

tropEd



Network for Education
In International Health

tropEd
Institutional
Annual Report
2025

tropEd Secretariat

Guenter Froeschl, Executive Secretary

Carmen Dumitrescu, Secretariat Coordinator

Institute of Infectious Diseases and Tropical
Medicine

University Hospital (LMU)
Teaching & Training Unit

Leopoldstraße 7

80802 Munich, Germany

+49 89 4400 59828

tropedsecretariat@gmail.com

www.troped.org

Preface

Welcome Note from the President & Secretariat

Dear Members of the tropEd Network,

As we reflect on 2025, we do so against a world facing geopolitical, economic, environmental, and social challenges. Armed conflicts persist in several regions, economic uncertainty affects both high- and low-income countries, inequalities remain entrenched, and societies are experiencing growing polarization and declining trust in institutions. At the same time, the interconnected nature of our world has never been more evident. Decisions in one region can have consequences far beyond national borders, affecting health systems, livelihoods, migration, education, and social cohesion elsewhere.

In such times, it can be tempting for institutions and countries to turn inward, prioritizing national concerns over international cooperation. Yet today's challenges do not recognize borders. Infectious disease outbreaks, climate-related health threats, antimicrobial resistance, and the health consequences of conflict all remind us that health is fundamentally global. The wellbeing of communities everywhere depends on our ability to learn from one another, collaborate across disciplines and cultures, and build solutions that reflect our shared humanity.

This is why international health remains as relevant as ever. It is not merely a field of study, but a commitment to understanding health within its broader social, political, economic, and environmental contexts. It also reflects the recognition that health equity cannot be achieved in isolation, and that sustainable progress requires partnerships, solidarity, and mutual learning.

In this context, networks such as tropEd play a particularly important role. For nearly three decades, tropEd has demonstrated the value of sustained international collaboration in higher education. What began as a network committed to excellence in international health education has evolved into a community of institutions across diverse regions and perspectives. Throughout its history, tropEd has shown that collaboration is not only an aspiration but a practical way of advancing educational quality, innovation, and mutual understanding. In that sense, tropEd forms an inspiring model—based on partnership, dialogue, and shared purpose.

A key strength of the network lies in its commitment to mobility. Student mobility remains central to the tropEd experience and to international health education. Studying in different contexts allows students to go beyond theory and engage directly with diverse realities. It fosters critical reflection and the ability to work in multicultural environments. But the value of coming together extends beyond student mobility. Across the network, members maintain spaces for dialogue, collaboration, and reflection. Whether through general assemblies, working groups, or joint initiatives, these interactions strengthen the network, challenge assumptions, generate new ideas, and build the trust that underpins strong partnerships.

The achievements in this Annual Report reflect the dedication of member institutions, students, and alumni. Every course delivered, student exchange completed, quality assurance process undertaken, and partnership strengthened contributes to the overall mission of tropEd.

On behalf of the Executive Committee, I thank all members of the tropEd network for their continued engagement and commitment. Your contributions sustain the network and embody its collaborative spirit. Together, we are building stronger educational programmes and a stronger global community committed to health, equity, and solidarity for all.

Sincerely,

Bruno Broucker (president of the TropEd network)

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Overview of the Network

Number of Institutions: 28

Number of Countries: 21

Distribution by Continent: Europe: 16; Asia: 6; Africa: 3; Americas: 3;

Home Institutions: 10

Non-Home Institutions: 18

Student Representatives: Shambhunath Mohan, Given Chiumya, Michael Montgomery, Kaushik Srinivasan, Ojasvi Mahale, Georgia Aleixo, Ramin Rahil, Ayana Babu, Anna-Lena Bernreiter, Shamli Vanve, Mohammad Aarsh Shaikh

Email: tropedstudents@gmail.com

tropEd Executive Committee (EC) 2025

EC Composition in 2025

The members of the EC between 01 January and 16 January 2025 were:

