



Network for Education
in International Health

Minutes of tropEd General Assembly Meeting
16th to 18th June 2016
Institute of Public Health, Heidelberg University
Im Neuenheimer Feld 365, 69120 Heidelberg, Germany

Meeting participants:

Alberto Matteelli (AM), Brescia;
Andrea Kinigadner (AK), Munich;
Axel Hoffmann (AH), Basel;
Bernadette Peterhans (BP), Basel ;
Carola Eyber (CE), Edinburgh ;
Curt Löfgren (CL), ümeä,
Doris Schopper (DS), Geneva;
Govert van Heusden (GvH), Antwerp;
Guenter Froeschl (GF), Munich;
Henry Lynn (HL), Shanghai;
Ina Hammesfahr (IH), Berlin;
Joan Tallada (JT), Barcelona;
Linda Karin Forshaw (LKF), Bergen;
Maria Martins (MM), Lisbon;
Ning Beyer (NB), Basel;
Pauline Grys (PG), Heidelberg;
Rodney Reynolds(RR), London IGH

12 Full members, 2 collaborating members.

1. **Welcome address:** Prof. Sauerborn warmly welcomed the GA to Heidelberg. He gave a short presentation about the history of University and the mission of the institute. He also introduced his successor at the institute, Prof. Till Bänighausen, who will join the institute soon.
2. **Prof. Olaf Horstick presented the current education and research activities at IPH Heidelberg. For details please see Annex 1.**
3. **Discussion round: Massive Open Online Courses (MOOCs)**

Prof. Sauerborn introduced the concept of MOOCs and the MOOCs in Global Health teaching. Example from the Institute of Public Health Heidelberg was given according to the following table.

Dimensions	Experience
Topic	Climate Change and Health
Audience	Highly adaptable: Policy makers, but also general audiences (mainly international experts on health management); one MOOC specifically geared towards Francophone Africa
Taught since (date)	First MOOC started in October 2015
Language(s)	English
Subtitling available?	Subtitles in French, Spanish, Mandarin, and over 40 additional languages (through youtube subtitle tool)
Bandwidth management	Very low bandwidth in LMIC, solutions: downloadable lectures and lecture texts in advance make MOOCs available on local university servers, disintegrate the lectures: only audio or only video (low-resolution video)
Number of subscribed participants	1500 (some only login once, some only listen to a few lectures)
Number of completed participants	About 300; attrition rate: 80-90%
Plans to accredit	Interest in accrediting, but no specific plans as it is still in a testing phase

Blend with previous courses	MOOCs seen as sequential/parallel, so separate courses, but material surely drawn from previous courses (short courses etc.) with different approach (more show & tell on Moodle)
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-Several issues were raised by plenary members:

- Not suited to all teaching styles/methods (such as more practical training)
- Tutorials (technical support for MOOC) should also be made available in different languages
- Financing: production initially quite expensive and time-consuming for lecturers; adjustment over the years fairly low-maintenance but still requires funds
- Finding the right software for each university (Basel raised some concerns about Course regarding data security)
- So far not allowed the ECTS credits earned through MOOC courses

-Key arguments for the addition of MOOCs to the teaching approaches:

- Trying out new things may yield unexpected results.
- There will be a break-even point in regards to the cost of the MOOC and the payoff through more interest also in presence courses (certainly a bit in the future).
- Quality improvement for courses on site through renewed engagement with the topics and teaching methods by the lecturers
- Great advertisement for an institute to promote the types of trainings, teachings offered on site; generates interest in presence courses of the institute

In general, many members of the network show interest in the topic and tropEd tries to collect best knowledge of MOOCs from the network. Above mentioned table will be circulated to the members to add own knowledge/experiences with MOOCs. We will form a task force that will discuss until the next GA.

