



Network for Education
in International Health

Minutes of tropEd General Assembly Meeting

16th to 18th May 2013

School of Public Health, Fudan University

Participants:

Axel Hoffmann (AH), Basel;

Biao Xu, (BX), Shanghai;

Cláudia Conceição (CC), Lisbon;

Deborah Didio (DD), Bordeaux;

Maxine Whittaker (MW), Brisbane;

Ning Beyer (NB), Basel;

Nguyen Thanh Huong (NTH), Hanoi;

Nuria Casamitjana (NC), Barcelona;

Pauline Grys (PG), Heidelberg;

Prisca Zwanikken (PZ), Amsterdam

Siswanto Agus Wilopo (SAP), Yogyakarta;

Shirley Pollak (SP), Copenhagen;

Stuart Anderson (SA), London;

Therese Hesketh (TH), London;

Ulrike Taschbach-Hörsch (UTH), Bonn;

Wongsa Lashasiriwong (WL), Khon Kaen;

Xu Qian (XQ), Shanghai;

Yingyao Chen (YC), Shanghai;

Yuan-Li Zha (查远莉) (YLZ), Wuhan;

Yves Buisson (YB), Vientiane.

9 Full members

7 Collaborating institutions

1 Guest

1. Welcome address

Mrs. Dongmei Yin, the CCP party Secretary from Fudan School of Public Health, has warmly welcomed tropEd to have the General Assembly in Shanghai. She said becoming a member of tropEd network has improved their comprehension of curricula pattern and teaching means. And the cooperation between Fudan and other universities in a variety of areas has been enhanced as well. She acknowledged the cooperation and support from all tropEd members to Fudan and wishes the group to have a wonderful time in Shanghai. (More details please see **Annex 1.**)

2. Fudan School of Public Health and its academic activities

Mr. Yingyao Chen, vice director of Fudan School of Public Health, gave the history of the school and the current academic activities. The school was established in 1952 and it is now the leading school of Public Health in China with the disciplines of Social Medicine, Health Care Management, Epidemiology and Biostatistics. There are 132 employees of which 97 are R&D personnel. Since 2003, there are 906 MPH students (including a few foreign students) in total (411 graduated, 495 studying at school now). 52% of research funds come from international grants. international partners at School level, for example Johns Hopkins, UCLA, Tulane, Hawaii, University of Utah in USA; Sydney, Adelaide, Griffith in Australia, Umea, ESSEC in Europe, and Université de Montréal in Canada. Prof. Chen presented the main research areas in Fudan in different disciplines. (For more details please see **Annex 2.**)

3. Minutes of Brescia GA and Agenda Shanghai GA

The minutes of GA meeting in Brescia and the agenda of Shanghai GA were approved without corrections.

4. Office report 2012

AH presented the tropEd office report of the year 2012. It will be put on the tropEd website. The names of students who received tropEd recognition will not show in the report on the internet. This report is attached as **annex 3.**

5. Information point and updates from Asia partners

The Department for Infectious Diseases and Tropical Medicine, Ludwig-Maximilians Universität München has applied to become a tropEd member. They will come and present their unit in Copenhagen GA.

Indonesia: Developing the course “Social determinants of Health”, maybe will be submitted for accreditation in the near future. A lot of networks are working on this course together. GIZ is going to offer funds to courses.

Khon Kaen: Right now five programmes are offered; a new one year programme: Master of Public Health in International Health is going to be launched. It is a modular one-year international programme. Students can have their health service systems practicum in other countries such as Lao PDR, Vietnam, Cambodia, Myanmar. **More details please see Annex 4.**

Hanoi: Due to the policy changes, the School is introducing the Master programme in 1.5 years, instead of 2 years. They are working more closely together with CDC and other universities to improve the quality of the programme. In this September, they will offer a course on social determinants of Health. They are also planning to offer a master programme in Disaster Management.