1. President: Marie Lindkvist, Umea University, Sweden
2. President Elect: Nuria Casamitjana, ISGlobal Barcelona Institute for Global Health, Spain
3. Past President: Jani Puradiredja, Bernhard Nocht Institute for Tropical Medicine, Germany
4. Executive Secretary: Guenter Froeschl, Center of International Health, Germany
5. Ex Officio Member: Rodney Reynolds, Individual Member
6. Secretariat Coordinator: Carmen Dumitrescu, Center of International Health, Germany

The members of the EC between 16 January and 31 December 2025 were:

1. President: Nuria Casamitjana, ISGlobal Barcelona Institute for Global Health, Spain
2. President Elect: Bruno Broucker, Antwerp Institute of Tropical Medicine, Belgium
3. Past President: Marie Lindkvist, Umea University, Sweden
4. Executive Secretary: Guenter Froeschl, Center of International Health, Germany
5. Ex Officio Member: Jani Puradiredja, Bernhard Nocht Institute for Tropical Medicine, Germany
6. Secretariat Coordinator: Carmen Dumitrescu, Center of International Health, Germany

EC Meetings in 2025

During the year of 2025, **6 EC meetings** took place online, via Zoom, which lasted between 60 and 120 minutes.

EC Zoom TelCo 10 January 2025

EC Zoom TelCo 10 April 2025

EC Zoom TelCo 27 May 2025

EC Zoom TelCo 03 July 2025

EC Zoom TelCo 04 September 2025

EC Zoom TelCo 11 December 2025

The minutes of the last 12 EC meetings are always shared in the members area of the tropEd website.

The EC was formally liberated from its duties after checking of the tropEd account balance in the summer GA 2025. As from the beginning of 2024, the network has a new bank account located in Munich under the treasurer Guenter Froeschl. As decided in 2024, an end-of-year balance will be added to the report. The account balance at the end of 2025 was 16 072,61 euros.

Overview of Working Groups

WG 1: Scientific Session (led by Marie Lindkvist)

WG 2: Recognition (led by Bruno Broucker and Marie Lindkvist)

WG 3: Scientific Communication (led by Nuria Casamitjana and Alberto Matteelli)

WG 4: Students Issues (led by Vahuka Valiyakath)

WG 5: tropEd Summer School (led by Jani Puradiredja and Nuria Casamitjana)

WG 6: Artificial Intelligence (led by Rodney Reynolds)

WG 7: tropEd Course Accreditation (Bruno Broucker and Nuria Casamitjana)

tropEd Member Institutions and Representatives

Member Institutions of 2025:

Country (City)	University/Institution	Department	Home/ Non- Home Institution	Representative
Africa				
Mali (Bamako)	University of Sciences, Techniques and Technologies of Bamako (USTTB)	Faculty of Medicine and Dentistry /Faculty of Medicine, Odontology and Stomatology (FMOS) – Department of Education and Research in Public Health (DERSP)	Non- Home	Seydou Doumbia
Morocco (Rabat)	Ecole Nationale de Santé Publique (National School of Public Health)	Ecole Nationale de Santé Publique (National School of Public Health)	Non- Home	-the new representative was not announced
Tanzania (Ifakara)	Ifakara Health Institute	Ifakara Health Institute	Non- Home	Kafuruki Mwigirwa Shubis
Americas				
Mexico (Cuernavaca)	Instituto Nacional de Salud Pública (National Institute of Public Health of Mexico)	Instituto Nacional de Salud Pública (National Institute of Public Health of Mexico)	Non- Home	Carlos Linares
United States of America (Minnesota)	University of Minnesota	Department of Medicine UMN Medical School	Non- Home	Nathan Bertelsen

