



tropEd September GA, 2022 in hybrid format BNITM, Hamburg

September 22 - 24, 2022

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Student Session

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Conclusive Session

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Executive Secretary: Guenter Froeschl (LMU)

Secretariat Coordinator: Rayan Korri (LMU)

President Elect: Jani Puradiredja (BNITM)

Institution Representatives (registered)

Guenter Froeschl (GF)	LMU
Rayan Korri (RK)	LMU
Karin Gross (KG)	Swiss TPH
Alberto Matteelli (AM)	Brescia
Beatrice Formenti (BF)	Brescia
Govert van Heusden (GvH)	ITM
Bruno Broucker (BB)	ITM
Rodney Reynolds (RR)	Individual
Marie Lindkvist (ML)	Umea
Angelica Johansson (AJ)	Umea
Jani Puradiredja (JP)	BNITM
Ricardo Strauss (RS)	BNITM
Nuria Casamitjana (NC)	IsGlobal
Hans-Friedemann Kinkel (FK)	Charité
Eva Mertens (EM)	BNITM
Georgina Pearson (GP)	QMU
Charlotte Morantin (CM)	ITM
Francine Egberts (FE)	KIT
Fernando Costa (FC)	KIT
Lisa Hoffaeller (LH)	LMU
Megumi Nagase (MN)	Witten Herdecke
Farzana Yasmin (FY)	Witten Herdecke
Anne Fabricius (AF)	Heidelberg

Joao Piedade (JoP)	IHMT Lisboa
Miriam Müller (MMü)	Student representative
Sven Gudmund Hinteraker (SGH)	Bergen
Kafuruki Shubis (KS)	IHI
Mubasysyir Hasanbasri (MH)	UGM
Carlos Linares (CL)	Instituto Nacional de Salud Pública
Hahn Trang (HT)	Hanoi University
Biraj Man Karmacharya (BMK)	Kathmandu University
Tatiana Giusti (TG)	Caracas University of Venezuela
Belkisyole Alarcon de Noya (BAN)	Caracas University of Venezuela
Nathan Bertelsen (NB)	University of Minnesota

Institutional Members: 18

Individual Members: 1

Institution representatives for self-presentation: 4

Students (registered)

Abayomi Adeosun (AA)	Swiss TPH
Francesca Marsiglia (FM)	ISGlobal
Tamara Mosimann (TM)	Swiss TPH
Solomom Wafula (SW)	BNITM
Dewi Kharima (DK)	UGM
Mohammed Saeed Binali Al Haj (MBH)	Heidelberg
Elham Mozafarian Pour (EMP)	Charité
Zandile Masangane (ZM)	Swiss TPH
Janet Ahieng Omondi (JAO)	Heidelberg
Agrin Zauyani Putri (AZP)	Heidelberg
Doumbia Cheick (DC)	BNITM
Sarah Gruninger (SG)	BNITM
Enny Brouns (EB)	Heidelberg
Hassan Osman (HO)	Heidelberg

Day 1: 22.09.2022

Present: GF, RK, KG, AM, GvH, BB, RR, ML, AJ, JP, RS, NC, FK, EM, GP, CM, FC, LH, FY, JoP, MMü, SGH, MH, TG, BAN, NB, TM, AA.

10:00 - 10:30: Welcome by BNITM' director: Prof. Dr. med. Jürgen May.

He gave an introduction on the history on the institute; its research highlights; laboratory infrastructure; activities in training, capacity building, teaching, and education; research and training co-operations in Africa.

10:30 – 10:45: Round of introduction and group picture

Session 1: Office Update (10:45-12:00)- Chair: GF

Reviewing June GA Minutes

- **No objections to June GA Minutes, voting: 11 acceptances and 4 abstentions.**

Office Update / News from the Secretariat/ Finances

- Rayan Korri is the new tropEd secretariat coordinator.
- Updates on finances: Axel Hoffmann is still responsible of tropEd finances with the bank account being also in Basel. In order to move it to Munich, where the secretariat is based, all present and past EC members should appear together in the law firm in Basel for the signing. Günter communicates with Axel for updates regarding finances.
- Membership fees: for still opened membership → please submit your payments as soon as possible. Invoices regarding the memberships of next year will be sent in early 2023- before the Feb GA.

