon so far (Carola)

‘tropEd student’ different from **‘tropEd recognition’** (recognition of quality and mobility in education and training within the network; measure of programme internationalisation and assured quality) ➔ see definition in the recognition document

➔ Lack of students applying to gain tropEd recognition (due to existing criteria) ➔ highlighted the need to rework the tropEd recognition process and strategic vision

- ➔ Confusion about tropEd recognition (not promoted sufficiently to students)
- ➔ What is the purpose? (branding or quality purpose?)

➔ retrospective recognition = after the extenuating circumstances

- ➔ Collecting all documents for recognition is lengthy process (once documents are handed in after 5 years, an explanation has to be given)
- ➔ Why 5 year period? (initially avoiding people to study for too long; speed up the process)
 - Extension due to extenuating circumstances (can be asked for retrospectively)
 - Keep this time period to incentivise students to finish the tropEd track as fast as possible
 - **General lack of clarity on how to interpret the time limit placed on recognition as well as the concept of retrospective recognition**
 - Keep 5 years period; point when students hand in all documents and if 5 years exceeded an explanation for extenuating circumstances needs to be handed in

Probably many decisions taken now will have consequences for recognition issues in the past

➔ How to deal with retrospective recognitions that will come up as a consequences of the outcome of this working group?

Minor issue: Need to put time period on work experience? Need to have completed work experience within a certain time period?

- Gain experience within a year after graduation or complement already existing experience within one year after graduation
 - o One year too short? → Extend to 18 months?
 - o At any time before and up to 18 months after graduation
 - o Once students graduate they are out of the institutional system → institutions cannot follow up with students and remind them to get recognition → students have to keep track of this themselves
- Experience before entering a programme
- 5 years after graduation (given the 5 year period for recognition)
- **Purpose of professional experience?**
 - o Depending on what is the aim, the time frame may vary
 - o Demonstrating that the learned is being applied in the field
- Taking start of studies as starting point for the time period within which working experience has to be gained
- Work experience may not fall within the network's remit
 - o Consider recognition as default
 - Counter argument: abuse of tropEd recognition → no longer impact on development cooperation (ensure impact of training programme)

What does recognition do for tropEd as a network?

- Branding: About promotion of the network itself?
 - o Proposition: Recognition by default
- Quality

Equity Issue raised with regards to recognition

- Differences in opportunities of gaining work experiences

Options to vote on

- ➔ Drop criteria entirely
- ➔ Work experience gained any time before studies and no later than 18 months after graduation (all within the 5 year period of study)
- ➔ 18 month period to gain working experience from anytime in the past until the point when a student applies for recognition (which is automatically within the 5 year range)
- ➔ When will this decision come into effect?
 - o Anyone who is within 5 year period can apply following the changes

TropEd Credit Issues

Initial Logic

- Original idea of mobility determined credit criterion
- Quality assurance about whole programme
- Is MSc still quality assured without accredited core course? #
- ➔ How many credits need to be tropEd accredited to gain tropEd recognition?
- ➔ Does the core course need to be tropEd accredited to gain recognition
- ➔ Keep the regulation as it is?

➔ Credit transfer option

Proposition (Bruno): What has a student done within a network?

- Openness and possibility to study at different institutions ➔ facilitate student possibilities
➔ make it easier for students and institutions to have circulation within the network
 - Recognition has only value if there is a critical mass of recognition each year
 - Every student who studies within network should have opportunity to get recognition regardless of the institutions
 - Only agree upon learning outcomes
- How to measure this?
 - Still keep criteria
 - Base these criteria on what the goal of the network is (bigger goal of the network and not get lost in details that in the end are counterproductive to the networks purpose)
 - Ensure quality by institutions joining into tropEd network and conduct thorough quality assessment upon entry in the network and through that maintain the high quality of teaching and training

Quality assurance crucial for this network and major achievement by the network

➔ Quality assurance should be at the basis of all discussions

Breakout Groups

- Option 1: Quality control first (both core course and short courses) = essential for tropEd
 - Flexibility about the how?
 - Keep accreditation process for courses! (almost everyone agrees)
- Option two eliminated ➔ no votes
- Option 3: Certain number of credits (5)
 - More flexibility ➔ more recognitions
 - Accreditation process would be maintained which is a major strength of tropEd
 - Question: Would institutions only accredit the minimum amount of courses for students to meet the ECTS required for recognition?
- Option 4: credit transfer (7)
 - Core courses should be accredited but provide flexibility in criteria of accreditation
 - Learning objectives
 - Regulate credit transfer to ensure quality (accountability)
 - Review of whole programme and certify a complete programme (whole programme accreditation)
 - Quality ensured for advanced modules and on top of that ensured quality of programmes
 - Recognition to institutions = loss of mobility concept