Venezuela (Caracas)	Instituto De Medicina Tropical UCV	Instituto de Medicina Tropical “Dr. Felix Pifano”. Universidad Central de Venezuela	Non-Home	Belkisyole Alarcón de Noya
Asia				
China (Shanghai)	Fudan University	School of Public Health	Non- Home	Yingyao Chen
China (Wuhan)	Huazhong University of Science and Technology	Tongji Medical College	Non- Home	Weiguo Dong
Indonesia (Yogyakarta)	Gadjah Mada University	Post Graduate Programme in Public Health	Non- Home	Vicka Oktaria
Thailand (Bangkok)	Chulalongkorn University	School of Global Health, Faculty of Medicine	Non- Home	Bumi Herman
Vietnam (Hanoi)	Hanoi University of Public Health (HUPH)	Hanoi University of Public Health (HUPH)	Non- Home	Nguyen Thanh Ha
Palestine (Nablu)	An-Najah University	Faculty of Medicine and Health Sciences	Non- Home	Abdulsalam Khayyat
Europe				
Belgium (Antwerp)	Antwerp Institute of Tropical Medicine (ITM)	Antwerp Institute of Tropical Medicine/ITM	Home	Bruno Broucker
Germany (Berlin)	Charité	Institute of Tropical Medicine and International Health	Home	Nina Adelberger
Germany (Bonn)	University Hospital Bonn	Global Health Institute of Hygiene and Public Health	Non- Home	Eva Mertens
Germany (Hamburg)	Bernhard Nocht Institute for Tropical Medicine	Bernhard Nocht Institute for Tropical Medicine	Non- Home	Dewi Ismajani Puradiredja
Germany (Heidelberg)	Ruprecht-Karls-University Heidelberg	Heidelberg Institute of Global Health	Home	Anne Kathrin Fabricius
Germany (Munich)	Ludwig-Maximilians- Universität	Center for International Health	Home	Vahuka Valiyakath
Germany (Witten/ Herdecke)	Witten Herdecke University	Faculty of Halth/School of Medicine	Non- Home	Ralf Weigel
Italy (Brescia)	University of Brescia	Clinical di Malattie Infettive e Tropicali	Home	Alberto Matteelli
Netherlands (Amsterdam)	Vrije University Amsterdam	KIT Royal Tropical Institute	Home	Lisanne Gerstel

Norway (Bergen)	University of Bergen	Centre for International Health	Non- Home	Simon Overland
Portugal (Lisbon)	Universidade Nova de Lisboa	Instituto de Higiene e Medicina Tropical	Non- Home	João Piedade
Spain (Barcelona)	Universitat Autònoma de Barcelona	Universitat Autònoma de Barcelona	Non- Home	Núria Serre Delcor
Spain (Barcelona)	University of Barcelona	Barcelona Institute for Global Health (ISGlobal)	Home	Nuria Casamitjana
Sweden (Umea)	Umeå University	Department of Epidemiology and Global Health	Home	Marie Lindkvist
Switzerland (Basel)	Swiss Tropical and Public Health Institute (Swiss TPH)	Swiss Tropical and Public Health Institute (Swiss TPH)	Home	Karin Gross
United Kingdom (Edinburgh)	Queen Margaret University	Institute for Global Health & Development	Home	Paul Kadetz

New Members in 2025

- School of Global Health, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

Cancelled Memberships in 2025

- Universitat Autònoma de Barcelona, Spain – drop-out date end of 2025
- Tongji Medical College, Wuhan, China – drop-out date end of 2025

Membership Applicants in 2025

- Kathmandu University School of Medical Sciences, Nepal (self-evaluation report not received, voted to stop the membership procedure)
- ABI African Biomanufacturing Institute from Rwanda – self evaluation report sent and site visit will be done by Marie Lindkvist
- TDR, the Special Programme for Research and Training in Tropical Diseases (WHO) (self-presentation was scheduled in the fall GA but canceled afterwards)
- AHRO Center for Academic Research - letter of intent received
- College of Continuing Education, Hainan Medical University, Hainan, China – letter of intent received

Member Institutions and the Network

Administrative Changes in Member Institutions during 2025

Charité (Germany)

New Representative: Nina Adelberger replacing Hans Friedemann

Gadjah Mada (Indonesia)

Name changes in the Head of Study Program, management, and staff responsible for handling international cooperation matters. New Representative: Vicka Oktaria replacing Mubasysyir Hasanbasri