6. Membership issue: Institut de la Francophonie pour la Médecine Tropicale, Laos.

Prof. Buisson introduced the Institut de la Francophonie pour la Médecine Tropicale in Laos to the GA. This institute was started in Feb. 2000 and is located in the centre of Vientiane, the capital of Laos. The teaching language is French under the objective of "Use the French language to emphasize partnership and intercultural dialogue based on mutual respect".

The Master of tropical medicine and public health programme has totally 230 students and 35 are on-going students. Students are coming from Laos, Vietnam, Cambodia, China (Yunnan), Madagascar, Africa and so on as well as researchers from France, Switzerland, and Canada. In these 10 years, 101 articles have been published in peer reviewed journals. The Master degree is awarded by the National University of Laos and it is recognized by Universities of Cambodia, Kunming (Yunnan) and Antananarivo (Madagascar). They also have double degree agreements with the Medical University of Haiphong (Vietnam) and Laval University (Québec, Canada). **More information on research topics please see Annex 5.**

Questions and answers:

- NC: It is an interesting programme. Do you have student coming from France as well?
 - YES.
- NC: is the programme recognized in Laos? the national accreditation?
 - There is no official accreditation of this programme. But there is no problem for the student to apply to PhD.
- DD: The cooperation with French universities?
 - There are only Canadian university but no French universities.
- What about the mobility requirement?
 - Because of financial issue, we cannot include many students to the practice in other countries.
- MW: The programme is still very focused on tropical medicine, what about the public health aspects?
 - We would like to look for another institute to enhance our public health aspects.
- PZ: Whether you can send out students to other partner members?
 - There are no administrative barriers.
- PZ: Proof of language?
 - Not the standard tests but students need to show the language level to the professors.
- Background of students: proportion of other background?
 - 100% doctors

After close discussion, the GA decides to welcome IFPMT to go on with the application procedure and fill in the self-evaluation report. Maxine will give her assistance on this report,

especially on the details on the teaching programme. When this report has been received and proved by the EC, tropEd GA will arrange the site visit to Laos.

7. Memorandum of Understanding

In France, a written formal agreement is required in order to carry on network activities and to pay membership fees. It is maybe the same situation in some other partner countries. Therefore DD has taken the initiative and drafted the Memorandum of Understanding for discussion. Some comments are received:

- Take out the numbers of institutions, and include the non-European, Title of the network.
- MoU means different things in different legal systems. We should try to avoid unnecessary problems. If there is no problem that a member does not sign this documents, we should only leave it to the institutions, who really need it instead of make it obligatory to all members.
- Many of our members have no authority to sign this paper; it needs to be send to the president of the university.
- It should be simplified and shortened to one page
- Sometime when institutions need to offer joint courses, such kind of binding documents is needed as well.

Small working group with DD, MW, AH, NC will revise it and send the second draft before the September GA meeting. It was suggested to collect the information from all members, such as what does it mean of MOU in your countries/universities to be more precise in the second draft.

8. Education in International /global Health beyond 2015.

In 2015 the period of the MDGs is over – and by now it might be that the topic «health of populations» will play only a marginalized role in the future SDGs. How overall development goals will be linked to health issues? What are the top priorities to achieve better health of populations globally? We see the changing context and the challenges, and are we prepared for these changes? tropEd has to critically reflect, if our programmes still contributes to this ambitious goal, or if we have to revise our curricula according the changing environment. The future role of tropEd could also shift to being a broker of important health topics in global dialogues. How to link health and development in their professional work?

There are three major topics mentioned by the summary of the Stockholm meeting: (R. Horton, The Lancet)

- Non-communicable diseases
- Climate change
- Health inequalities (or inequities)

In addition: gender inequality (or inequity), balance of theoretical knowledge and practical skills of our students, and so on.