Main outcomes

- Keep ensuring quality assurance
- Get more students/more recognition
- Core course accreditation issue (PICK UP AT NEXT GA)
 - Needs to be accredited but more flexible ➔ What would this look like?
 - Make core course accreditation more accessible for institutions with different structures

- Combination of options e.g. Option 1 and 3

→WG will produce one pager to summarise the discussed issues

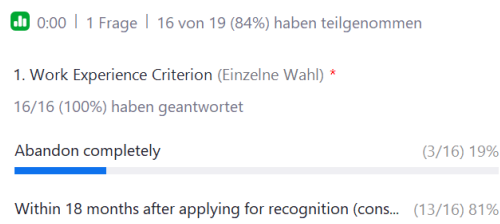


Figure 1. See above in minutes for more details on the specifics

tropEd Vision document (Rodney)

- Aim until next GA: have text that reflects conversations of past year regarding the tropEd vision and mission statement
 - o Avoid: too many comments
- Which alternatives in terms of wording do people prefer?
- What language to use in describing vision and mission?
- Once statement is agreed upon → revise language of website and internal documents
- Guenter & Rodney work out profile document/statement with one volunteer from GA
 - o Import language into existing tropEd documents
 - o Greater focus on learning and teaching
- Before next GA: come up with two different options for wording of vision/mission statement
 - o Circulate among members in advance
 - o Vote during GA (a or b)
 - o After this the profile document will be revised
- Suggestions or Ideas for other way enabling the group to take this next step?
- Now it is a matter of formulation
- After next GA revise the profile as the criteria may affect the profile document

→Vision/mission statement will be produced by the WG

→After this is completed, the profile will be revised (get into this revision after the recognition criteria have been agreed upon)

→Theory of change exercise as a network for the next GA (who could prepare a session like this?)

→Outside person that has knowledge about the theory of change and would be able to lead us through such a process (is this too early; first finish strategic vision and profile process)

→What is the purpose of applying theory of change to tropEd?

→Next GA resolve pending issues; theoretical input on theory of change at next GA but no action/exercise yet

Friday, 29 October 2021

Mini Symposium, 10 am – 12 pm, CEST

Comments/Discussion following Flemming Konradsen Presentation

- Employability as an important issue to consider as tropEd network
 - o tropEd could make much better use of its contacts and in facilitating employability of students
 - o Institutions should come together and work together to create better/more opportunities for internships for students → make use of our networks and contacts
- Internships as a very important method to increase employability
 - o How to incorporate this in curricula?
 - o Thesis writing integrated with internships
 - Thesis in the field = more pressure regarding data collection and analysis
 - o Research vs. practical internships
 - o Interdisciplinarity can be fostered by internship opportunities within other disciplines than purely global health
- Difficulties with employment of students after graduation → reduction in long-term employment possibilities in international organisations (more nationalisation); work permits difficult
 - o In humanitarian field more possibilities for employment e.g. ICRC changed to more local market
 - o More hospitals making partnerships with hospitals in south and vice versa offering new opportunities

→ **Contact Copenhagen University if they want to come back to tropEd again (Nuria may take this up)**

Celebratory Speeches, 1:30 pm – 3:30pm, CEST

Proposition by Nuria from the speech: Focus on the WHY? (Why does tropEd exist? What is our purpose? Why is it still relevant today? What do we want to achieve and how, with whom?)

→ 'network for research' still to be developed and not yet successful within the network (How to improve this? How to also become a network for and about research?)

→ What about non-academic institutions? Should tropEd start to include also non-academic partners (also thinking about employability)?

→ Are we inclusive enough?

→ Engagement with Alumni? How to improve the alumni network?

→ How to incorporate the activity of decolonising global health within the future work and vision of the tropEd network?

→ Rethinking our programmes (include a bigger focus on skills and competencies; become more interdisciplinary)

Saturday, 30 October 2021

Announcements

- Carola Eyber will be leaving her job and therefore no longer be the representative for QMU; She may be joining as an individual member
- Maaïke Flinkenfloegel will be leaving KIT (end of December) and therefore will no longer be part of tropEd (potentially individual membership in the future) → Lisanne Gerstel will take over

Scientific Session Future, 9:00 – 12:00 (Marie Lindkvist)

How do we want to continue with and manage our scientific sessions?