4. Agenda of Heidelberg GA meeting is accepted.

5. Minutes of the Yogyakarta GA are approved without any changes.

6. Information from Secretariat

a)The following course accredited since last GA:

Amsterdam:	Monitoring & Evaluation in a dynamic health environment
Amsterdam:	HIV: Organising Effective Responses (HIV Resp)
Barcelona:	Global health organizations and programme management
Heidelberg:	Core course
Heidelberg:	Leadership and Change Management in International Health
Heidelberg:	Mixed Methods in International Health Research
Heidelberg:	Public Health and Disasters

b)Financial audit 2015

GF and AK have checked the financial report as internal auditors. They recommended that the tropEd EC receive discharge for their work in 2015. The tropEd GA approved

this recommendation unanimously. (11/11 representatives present, no rejection, no abstention) After voting, EC is released from their responsibility from the financial report 2015. The financial report will be sent to the lawyer.

c)2015 yearly report

The GA participants quickly reviewed the yearly report 2015. We have only received 16 answers from the institutional annual report. Therefore in these tables there are still some data missing. In the next GA, we will use some time to go through the questionnaire again to get better formulation the questions.

d)Agreement on the professional profile

The GA has agreed on this new professional profile: “An international/global health expert who engages in health-related challenges in inter-sectoral environments across multiple levels, ranging from the community to the international and global stage, with a special focus on disadvantaged populations. The expert formulates and implements sustainable actions guided by principles of equity and by scientific evidence.” It will be published on tropEd website.

e)Definition of tropEd student:

tropEd students are those students who sign the study contract to choose a track which allows taking at least one course outside the home institution during his/her master study or the students registered in a MIH programme with compulsory mobility.

7. ECTS grading system 2009/2015 -tropEd adaptation

ECTS has changed the grading system from a relative letter grade to relative percentage grades. It gives the home institutions some difficulties for conversion. How far it can influence our student mobility? How can we adapt to these changes? Whether all home institutions are aware of these changes and can interpret the grade report from other institute correctly?

In the meeting we have done some exercises to understand these changes together. We have found out that without a grading table of this graded course, we cannot interpret the percentage grade for the students. Therefore we will ask the grading table integrated into the tropEd grade report.

8. Recognition and working experiences

In our tropEd recognition requirements includes “*at least two years of relevant professional experience of which at least one year in low- and middle-income countries/societies (latter based on employer statements).*” In recent years, the percentage to get a paid job right after the study is decreasing every year. It is more and more difficult for young people. Many of them go for some internship at first. How do we evaluate and recognize the relevant internships? Do we still consider it is part of the

training or recognize it as working experiences? Do they have clear professional responsibility during the internship? We need to look at the employer statement by the end of the internship. If the students are really working in the field, we will recognize it as relevant working experiences. One suggestion is to allow the student get the working experiences within a certain period of time after the graduation date as well.

A task force is set up to work on it and will give a suggestion to the next GA. The group member includes: JL, CE GvH, RR and NB.

9. Creative forms of non-written assessment

There are many different ways to do assessment for a course. Some of them are really creative and show what the student has learnt through the course. Here is just to brainstorming in the network what could be used as assessment methods for our courses. For example to design a game, design an apps, play a small story/role play, posters, presentations, debates, peer reviews, develop a wiki page etc. The grading methods to this kind of assessment are also a challenge for the course coordinator. Normally the group members will get the same grade. The GA members can communicate continually about this interesting topic.

10. Accreditation and re-accreditation of advanced modules result please see annex 2

11. Membership Centre d'enseignement et de recherche en action humanitaire de Genève (CERAH)

Nuira undertook a site visit in May 10-11, 2016 to the CERAH in Geneva, Switzerland, as part of their application to become a collaborating member of the tropEd Network. She suggests the GA to accept CERAH as a collaborating member of the network. For the whole report please see annex 3.

Questions and answers:

Q: Who will sign the master degree delivered? University of Geneva?

A: CERAH is a joint center between University of Geneva (UG) and Graduate Institute of Development Studies (IUED). All diplomas will be signed by the dean of the medical faculty of UG, director of the IUED and Doris, so the diploma will be well recognized.

Q: ECTS calculation, CERAH offers 10 ECTS modules to the network?