At network level, in our Uppsala GA meeting we have identified several content areas that we should pay attention to. At the institutional level, most of our members have discussed the strategy towards the future changes. For more details please see the presentations from all members in **Annex 6**

Discussion:

What are we already doing? Where are the gaps? What has the major implication for the network? Whether it is still worth to get students from developing countries coming to Europe every several years or we should more focus on the support of the capacity building in their own country?

Maybe we should start with the keywords. Many content we have already included in our curriculum but not reflected in the keywords. And what else we should include in? Whether we skilling the people to face the future whatever the new problems are? Did we include the sustainable professional development into the professional profile of our students?

The following keywords were suggested to the network:

Advocacy; Injury (not accident); Chronic /NCD; Aging; Universal health coverage, Public Health, SDH, One Health, e-Health, Evaluation, Sustainable development, Infectious & Chronic double Burdens, Global Health Security

Themes for GA:

- Accreditation and Certification
- Regional public global health training capacity

Topics /Modules to be add:

- Food Security
- Climate change
- Environmental Health (global Change)
- Health Promotion (SDH)
- Mental health
- Skills development-education
- Health information system

For the core course: We should be clear that SDH is included and NCDs are spelled out. Health in fragile states is also one important topic that we should mention in the core course.

For the teaching methods: We should ensure the focus on competency based methods, continuing professional learning, and critical analysis & approaches.

All these discussions will help the future strategy planning of the network and will assist the tropEd session in 8th ECTMIH and WHS.

9. Course accreditation and re-accreditation

Please see the minutes of this session in **Annex 7**

10. EM report

DD updated the GA about the EM programme: The secretariat received the confirmation of 2013-14 candidate selection on 9th May. All selected candidates were confirmed as Erasmus Mundus scholarship holders for the coming year. The awarded scholarships are 11. Of which, 4 non-Europeans, 4 Europeans, (but only 2 actually awarded because of lack of applications from Europeans) and 3 scholarships for South and East neighbour countries and Western Balkans/Turkey. The represented nationalities are respectively: Nepal, Ethiopia, Rwanda, Vietnam, Ireland, Lithuania, Syria, Armenia, Macedonia. Seven self-funded applicants were received. Two were evaluated as not eligible, three of them were evaluated as eligible and two evaluations have to be finalised by partners.

Discussion on future European Programme for 2014 - 2020 "Erasmus for All":

The secretariat updated the partners about the new "Erasmus for All" programme, a 5-year programme promoted by the European Commission for education and training for 2014-2020. All programmes in education, training, youth and sport will merge in one. Erasmus Mundus will then be integrated into it. The new regulations, call for applications, proposals and impact on current running programmes will be announced either in autumn 2013 (best scenario) or in early 2014 (more realistic scenario), because the trilogies between the EU Commission, the EU Council and the EU Parliament about the budget to be dedicated to this programme is still on-going. The question on consortium institutions' involvement was asked.

The agreement will be open the discussion to the tropEd partners during the next General Assembly in September. The EM secretariat will prepare a draft document summarizing the current programme outcomes, future needs/objectives, lessons learned from the consortium and students' points of view to be presented to the September meeting.

For information, enclosed (**ANNEX 8**) the power-point presentations shown during the last conference of the EM-iDEA (EM Action 3 initiative for Promotion of European higher education) on Erasmus for All: New opportunities for Higher Education (Vito Borelli, Head of Sector, Erasmus Mundus and China Desk, European Commission DG Education and Culture) and (**ANNEX 9**) Lessons learned from the first generations of EM Master courses (José Gutiérrez, Deputy Head of Unit, Erasmus Mundus and External Cooperation, European Commission Education, Audiovisual and Culture Executive Agency).

For more information on this initiative and the project: <http://www.em-concilium.eu/page1681.html>

11. Possible Guidelines for tropEd eLearning courses

tropEd considers to develop a tropEd guideline for setting up and accrediting e-learning courses. UTH has taken this initiative: She reminded the group what the aim of this guidelines should be – to ensure the quality of e-Learning courses/ distance education for all tropEd members what will help to develop a common understanding of it.