Changes at Member Institutions foreseen in 2026

Charité (Germany)	Updating the curriculum
NOVA University Lisbon (Portugal)	A new tropEd representative will be appointed in 2026
An Najah National University (Palestine)	Additional tropEd representative, Dr Raya Sawalha

Public Relations of the Network

TropEd public relations done by the institutions in 2025 were mainly through websites, presentations, brochures, flyers, webinars, email advertisement, press publication, open days, tropEd summer school, tropEd LinkedIn and other social media. The majority of the respondents have a tropEd link on their institutional homepage (20 out of 24) and present the network to participants of their advanced modules or core courses (17 out of 24). As shown in Figure 1, the number of the tropEd webpage usage varied between institutions. The institutions who responded to the questionnaire question (08 out of 24) informed their students about the possibility of tropEd recognition and the requirements for that.

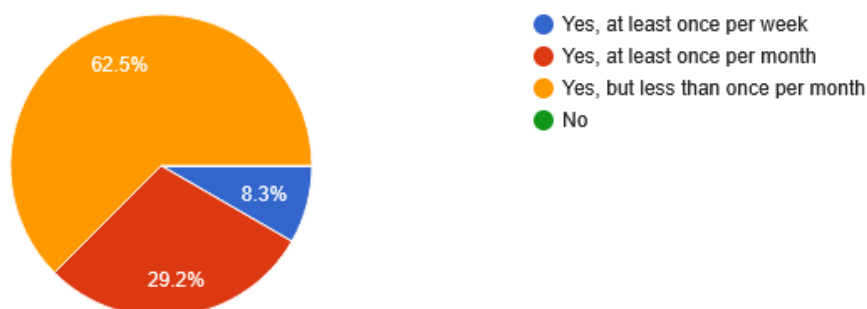


Figure 1: Responses of 24 institutions regarding their usage of the tropEd website.

General Assemblies (GAs) of 2025

Dates, Locations, and Modes of 2025 GAs

Three GA's took place in 2025 in the following modes, dates, and location:

1. **Spring GA**, in online mode: 16 – 17 January 2025
2. **Summer GA**, in hybrid mode, Heidelberg, Germany: 05 – 07 June 2025
3. **Fall GA**, in hybrid mode, Amsterdam, Netherlands: 25 – 26 September 2025

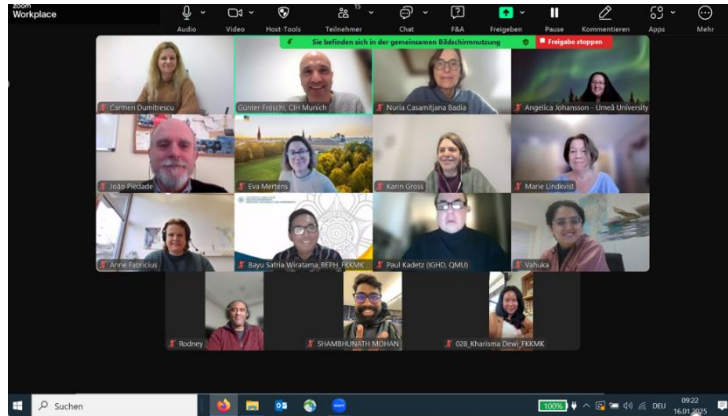


Photo 1: tropEd spring GA in January 2025, online.



Photo 2: tropEd summer GA in June 2025, which was hosted by Heidelberg, Germany.



Photo 3: tropEd fall GA in September 2025, which was hosted by Amsterdam, Netherlands.

The majority of respondents attended three GA’s in 2025 (Figure 2).

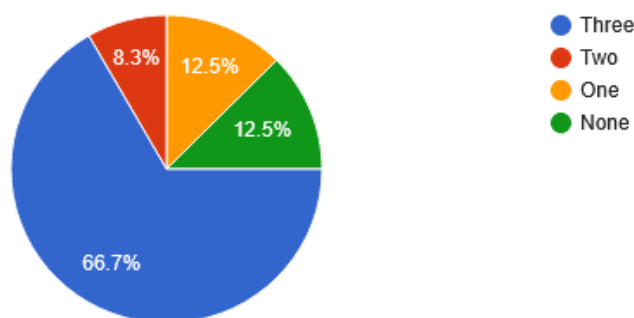


Figure 2: The number of GA’s attended in 2025 by 24 tropEd institutions who submitted their responses.