Membership issues

- Bonn University: has submitted its self-report and a non-German EC member or another experienced tropEd member should go for the site visit. RR is interested in doing that and he will be put in contact with Bonn Uni through the secretariat. ML will go instead of him if the visit cannot be arranged during the presence of RR in Europe (2nd week of October).
- Kathmandu University: would like to give the presentation during the GA online. They could not make it in presence due to health issues. Based on the bylaws, they have to do it in presence. Therefore, the secretariat informed them that their presentation will be postponed to the Feb GA.
- Discussion raised out of this point: should we allow online presentation during the membership procedure?

- GvH: it should only be allowed in case of force majeure.
- NC: the attendance in presence is important in order to establish a relationship with the applying institution.
- BB: there is a contradiction in allowing GA participations online but not allowing online self-presentations.
- JP: we should take into consideration the cost of making the trip.
- FY: we should take into consideration the organizational obstacles such as visa issues.
- GF: it is important to see the people at least once.

→ Final decision: not voting on changing or interpreting the bylaws now; however, this point will be on the agenda of the next EC meeting.

Working Groups (WG)

Scientific session

- ML: as decided in the previous GA, it is necessary to put a continuous and sustainable plan with fixed topics and slots.
- BB: we have to structure a plan for next year and reflect on the inputs that we want to have.
- GF: it is not possible to use the budget in order to invite external speakers. Please contact ML if you have suggestions for the next GA.
- JP: it is easier to invite speakers within our institutions.
- NC: it is very important to plan ahead.
- RR: we should use the opportunity of inviting PhD students to the scientific session. RK as an example.

tropEd recognition

- GvH received two requests and shared them with FY. One of them was from ISGlobal and the other from Swiss TPH. They found them good examples of tropEd students who gained many experiences and moved in different tropEd institutions. Additionally, there files were extremely well prepared and complete.
- FY and BB will be responsible of tropEd recognition in year 2023.
- In order not to always change the names of the people rotating in this WG, it is better that the secretariat receives all documents from the students and forward them to the WG.

Teaching in Times of COVID-19

- JP: Solomon, a PhD student at BNITM, is analysing the descriptives of the latest data. We want to have one more survey to see how the courses are being implemented now (manageable pandemic). Students will be included in this additional survey. The 1st survey results were published in BMC Medical Education.

Proposition of a new WG: tropEd summer school

- BB initiated the idea of tropEd summer school. What that could be? Should not be long but a summer school where we all contribute.

- NC: ISGlobal is having spring and summer schools which are done online without any charge. ISGlobal is reaching out to hundreds of people through that. Students get a certificate but no credits during the schools. However, postgraduate students (mainly African and Latin American students) come back and take courses at ISGlobal.
- NC and JP will be the focal points of this group. They will draft a clear idea and approach institution representatives. FY, RR, and KG are interested in joining.
- Aim: to have an online tropEd summer school in 2023.
- The WG will be evaluated in 12 months.

Course Accreditation

- 10 courses for re-accreditation: Swiss TPH with 4 courses (all in Cat. 1), ISGlobal with 1 course (Cat. 1), Charite with 3 courses (2 in Cat. 1 and 1 in Cat. 2), Bergen University with 2 courses (1 in Cat. 1 and 1 in Cat. 2).
 - KG: there was no time to reflect and discuss during the accreditation procedure. The meetings for discussions should be scheduled early.
 - GF: it is the responsibility of the EC of each reviewing group.
 - ML: the EC member should write to the reviewers as soon as he is assigned to a group.
 - RR: we need to have more time especially in case of huge time difference between countries.
- Solution: the submission of course sheets should be 2 weeks before the GA: 1 week for reviewing and 1 week for discussing.
- Courses in Cat. 2 should be sent to RK with track changes. RK will put in on the drive so the EC can decide about it.