A: Some other advanced courses could be more interesting to the students from tropEd. These are optional modules of our master course. It is not of our master's programme, but our students also take it.

Q: One ECTS credit is 30 SIT hours?

A: Yes.

Q: Future time? Any possible out-going students?

A: This year we have 28 masters students, 20 have scholarship, and they have no possibility to change the programme. The self-paying students do possible, but most of them come from countries in crisis and will have visa problems. Online courses are possible but they should fit with the topic of humanitarian action.

Q: Are there scholarships to tropEd incoming students?

A: So far not yet. It's only for the master students.

Q: What are the profiles of the students in the courses? A: We require bachelor degree, but most of our students have master degree.

After Vote, all twelve full members welcomed CERAH, Geneva Centre for Education and Research in Humanitarian Action as a collaborating member of tropEd network. We will add CERAH on tropEd website and the letterhead. The membership fee will be charged since 2016.

12. Election of Ex-officio EC member

Twelve full member institutions are legally represented at the meeting so the assembly is able to take decisions on the composition of the Executive Committee. GF stood for election of Ex-officio. After voting, he has received 12 votes. The chair then announced that GF was elected as new Ex-officio and will join into the tropEd Executive Committee for three years. GF accepted the position and thanked the GA for the vote of confidence.

13. Log frame

The current version of Log frame was the version from January 2013. From time to time it should be reviewed. Some small wording changes were adapted to the old version.

Because of the finance shortness and the unclear objective, we should move out the external evaluation since it is not yet the right time to do it. At the same time, we should look for any alternative methods.

How to increase the number of participation for GA meetings? Maybe we should make a survey for the reasons for not participating?. It was suggested to send out more background information about all agenda topics in order to allow the meeting participants to prepare the meeting properly. We may also try out in Amsterdam to have a session with student's committee.

The EC members will prepare the possible changes in the next EC meeting and send the the revised logframe to the GA before the summer break.

14. Plan the next joint alumni survey

Last tropEd network alumni survey was conducted 2010-2011, focusing at outcome of the program related to the 3 participating home institutions (Amsterdam, Berlin Basel). Target group were tropEd students with tropEd recognition.

One main difference to the previous alumni survey is that for the next survey we suggest to compare participants of the MIH programs with or without mobility. Target group will be expanded to: MIH graduates – both residential and tropEd (definition tropEd student: at least one module outside of home institution) Graduation between 01. December 2009 – 01. December 2014 (5 years)

Suggested time frame:

- Jun. 2016 Task force meeting to formulate survey objectives
- Jun. 16-18, 2016 Presentation of survey focus and objectives at the GA meeting in Heidelberg; feedback by GA
- Jul.-Oct. 2016 Compilation of survey questions
- Oct. 2016 Presentation of final questionnaire at GA meeting in Amsterdam; feedback and approval
- Oct.-Dec. 2016 Preparation for survey by participating member institutions
- End Dec. 2016 Sending out survey

The proposed objectives for the survey were discussed.

Proposed general objectives

- 1 To describe the outcome (and impact) of the Master in International health programme in MIH graduates from tropEd home institutions who graduated between 01. December 2009 – 01. December 2014
- 2 To compare the outcome (and impact) of the Master in International health programme between the above mentioned alumni who did experienced flexibility in choice of modules (content), location of modules (mobility) and timing of modules (part time-fulltime) during their master programme and those who did not.

Some specific objectives

Outcome:

- To describe the satisfaction of alumni with the programme
- To describe how confident alumni are in the competencies trained by the programme
- To describe whether the competencies gained from the programme have proved to be appropriate for the alumni's current work situation;
- To describe the developments in workplace and responsibilities and salary of alumni after completion of the programme

Impact

- To describe the perceived impact of the Master in International Health on the workplace of alumni
- To describe the perceived impact of the Master in International Health on the society alumni work in.