Participation at the GA’s

The following challenges and motivations regarding the participation of the respondents at the GA’s were reported:

Challenges	Motivation
Travel logistics	Discussions, meeting people
Other work responsibilities	Responsibility of contributing to and developing the network, interesting scientific sessions, learning from each other, professional exchange
Time/resources though with online option this is less of an issue	Networking and discussions pertaining to course accreditation
Summer school	Always something to learn from others, course accreditation, joint activities
The Swiss TPH course is usually running at the same time as the June GA. I am therefore sometimes not able to attend onsite and for the whole GA.	Great interaction with nice colleagues!
Financial constraints; sickness without anyone being able to take over	Exchange and understanding of course development
Too busy if none of our courses are up for re-accreditation	Attending the acceptance ceremony
Time constraints	Interesting interactions, course accreditation, inspiration by other institutions
If they are in-person only it can sometimes be hard to travel from the US	The exchange with (very nice) colleagues responsible for study programs in global health; the opportunity to collaborate within the network; learnings during the scientific sessions
Calendar issue	Networking and exchange with my colleagues

As my university cannot fund me to attend GAs, I can only attend online.	Networking, course accreditation, scientific teaching and learning exchange.
Conflict of schedules	Accreditation of courses and networking
The political situation in Palestine	Possibility to participate online
Time slots are very inconvenient for us. Is hard to be at 4 am connected from LATAM	We like to be connected to the group, and it's important work
Our non-participation in General Assemblies (GAs) last year was mainly due to recent administrative transitions within our institution. These changes temporarily affected the continuity of communication. We are currently addressing this issue by improving internal coordination and ensuring a smoother handover of responsibilities	I participate in General Assemblies to stay informed, represent my home institution (IHMT), learn from scientific discussions, and contribute by voting on decisions that affect the network.
	I cherish the exchange with dear colleagues on education related topics but also love the social interaction and love to get to know different learning environments at other member institutions
	Although we are very interested in participating, scheduling conflicts and my current work commitments frequently prevent me from attending, even in the online format. Additionally, budget constraints make it difficult to participate in in-person meetings.
	To establish international connections
	I am motivated to participate in General Assemblies (GAs) because they provide an opportunity to engage in meaningful discussions, exchange ideas
	We learn a lot in the accreditation process and also meeting with other institutions
	Our main motivation to participate in General Assemblies (GAs) is to strengthen collaboration with partner institutions, foster meaningful connections through direct engagement, and exchange experiences and best practices.

Suggestions Regarding the Organization and Format of the GAs:

- Maintain the same.
- More combined proposals to increase student mobilities.
- Hybrid format is acceptable.
- They are well organized, thanks! The time difference is problematic for our colleagues from oversea. Maybe the online GA in winter could be organized a bit different to make

attendance from other time zones easier, i.e. start later and end earlier. Maybe we need 3 days then, but with shorter days.

- Works perfectly well so far
- Facilitate participation of international institutions, increase scientific, teaching and learning content.
- They are very time consuming.
- The organisation is very smooth
- I understand that the current scheduling has been in place for many years and works well for the majority. However, to enable greater participation from other institutions in different regions, it might be helpful to consider planning meetings with rotating schedules that better accommodate time zones outside of Europe.
- The two days are working better than the prior 3 days...
- It would be great to move the program a little bit later
- The organization and format of the General Assemblies are already well-managed, and we are very grateful for the support and facilitation provided. Moving forward, we will focus on improving our internal coordination to ensure more active and consistent participation in future assemblies.