Session 2: Scientific Session (14:00-16:00)- Chair: ML

Presentation by Prof. Eischbaum on: "Decolonisation of Global Health Education"

- Main discussion points after the presentation:
 1. FK: ideas of empathy and mutual understanding → these should be built before we start talking about the topic. Emotions are a string element of us as Humans.
Response by Prof. Quentin: emotional damage should be brought in the debate
 2. RR: Asia not being mentioned in this topic. How is decolonisation is being actually actioned in the program of the institute?
Response by Prof. Quentin: Africa is a point on interest; however, different webinars address different areas of colonialism. Decolonialisation in the medical school curriculum.
 3. NB: how can colonizers vs. colonized be transferred to doctor-patient relationship?
Response by Prof. Quentin: relate it to how can we get it through a more humble and equitable relationship?
 4. ML: how can we decolonize the curriculum in Master programs?
Response by Prof. Quentin: we should not approach it as epidemiologists, but we have to go back to history and understand the racial bias. It is not about questioning western scientists but to have equity and equal distributions (exp. Vaccines),
 5. GF: are we trapped in this circle? Example of Doctors Without Borders.
Response by Prof. Quentin: these organizations have a purpose, but they should change their approach to do it in equitable matters. Maybe have redistribution of fundings?

6. LH: how in agency understood? Social scientists vs. Physicians. Additionally, empathy across cultures should be learned through narratives. How do we do that?

Response by Prof. Quentin: it is hard to get ne concepts in the medical curriculum. We should get the attention of students on this topic through a selective and an attractive syllabus.

7. NC: there is no single definition of global health. So maybe we should start with that? People see history in different ways- empowering ourselves vs. blaming ourselves → this is decided based on own experiences.

Response by Prof. Quentin: we should add the word “equity” to global health. The global south should speak their mind and we should ask them directly of ways in which we can help. Agency should come from the south. Regardless of the white guilt, we still publish the majority of papers per year.

8. FC: we must focus on equitable partnerships. Global south wants to set up their game → the importance of working in parallel: south and north.

Presentation by Mr. Martin on: “tropEd & CUGH: opportunities for collaboration”

- Main discussion points after the presentation:

1. NB: why are the annual meeting of CUGH not done outside of North America?

Response by Mr. Martin: mainly for financial and legal risks. But meetings were also held with the American University of Beirut and our partner institution in South Africa.

2. NC: what is the framework of collaboration with tropEd?

Response by Mr. Martin: to form a WG that determines the activities that can be done together. tropEd should not be a member of CUGH to have the WG.

3. AM: one of the main characteristics of tropEd is to encourage students to travel and have different courses in different institutions. Does CUGH have that? Also, tropEd provide a standard for education which are approved by the governors of the network. Does CUGH have that?

Response by Mr. Martin: no, CUGH have none of the mentioned above, but it is something they would like to share with their members. People outside the US can join the thesis advisory committee (TAC). North American students like to go abroad but a partnership and students exchange is needed for that.

- Other points of discussion:

1. GvH: we only have voting members. Are we saying that we want to have a new type of membership with such a network? What do we have bylaw: networks can have a membership, where there is a mutual office membership. So, the representative can actually have a vote. This point should be discussed in case we decided to go for a collaboration.
2. FK: is it really of interest? There is an accumulation of power taking place through American universities in Washington, D.C. There is a neoliberal thinking of colonialism through providing products and services. Can LMICs think globally?
3. RR: with the option of trying a WG outside memberships. It will give an opportunity to start a trans-Atlantic conversation where we think creatively and articulate all these issues.
4. GF: agrees on the idea of a WG. Mo fees or voting rights should be both ways. However, a WG s also important for structural reasons: not to keep US as a white spot on tropEd map.

Closing of Day 1 of the GA.

Day 2: 23.09.2022

Present: GF, RK, KG, AM, GvH, BB, RR, ML, AJ, JP, RS, NC, FK, EM, GP, CM, FE, LH, FY, JoP, TG, BAN, NB.

In parallel: Student Satellite (09:00 – 12:00)- Chair: MM, TM, and AA.