UTH took the experiences from GIZ and mentioned the necessities for all eLearning courses:

- Each course has a virtual classroom and enables the interaction of the students with the teacher.

- A good variety of different communication tools such as photos, links, videos, discussions, chats, Wikis, Library, and Glossary should be used for the content and the learning-process.
- The learning material should obtain also skills, Assignments, case studies and group work.
- Instructional or Didactical Design: special learning design

There are seven didactical Principles: (from GIZ)

1. Participation: ownership
2. Diversity: Blended-Learning, audio-visual materials etc.
3. Practice guidance: Case studies, e-Coaching etc.
4. Participant-oriented: self-oriented learning
5. Tolerance: all participants are equal in the Cyperspace
6. Transparency: open discussions of the expectations and aims; defining the roles and tasks.
7. System Thinking: e-Facilitation/e-Coaching for a broader discussion forum.

There are several related questions for tropEd :

- tropEd recognition: Distance education (every time combined with a tutor and a teacher) may count for a max. of 10 ECTS in the near future.
- Perhaps a standard for the length can be fixed: one course consists of 3 to 6 modules and the time to work on it is per module (three or four weeks) 25 hours max.
- The four points of Part one are formulated as Guidelines for new eLearning courses.
- In the tropEd formula for accreditation the explanations for eLearning and the guidelines should be added.
- Special courses to become a tutor or to establish an eLearning course should be offered
- UTH can recommend a tutor, who can also help to establish a course.

In some institutes, for example Heidelberg, e-learning courses are under planning. Therefore this guideline and accreditation template for eLearning courses would be very helpful. Some concepts must be explained at first, for example, Which kinds of courses are defined as distance based courses, blended courses; when do we call a course an eLearning course, whether the eLearning part of course will be calculated extra to this 10 ECTS; and so on. In LSHTM, distance learning is defined based on the student are not necessary to leave their home country. We need to set up the minimum requirement for the quality assurance of the tropEd courses.

A small group was set up and will work on this topic. It will prepare the glossary for eLearning related terms. And draft the section for the eLearning course in the handbook for course accreditation. Also the quality control criteria for eLearning courses should be included. The group members are: PG, NB, PZ, MW, UTH.

12. Preparation of 8th ECTMIH in Copenhagen and WHS in Berlin

The tropEd session at ECTMIH is planned on 11th September 10:45 to 12:15. The abstract is submitted and accepted. The topic is "Global health education beyond 2015: what (and how) do we teach students to face future challenges?" It is planned as round table discussion. The

session will focus on the future challenges of postgraduate training in international/global health regarding the post MDGs scenario. We will try to get different perspectives on this issue from academia, stakeholders, professionals and students in the field with a trans-disciplinary vision. NC will be the moderator. Axel, Steffen and Peter Hills will join this session, someone else as employer or other global health stakeholders will be invited as well. Prof. Xu has submitted her abstract and maybe in Copenhagen too. NC and MW suggest the following four questions for the discussion based on the result of the related discussion in this meeting:

- Why we are moving from tropical medicine to global health? What are the concepts behind this?
- What are the changes already happened and what will come in the near future?
 - Changes in profile of students / in our graduates way of working / in type of employers / universities / funding
 - Need for continual professional learning / soft skills (communication, management/, advocacy ...) / other disciplines
 - Increase capacity at local, regional level to provide postgraduate training / research
 - Emerging themes / burden of disease / training approaches (eLearning, MOOCs)
- How is the post-graduate training community already responding? Both at global and at network level
- How do we and our stakeholders think we should respond? Any ideas from network, from stakeholders: employers, students,, Any new roles?

There are also other sessions related to education, the one from EAGHA is mainly focused on medical students. The other education session is “Educate health workers to face the future challenges” from Edinburgh. We will try to coordinate with these two sessions to avoid overlapping on topics.