- ➔ More organised scientific sessions and less ad hoc than they are at the moment
- ➔ What kind of content do we want for the scientific sessions?
- ➔ Rotate the responsibility for these sessions among institutions?
- ➔ Figure out how to share the expertise and knowledge that we have within tropEd (learn from and teach each other; create opportunity for sharing and discussion amongst each other)

Break-out Sessions discussion:

- ➔ See [Google Docs](#) for details
- Benefits/Outcomes of scientific sessions
 - Agreement on the benefits/outcomes and purpose of these sessions (mutual learning; staying up to date)
 - Who are these sessions for? (people who are attending these meetings; also for people from our institutions e.g. students or colleagues → open the sessions a bit)
 - Who is the target audience? → tropEd members
- Format of sessions
 - 2 pedagogical sessions per year and one content session (more open)
 - Online/f2f/hybrid?
 - Who can attend?
 - Very closed (only attendees of GA)
 - Closed-open: People/colleagues from tropEd institutions
 - Semi-open to tropEd students as well
 - Completely open to the outside (similar to ECTMIH congress)
 - Worry: not getting enough participants/lack of people who will attend our symposium
 - For alumni which can take that input from sessions into their work
 - Keep sessions flexible depending on the issues addressed
- Organisation of sessions
 - Have a working group organising these sessions
 - Open these sessions to external people → think of a whole new format
 - tropEd symposium once a year that is completely different (different issue from scientific sessions)
 - Broad, open morning session (to students and other colleagues from members and host institution) followed by afternoon session which is more closed (How to use the information brought up in the morning within the network)

- Using approach proposed by group 5 as an event once a year (have one GA that is more open to external people; one GA where we do something much more open and different than traditional open sessions)
- Clarity about which events are for the inside and which ones for the outside
 - o Scientific session: tropEd
 - o Other events using tropEd knowledge and capacities: open
- To be a real learning network we need to also follow up on this learning and not just have our meetings to be administrative and organisational

→ Do a poll to send around and decide how to move forward

→ Create WG/Action Group who will take care of this issue (will work out a concrete proposal which will then be presented to the EC and then brought to the next GA to decide upon the proposal) (Alberto, Karin, Romy, Marie)

→ Taking processes within network and learn from those (quality assurance process: what works? What does not work? What has to be improved?)

Scientific Session Jan/Feb GA 2022: Thesis presentation by student from ISGlobal on 'Ecological Governance within tropEd'

Updates & News (Nuria) see also [Presentation on Google Drive](#)

- ECTMIH: Nuria will check when the next conference will take place (dates and location TBA)
- EGHRIN: established as association under Dutch Law and engaged in various activities
- CUGH: opportunity to organise mini symposiums 3-6h (consider for the future)
- ➔ How can we collaborate and benefit from each other? (In collaborating we can address the immense costs associated with this event)
- ➔ Invite CUGH director to one of our meetings (consider for Jan/Feb GA: short input session, Q&A; discuss conditions for tropEd sessions at the meetings)
- ➔ Next annual meeting completely online March 28 - April 1, 2022
 - o Abstract submission? → too late
 - o Submit to satellite session → too expensive (create agreement with CUGH to circumvent these costs)

Closing Remarks & To do's

- Next GA fully online due to potential challenges with travelling
- Have one GA per year always online
- Doodle poll Winter GA and Summer GA (see Document on Google Drive with all polls)
- Fall GA in Hamburg (Dates will follow)
- Geneva leaving as well
- Courses with review comments online on google drive to be downloaded by representatives to make according adaptations → after revisions please send revised sheets with Track Changes to the secretariat
- Information Email to institutions affected by member fee changes will be sent out

Summary of most important points and next steps

- Get in contact with Copenhagen University again to get them back into the network?
- Organise Session on theory of change for the next GA (proposals by members from the network)
- Institutions to review all course resources on the website and report back to the secretariat which ones can be deleted

- Strategic vision group will write up new Vision and mission statement (two versions with different wording) which then will be voted on at the next GA
- New profile document will be written by Guenter and Rodney based on vision/mission statement
- Determine 2022 GA Dates and Locations & Voting on the future format of GAs (see [Google Drive](#) for all polls)
- Planning of next scientific session
- New WGs to prepare plan of action to be presented at the next GA (Winter 2022)
- Potentially organise tropEd facilitated Geneva visit for students from the network's institutions (not only for tropEd students but all students)
 - o Use as an opportunity for tropEd students to get to know each other and come together
 - o Use as an opportunity to give tropEd more visibility and to promote the network

To do Secretariat

- Prepare annual report (check minutes from June GA where propositions were made on how to improve the data collection and which data to add/remove from the current survey)
- Send around teaching in times of COVID-19 survey again (one week for institutions to respond)
- Remove LSHTM from the website
- Find facilitator for theory of change exercise during next GA
- Plan tropEd facilitated Geneva Visit to WHO and other organisations with ISGlobal, KIT and Charité and potentially other members
 - o Organise a meeting with representatives to discuss details

Feedback/Comments