Session 3: Membership Self- Presentations (10:00-13:00)- Chair: AM

Caracas University of Venezuela, by Dr. Belkisyole Alarcon de Noya

- Main discussion points after the presentation:

1. NC: is language an issue? Having courses only in Spanish? In which mode are the courses delivered?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: we have bilingual instructors who can deliver the courses in English. We had successful collaboration with Panama (Tropical Medicine Diploma that was delivered online) and Columbia (teachers were nationals and internationals). However, the worry should be around fieldwork. This cannot be replaced online, and students will have to be in Venezuela. Financial support is needed for that. Our courses can be adapted for diploma and master's degree. As for credits, it can be adapted to the system in Europe and tropEd. Certificates will be received from the Faculty of Medicine.

2. AM: do you have module versions for the short courses? Do you have a master's degree compared to master's in international health/ Global Health?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: No, but we can find a solution for that. There is a master's degree in parasitology which is multidisciplinary (vs. the diploma which only of medical students).

3. GF: we should pay attention to the local context of courses. Regarding the language, does it make sense to make new courses in English for new students who might or might not come? Alternative: English courses to local students as well so they are prepared for the international context.

Response by Dr. Alarcon de Noya/ Tatiana Giusti: students in Venezuela are not used to English courses. Suggestion: have international modules for university students in the whole country. We can have 15 to 20 students per English course in order to manage it well, especially for the fieldwork.

4. GvH: your work is very clinically oriented. How do you connect it to the field of public health systems and policy making?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: there should be an involvement from the National Health Program in order to have that perspective. There is a school of Public Health in the university. It is an independent school but part of the Faculty of Medicine. So collaboration can be done.

5. GP: are students in Venezuela allowed to take tropEd courses? Is there a possibility for students' exchange?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: yes, there are credits that can be acquired outside of Venezuela. Courses arrangements can be done based on specific requests- Individual Program.

6. NC: will you be able to take care of the logistics so students can come to Venezuela?

Do you have a specific process for courses accreditation in order to assure quality?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: students coming from EU can stay up to 3 months in Venezuela without a visa. Diplomatic work should be done in case the stay is longer, but that should not be a problem. Students with other nationalities will have other rules. Accommodation can be arranged. As for accreditation: there is no systematic process for that. There is not a lot of experience in Venezuela regarding that.

7. JP: tropEd can be a benefit for Caracas Uni. Is it possible to have advanced modules in collaboration with the Public Health Department?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: collaborative modules are very welcomed. We provide lectures on Epidemiology in the Department.

8. GF: which course would be the first one to be submitted for accreditation by tropEd?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: the short courses of the diploma (up to 5 weeks in total). Example: Break-out course.

9. GF: stressing on the point of commitment, active participation, and pre-condition: participation in at least one GA per year.

10. FE: how many people do you educate each year?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: diploma (20 students per year), MSc. (5-6 students every 2 years), 2 PhD students.

11. AM: is it possible to change the diploma for MDs in order to make it more attractive for tropEd?

Response by Dr. Alarcon de Noya/ Tatiana Giusti: Yes, it is possible to change it for other disciplines.

- Other points of discussion:

1. GF: they have interesting courses, they showed interest in the accreditation process of tropEd, they are similar to BNITM (having courses but not a program).

2. JP: they will be another hub in Latin America for the field of epidemiology, which is also very attractive to the US (taking into account the time zone). They offer topics that are in the heart of international/global health.

3. NC: will this be another Bolivia story? Submitting 1 or 2 courses but not being active within the network (the responsible person retired, and it all collapsed). But worth taking the risk!

4. GvH: there is the ERASMUS program mobility program where students can do an internship after their studies. It can be applied in the field in Venezuela.

5. FK: a lot of students are interested in expanding their portfolio, specially that there is no anchor in Latin America.

6. RR: take the security situation and the sustainability of memberships into consideration. Concern regarding the approach: "tell us what you want, and we do it".

7. AM: Palestine was accepted so Venezuela should be accepted too (in regard of the security issue). The accreditation work that they expect from us is part of our mandate.

8. GvH: it is hard at this stage for them to decide their added value to the network, since they do not know it well yet. It is something that can be developed with time.