We should be careful about the type of audience sitting in this session. What kind of messages our audience can take with them? Not only think about what we can tell them.

World Health Summit is scheduled on October 20. to 23. 2013 in Berlin. There is a session on education in global health. This session is chaired by Charité. It has not been decided yet to have separate tropEd session and EAGHA session, or a joint session. The group suggests having a joint session since we may not have the resources to organize one session shortly after the ECTMIH and GA meeting. There will be many medical students joining this event. We are not in the driving position in the WHS, and we should wait for the request from the organizing committee and then react to it. The other suggestion is to organize the tropEd Alumni meeting during the WHS in Berlin. But the GA prefers to organize the alumni meeting during the tropEd 20 years celebration in September 2015 in Basel.

13. Recognition

There are two applications received. One is from Silvia de Weerdt, who has fulfilled all requirements and the tropEd recognition can be awarded. The other candidate do not has enough credits gained from other institutions outside the home country (distance learning courses does not count as foreign credits.). Therefore the tropEd recognition cannot be awarded.

14. External evaluation

tropEd may think about to invite someone to join the Umea meeting for the external evaluation. Therefore we need to make it clear about the TOR in Copenhagen meeting.

15. Report on exit interview

NB has given the feedback on the exit interviews. This interview was started last year. Until May 2013, we have send out 28 invitations and two reminders; we have only received 8 answers (Edinburgh 1, Amsterdam 3, Berlin 4), (EM student 1, self-payer 6, employer funded 1). The average study time is 3.5 years to finish the Masters study (non-EM). 75% know that they have the choice of starting the tropEd MIH programme at different home institutions before them come to the programme. 88% always can get a place in the advanced modules. 75% will apply for tropEd recognition. All of these graduate think the tropEd MIH programme has contributed to their career prospects and will recommend the tropEd MIH programme to a colleague. Three Graduates have given their names and contacts to this interview.

Studying in different tropEd institutions in different countries gives diverse exposure and great learning experience; for the flexibility in time in the programs; something new apart from previous work, to sharpen research skills, to complement the educational profile; interest in tropical medicine and public health and gain better insights into the principles and theories in IH are the reasons why they choose to do a tropEd master. Private life, costs, recommendation from colleagues/friends, and degrees are the reasons why they choose the specific home institution.

NB has summarized the satisfaction from the graduates from different aspects and the suggestion/comments they have given. **For more details please see annex 10**

tropEd decides to have this feedback on exit interviews in every May meeting.

16. Proof of tropEd profile document

Revised tropEd profile document is proofed. It will be published on tropEd website. **Please see Annex 11**

17. Future meetings:

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|-----------------|--------------------------------------|
| 8-9 Sep. 2013 | Copenhagen (Conference10-13.Sep.) |
| 22-24 Jan. 2014 | Umea Wed.to Fri. |
| 20-24 May 2014 | Edinburgh |
| Sep. 2014 | Bergen |
| Jan. 2015 | Australia? |
| May 2015 | Amsterdam? |
| Sep. 2015 | Basel (Conference/20 years Jubiläum) |

To do list

| Nr. | Task | Who | When |
|-----|--|--------|---------|
| 1 | Office report onto tropEd website | NB | In June |
| 2 | Fill in self-evaluation form with help | YB, MW | |

| | | | |
|---|--|---------------------|---------------------------------|
| | from MW | | |
| 3 | Second draft of MOU | DD, MW, AH, NC | Before Sep. GA |
| 4 | Prepare a draft document summarizing the current programme outcomes, future needs/objectives, lessons learned from the consortium and students' points of view | EM Secretariat | Present in September GA meeting |
| 5 | Draft the guidelines about distance learning and to be added to the handbook for course accreditation | UTH, MW, PZ, NB, PG | Present in September GA meeting |
| 6 | Prepare the tropEd session in 8 th ECTMIH | NC, AH and more | All the time until September |
| 7 | TOR for external evaluation | Not clear | Not clear |
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