Information about tropEd Institutions' Master Programmes, Students, Alumni Activities, and Mobility

National accreditation of Master's programs

In 2025, 15 institutions had their master's program accredited by a national accreditation body:

Member Institution	Accreditation Body	Year of Accreditation	Valid until
Swiss Tropical and Public Health Institute, Basel	University of Basel	2024	2027
Hanoi University of Public Health, Hanoi	Asian University Network (AUN-QA)	2023	2028
Heidelberg Institute of Global Health	Heidelberg University	2024	2026
University Hospital Bonn, Bonn	Aquin	2024	2030
Center of International Health, Munich	Akkreditierungsagentur im Bereich Gesundheit und Soziales (AHPGS)	2022	2030
Department of Epidemiology and Global Health, Umea	The Swedish Higher Education Agency	2022	2026
Institute of Tropical Medicine, Antwerp	NVAO (Dutch - Flemish Accreditation Organisation)	n/a	2030

Barcelona Institute for Global Health (ISGlobal)	University of Barcelona Postgraduate Agency	annually	annually
KIT Royal Tropical Institute, Amsterdam	NVAO (The Accreditation Organisation of the Netherlands and Flanders)	n/a	n/a
Centre for International Health, Universitetet i Bergen	NOKUT	2016	until revision of programme
Charité – Universitätsmedizin, Berlin	Akkreditierungsagentur für den Bereich Gesundheit und Soziales (AHPGS e.V.).	Will be accredited in 2026	
University of Sciences, Techniques and Technologies of Bamako	Program habilitation	2022	2026
Instituto Nacional de Salud Pública de México	SECIHTI, Mexican Ministry of Science, History and Tecnology	2019	2027
Institute for Global Health and Development, Edinburgh	Quality Assurance Agency for Higher Education (QAA)	n/a	n/a
Gadjah Mada University, Yogyakarta	The Indonesian Association of Independent Accreditation Institutions for Higher Education in Health (LAM-PTKes)	2023	2028

Exchange of Teachers between Institutions

In 2025, 9 out of the 24 institutions who filled out the survey, reported to have had an exchange of teachers/facilitators as part of the tropEd network. The number of exchanged teachers/facilitators varied between one and five per institution.

Data on tropEd Students from Home Institutions

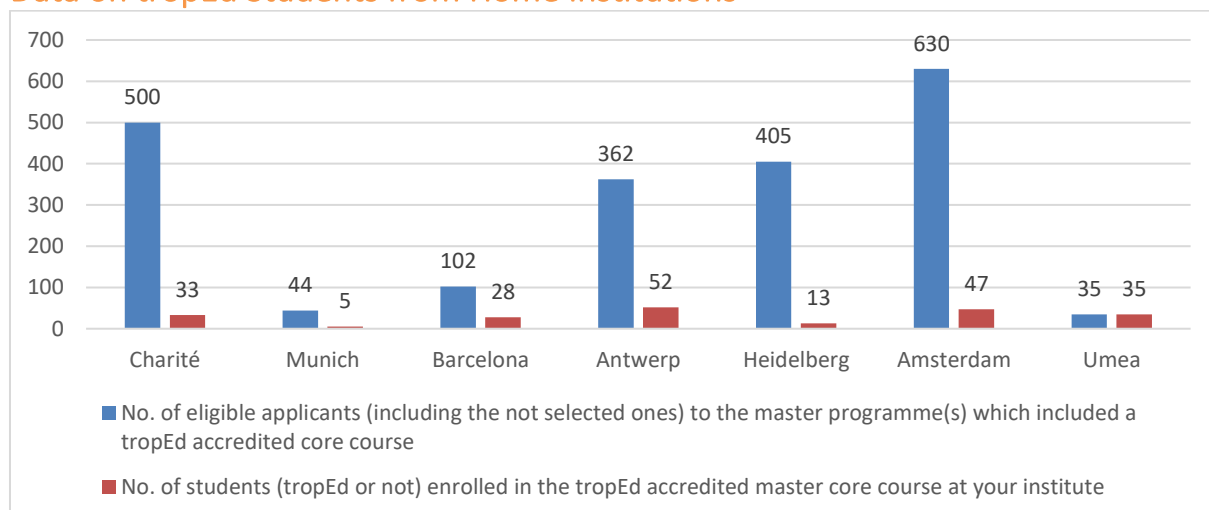


Figure 3: Data from seven tropEd home institutions in 2025 concerning tropEd accredited master core courses.