- Summary: good added value to the network, opportunity to focus on Latin America, increase the visibility of the network, provide accreditation.

- **Voting on the self-presentation: 12 acceptances and 0 abstentions.**
- Next step: generation of the self-report.

University of Minnesota, by Dr. Nathan Bertelsen

- Main discussion points after the presentation:

1. FK: how are the 2*2 weeks courses divided? What is the workload?

Response by Dr. Bertelsen: they require 30-40 hours content work/week. 3ECTS. 2 weeks of overview and 2 weeks of laboratory.

2. GvH: tropEd focuses on low resource communities, is it something the university do?

Response by Dr. Bertelsen: there is a focus on Global South. The university has a partner in Tanzania for the past 4 decades, where programs are built together. Scholarships can be offered to students from LMICs to go to the US or to the EU and stay there for 6 weeks (whether the tropEd students go to Minnesota or vice versa).

3. GF: how much agency is there in the university to change/adapt things for tropEd?

Response by Dr. Bertelsen: there is a lot of flexibility. A starting point would be a cohort for tropEd: choose a number of students who would like to participate whether online or offline (can start with 3 or 4 students) and see how it goes. A link between the diploma in Minnesota and the core courses + doing the thesis in the EU can be generated.

4. RR: Visa issue to the US, specially for short courses. How safe is it in the US/Minnesota for black and brown students who come from LMICs?

Response by Dr. Bertelsen: US visa is not easy but should not be a problem. Tourism visa can be used for short courses. If that is not the case, other assistance can be offered. Visa could be a problem for medical trainees coming from outside the US, but non-medicals and non-clinicals should not face a problem. Minnesota is not very different from other big American cities. The situation there is not so bad since it got the political attention.

5. NC: can tropEd students do their master thesis in Minnesota's partners in LMICs?

Response by Dr. Bertelsen: it is a possibility, but the partner should answer that.

6. FK: courses fee is very high in the US compared to the EU.

Response by Dr. Bertelsen: 3 ECTS would cost 400 to 800 USD per module, which is 5 times cheaper compared to other graduate courses in the US.

- Other points of discussion:

1. GF: is the network having a national constrain around US institutions? It is a huge country with its own system and safety issues. But there is a fond interest to have a collaboration with the US.

2. FK: they are very focused on tropical medicine. Hesitant, but will give it a chance through the self-report.

3. AM: they have a strength in migration medicine, which could be beneficial for the network.

4. KG: having Thailand and Tanzania as partners is very attractive but it is also strange that Minnesota is offering courses there. It is not clear how the master thesis can be a link between Minnesota and Europe.

5. RR: short term collaboration (online courses and tropEd students who can go to the US) to the long term one (courses at the partners institutions in Thailand and Tanzania and having a Master of Science that complement medical education). The question around the US visa and studying while having a touristic visa is still there, but in favour

of self- report and self-visit. The institution has unique characteristics and can be a potential.

6. NC: concern of not having a very solid relationship with partners. NB moves a lot and changes institutions. Is it a personal initiative or does he have an institutional support of his application.
 7. AM: NB has the commitment of the entire institution.
 8. GP: the parts of the 2*2 weeks courses should be discussed later.
 9. GvH: why do they focus on global health issues when there is no equitable access to health services in the US?
 10. KG: their focus on migration health was not really shown (if it is a real strength).
 11. Jani: maybe Tanzania and Thailand were mentioned because of our last discussions of decolonizing global health.
- Summary: suitable representative as 1st US member of tropEd, an opportunity of mutual learning, the need of showing commitment in the network and during the Gas, the importance of having institutional support and not only having a personal initiative
 - **Voting on the self-presentation: 11 acceptances and 1 abstention.**
 - Next step: generation of the self-report.

Closing Day 2 of the GA.

Day 3: 24.09.2022

Present: GF, RK, KG, AM, GvH, RR, ML, AJ, JP, RS, NC, FK, EM, GP, FE, LH, FY, MMü, TG, BAN, TM, AA, MBH, EMP, AZP, HO, JAO.