Flexibility

- To compare the outcome and impact of students with mobility to one or more other institutes with the outcome and impact of students without mobility
- To compare (specifically) the intercultural competencies of the students with and without mobility (maybe included in the previous objective?)
- To compare how mobile students evaluate the size and usefulness of the network they have obtained during their studies compared to non-mobile students.

- To compare the satisfaction (advantages and disadvantages) and job related outcome indicators between students with part time and fulltime programmes.
- To compare the satisfaction (and other outcome/impact variables?) with the programme between students that could and that could not choose different modules in the network.

Some suggestions from the GA:

- Send out invitation to all tropEd home institutions to join this survey.
- Whether received tropEd recognition or not could be one question in the questionnaire.
- We should not avoid evaluating impact. Impact is the changes in the organization related to the programme. We should also consider that impact maybe more related to personal social skills of the students. Do we also check the soft skills gained during the training?
- Barcelona is on the way to evaluate the impact of the PhD programme. Start to see where the students are and what are they doing.
- Some qualitative interviews are prepared.
- Maybe through employer's interview, what do they expect a graduate of a MIH should be able to do? There are so many organizations as main employers; we should be able to check with them.

15. Updates on some different issues:

Erasmus +: There were 69 applications to the Erasmus+ call and nine get the fund. Funding is for three years, in each year one track of a master's programme is set up. 20 students will come in house and do the core course. After that virtual mobility is used. There is no funding for tuition fees, but pay for travel costs and living costs. Two partners decided to change their platforms, to Campus and Moodle. IT person/coordinator will help to put the courses online. All course materials already exist, just need to be transferred to an online version. **The challenge** is to get all these courses accredited by tropEd. One is already in this meeting; the others will come in October.

In October we plan a half day seminar focus on the Erasmus+ experiences on online courses. It is possible to pay some travel costs for overseas tropEd partners.

WHS: We are invited through WFAIGH to the next World Health Summit in Berlin. The president of this organization invited us to be there as a network. We need to think about what could be our topic. We are leading the definition of education in global health.

EAGHA: no news

ECTMIH: Next conference will be in Antwerp in 2017, we should make sure there will be one education session. Maybe the result of the second alumni survey will be ready by that time.

PhD: The selection has been done.

Health system research conference will be in Liverpool in two years. Whether the tropEd network would like to be involved in it as well?

EV4GH: Emerging Voices for Global Health is an innovative multi-partner blended training program for young, promising and emerging health policy & systems researchers, decision makers and other health system professionals with an interest in becoming influential global health voices and/or local change makers. EV4GH coaches “Emerging Voices” to participate actively in international conferences where global health issues are addressed, and to raise their voice in scientific and policy debates.

Marie Curie programme in September/ October will be the next call, ITN: Innovative Training Networks. Some institute might be interested about it. It must consist of at least three institutes from three countries from the EU and Norway and Switzerland. It focuses on PhD training and even beyond. Deadline is 10th January 2017. There is also Marie Curie Co-fund for existing programmes.

16. Upcoming meeting, dates & locations

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| ➤ | October 2016 27-29 October | Amsterdam |
| ➤ | February 2017 | Barcelona (date to be decided) |
| ➤ | 22-24 June or 29 June to 1 July | Munich |
| ➤ | Sep/Oct. 2017 | Antwerp? |

Ning will send out a **doodle link** for the meeting dates in Barcelona and Munich.

17. Other issues:

- **Membership of Muhimbili, Tanzania:** They haven't attended any meeting for at least five years now. Secretariat will try to send an official letter to Muhimbili and ask about their willingness of maintaining the tropEd membership. On the other hand, we should try to contact the network of universities in Africa instead of the contact of single institute. The GA has empowered the EC to approach these networks.
- Liverpool should be contacted again about their membership application.
- We can also try to invite the **two new membership applicants** to the GA meeting in Amsterdam.
- Are we going to use some tools such as google hangout to assist the overseas participation of tropEd meeting?
- We should plan a session to review the keywords in Amsterdam GA
- We should make a session to review the institutional annual report template.
- We should discuss the regulation of the drop out institutions with valid courses.