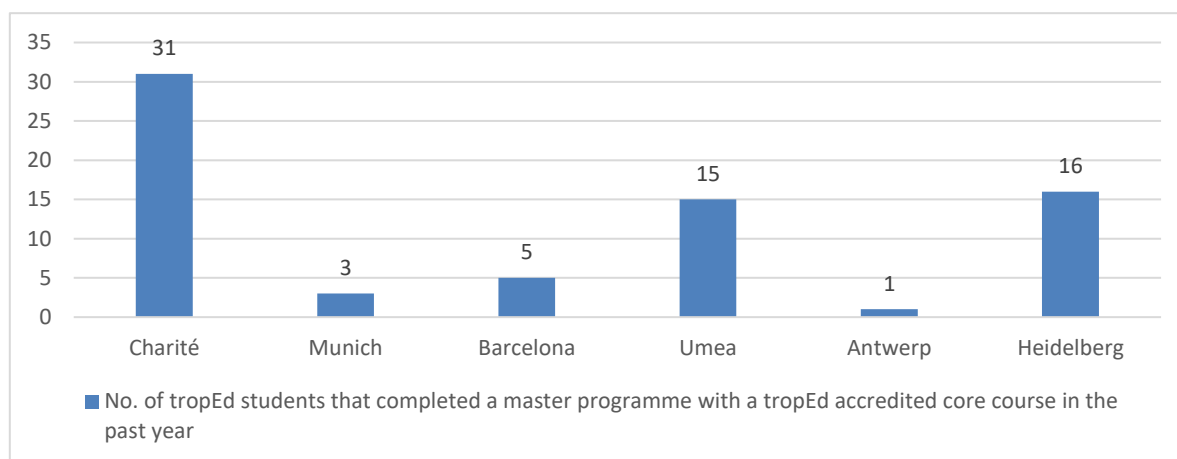


Figure 4: No. of students that completed a master programme with a tropEd accredited core courses in 2025.

Publications in Peer Reviewed Journals by tropEd Students in Home Institutions

Munich

- Antu J.F., Hasan S.M.T., Naved R.T. (2025): Is domestic violence a risk factor for women's emotional distress in the long run? Analysis of MINIMat longitudinal data from Matlab, Bangladesh.

Basel

- Tobacco Control 2025. Adeosun et al. Tobacco imagery in Nigerian music videos from 1999

Barcelona

- PLOS, Neglected Tropical Diseases; "Knowledge, attitudes and practices of healthcare workers towards noma in Zambezia, Mozambique"; <https://journals.plos.org/plosntds/article?id=10.1371/journal.pntd.0012939>

Alumni-Activities

Ten of the 24 respondents organized alumni activities in the reporting year of 2025.

These activities included:

Berlin:	Farewell event for Friedemann Kinkel open to all Alumni and students
Barcelona:	Alumni Roundtable
Antwerp:	9 alumni webinars, 2 alumni social networking events (ECTMIH, Hamburg & The Union World Conference on Lung Health, Copenhagen), 2 alumni meetings (ITM Colloquium, Antwerp & ICASA, Accra)
Basel:	We organized 2 Alumni Events; one onsite/hybrid during the time of the core course; and an online graduation celebration event.
Heidelberg:	Summer Schools, Webinars

Edinburgh	IGHD alumni were invited to induction lunches
Amsterdam	A meeting both face to face in Amsterdam and online. A kick of the new alumni association.
Fudan	Use email newsletters, social media, and alumni networks for information sharing; organize on-site alumni activities such as seminars
Umea	Former students give presentations about their current work situation for our current students.
Cuernavaca	During the National Congress of Public Health organized by the National Institute of Public Health (INSP), one of our key activities involved arranging a series of meetings. These sessions were held to collect relevant data and gather information necessary for updating our programs.