Session 4: Student and conclusive sessions (10:00-13:00)- Chair: RR

Upcoming tropEd Events

NC:

1. ECTMIH Congress from 21 to 24 November 2023 in Utrecht, Netherlands. It could be an opportunity for tropEd WGs to have a poster or an oral presentation. A proposal from the WG on Teaching in times of COVID will be submitted.
2. CUGH 2023 Annual Conference: Global Health at a Crossroads: Equity, Climate Change & Microbial Threats.
3. GF & NC were invited to the 1st annual meeting of Eurasian Academic Alliance for Global Health, which is growing bigger. How can tropEd help? We can focus on quality assurance and joint learning in the field of global health. Suggestion by AM: to form a common advisory board and transfer what tropEd learned in the past years to them. GF will invite the alliance in the next GA to have 20 min presentation about the network.

GAs 2023- voting for the dates until the 29th of September 2022:

Spring GA- Online: 02 - 04 February 2023 or 09 - 11 February 2023.

Summer GA- Witten/Herdecke Hybrid: 15 - 17 June 2023 or 22 - 24 June 2023.

Winter GA- Barcelona- Hybrid: 21 - 23 September 2023 or 28 - 30 September 2023.

Student Session

Presentation by Tamara Mosimann and Abayomi Adeoan: "TropEd Student feedback discussion"

- Main discussion points after the presentation:
 1. JP: many constructive points were presented. tropEd website needs improvement, which will also increase the visibility of the network. Students should also look for free courses that are offered by tropEd institutions. It is great to have one group on social media where students can get reviews from other tropEd students (on the courses and their experiences). Students should be encouraged to represent their institutions within the network.
 2. HO: students liked the participation in the GA. It is good to see, recognize, and understand the tropEd body. There is a problem in the timing in which tropEd is introduced to the students as a network (timing of the studies). The introduction should not only through 1 slide but a proper introduction with a good timing for the students to be able to join.
 3. ML: students need to know that every country has its own rules when it comes to courses fees. For example, a fee should be paid by international students (non-EU) in Sweden. Such restrictions cannot be changes within the network and that should be clear to the students.
 4. KG: tropEd should be introduced from the beginning of the studies. It is not feasible to select a student representative at the core course. We should think of offering courses at a reduced prices and also attract students to organize themselves during the Gas. The dates of the courses should also be updated on tropEd website. It is something that should be done from the side of the institution representatives and the secretariat-
 5. FK: We should plan the courses ahead of time in order to be able to have updated dates on the website. Suggestion: to include a link in the accreditation form of a course that takes students to the application form of that particular course. Students should be linked to tropEd alumni.
 6. NC: it is a good idea to have a video that can be shared on the tropEd website where the perspectives of students and institution representatives are shared. It will be a good introductory material for new students. ISGlobal provides scholarships for its alumni (students who take 1 core course can apply for that). A connection between present and previous students is very needed in order to understand how the network works. It will also help institution representatives who are being frequently contacted by students on different issues (exp. How to register in other tropEd institutions).
 7. GF: we have to think on how to have a sustainable students' group. Dates of courses should be provided by institution representatives in order for the secretariat to update them. It is impossible to have meta data of courses. In the near future, students can have access to tropEd newsletter in order to get updated about the information and courses of the network. A link can be generated for that, where students sign up for the newsletter. Students had difficulties in the keeping the dynamics of groups on social media, especially after the graduation of active students.
 8. AM: the students should keep up the work and we will check all together the progress in the next GA.
 9. FK: students' representation should continue with the long-term goal to join tropEd alumni. Keep it up

10. HO: it is necessary to have a job description for students' representatives in order to increase productivity. Info is needed on the limitations and work of the network.

Presentation by Rafik Tarbari and Ruth Iradukunda: "Kaahra Pitch Deck"

- Main discussion points after the presentation:
 1. RR: the platform can be scaled and customized to tropEd. The proposed dashboard by Kaahra for tropEd was generated based on the discussion with RR and MMü. It is possible to do the filtration based on preferences (institution, language, course). The profiles of the students stay after the graduation. So, graduates/ alumni can continue in engaging and sharing.
 2. JP: It is very interesting and impressive for tropEd students and alumni. Is it connected to other platforms such as Moodle? What are the security differences of this platform compared to others? How can it be maintained?
Response by Mr. Tarbari: we are trying to expand the platform for institutions to have a unique space for their students. Not every user can access the platform. An authorized access should be given first before seeing the button "join". The platform is hosted in the US at the moment (design and usage), but do not want to be limited to that.
 3. FK: how do you finance yourself?
Response by Mr. Tarbari: through private donations from personal networks.
 4. RR: this platform presents a win-win situation. The platform will grow, and the network will have a better communication.
 5. AA: it is very interesting for the students. How can I open an account? Can it be customized? Should we do that ourselves?
Response by Mr. Tarbari: a link is sent to tropEd, tropEd users can register and use it. Through that the user will have access to tropEd resources. In the future, we would like to allow organizations to make themselves a self-customization.
 6. GF: what about sustainability and regularity? There is a problem in saving personal data on a server outside of Germany. It makes sense to have the platform when a big number of students are using it. Can a group of students pilot it? If yes, we can try that.
 7. RR: there is an opportunity to introduce the platform to the students by the coordinators as the courses approach. Maybe have a sign-up sheet? This platform can still be active with time, not like social media.
 8. HO: it is an amazing idea. Can the platform provide a space for a smaller community? Like the students of Heidelberg Uni, alumni network within Heidelberg? Should that be through you or the website?
Response by Mr. Tarbari: it is possible. Only students from that university can access it and engage through it. The university profile can be integrated to the tropEd profile.
 9. JP: since we have a positive response from the students, we can start with it and see how and if it is going to expand later. We have to encourage it on the institutional part. It is an alternative for a social media platform.
 10. GF: let's create a tropEd space through the secretariat and allow the students to take over. It is a student initiative, which also liberates the network from legal issues.
 11. GvH: you mentioned that your target audience started by linking the students in the south with the ones in the north. Is that not the case anymore?
Response by Mr. Tarbari: it started like that, but it expanded afterwards.
 12. KG: how can the registration and the access be controlled? Should institution representatives provide a list with the names of students? Can the students experiment

a bit and then decide if they would like to keep the platform? Is it an option to receive summaries of news and updates through email?

Response by Mr. Tarbari: every tropEd student will receive a link or a barcode in order to have access. The link/barcode will be shared with the network. There is an option of receiving a news list of a particular institution. Recipients of that institution will be receiving notifications in case of any change or update.

13. TG: do you have an application for the platform?

Response by Mr. Tarbari: we do not have that at the moment, but we would like to make the platform accessible in the future on the computer, tablet, and cell phone.

14. MBH: how is the privacy of students and institutions maintained?

Response by Mr. Tarbari: there will be a private space only for tropEd which can be accessed by tropEd users only.

15. AZP: should the admin of the network be from tropEd itself? The concern is that the platform will be inactive once the student who is also the admin graduates. Can the platform show job opportunities, trainings, and fellowships (something like LinkedIn).

Response by Mr. Tarbari: the platform's founder and managers are the admins at the moment. There is a possibility to create groups and forums within groups. There is a possibility to include the option of job opportunities in the dashboard.

16. RR: it would be great if at least one student representative can join a WG that will be formed to discuss students' issues, including the possibility of using the platform withing tropEd. RR will be responsible of this WG. RK will be joining him.

Conclusive Session

Closing remarks by GF:

1. We decided on the formation of two new WG: one headed by RR to discuss students' issues and another one headed by JP and NC to plan tropEd summer school and other similar activities.
2. We keep the rule of having self-presentation in presence during the membership process.
3. Courses accreditation should be planned and organized ahead of time in order not to lose quality and interaction.
4. We will invite the in the Spring GA.
5. GP will be in maternity leave during the year of 2023 and someone else from her institution will replace her in the network for that year.
6. GvH will retire in spring. Hamburg GA is his last one in presence, since the Spring GA will take place online.
7. Elections of presidency will take place in the Spring GA. Institution representatives will be able to assign others for that position through a document on the drive.

Closing Day 3 of the GA.