PR Activities

14 of the 24 respondents organized PR Activities in the reporting year of 2025 that included: new web page, Participation in the tropEd Summer School, Spring School, Alumni Meeting, Posters, info sessions during opening of the Academic Year, brochures, flyers at the symposiums and global health day, tropEd LinkedIn management, email advertisement.

Mobility

The following challenges and opportunities regarding the mobility of students and staff within the network were reported:

Challenges	Opportunities
Working schedules and other responsibilities of students that need to be planned ahead and might collide with application deadlines of courses; visa application processes take a long time; costs for accommodation and travel that come on top of the course fee, language barrier (English is not well spoken in Witten)	Exposure to different settings and culture, teaching methods and approaches, rich exchange
Finance, housing, visa and for fulltime students: making a study plan that makes sense and fits in one year.	We receive every year students from Universitat Charite Berlin, the work with Mexican researchers who supervised their thesis to get their degree, this collaboration has been very productive since 2017.
Financial barriers, curriculum flexibility	New experiences
Lack of funding	Student connections and growth of network
Several courses are conducted for the whole semester, and we are currently lacking courses which could be delivered in a shorter period	Academic exchange, internationality

We only got our first advanced module accredited in the fall GA of 2025, we hope to have an increasing number of tropEd students (incoming and outgoing) in the coming years.	Exposure to other institutions, students, facilitators; other countries and cultures.
Swiss course prices and living costs	Networking; getting to know different learning environments
Financial constraints	Students are exposed to a diversity of scientific and cultural environments.
Cost of mobility; non-response of some tropEd member institutions; cancellation of courses.	Network activities create opportunities for knowledge exchange and to let people know about our institution. We particularly like the summer school programs.
Participation is primarily constrained by economic reasons: outgoing students often face challenges in securing funding to support their mobility, on top of the tuition fees they already pay for the programmes in which they are enrolled at the IHMT. Additionally, housing/accommodation in Europe can be difficult and costly. Besides, IHMT hosts many students from outside Europe, but mainly from the Lusophone world, for whom courses delivered in English can often present a significant challenge.	(1) To build connections with people from diverse academic, cultural, and geographic backgrounds; (2) To enhance professional skills and networking opportunities for students; (3) To be exposed to different teaching methods and cultural experiences; (4) To support social development, friendship building, and improved communication skills; (5) To provide access to a wide variety of courses for personalized learning paths.
Travel limitations	Students are able to participate in a wide range of courses across the globe
Financial issues	Students like the extensive choice of course offerings
Costs	We are drawing in new students
Until 2025—following the pandemic—the Mexican Government had not launched its call for scholarships. This year, although the scholarships have been reinstated and provide some assistance, they remain insufficient to cover the high costs of international travel to Europe for our students.	The exchange and social interaction with students from various backgrounds is always highly appreciated. To me personally, it is also an invaluable aspect.
Visa issues, as most of our students are international and must maintain residency in the UK.	Mobility allows students and staff to build strong connections with partner institutions, fostering long-term academic and professional networks.
1. Administrative: delays in approvals, visa processing, or institutional paperwork can limit timely participation. 2. Scheduling conflicts: arranging block schedules well in advance may pose challenges for the lecturers teaching the courses, as it could conflict with their other teaching or professional responsibilities. However, with careful planning, these conflicts can usually be managed.	It allows participants to experience different academic and professional environments, which broadens their perspectives and enhances learning. Mobility also promotes collaboration between institutions, enabling the exchange of knowledge, research ideas, and best practices
Financial and political issues	Provides a wider range of courses for our students.
Scholarship situation for many students	Diversity!

Courses

At the end of 2025, there were a **total of 144 tropEd accredited courses**, whether running in the reporting year or not.

Courses Canceled or Not Running in tropEd in 2025

Institution	Course Title
Heidelberg Institute of Global Health	<ul style="list-style-type: none"> Quality Management Proposal Writing Mixed Methods Global Mental Health
Instituto de Higiene e Medicina Tropical, Lisbon	<ul style="list-style-type: none"> Dengue, yellow-fever, and other arboviral diseases
University of Sciences, Techniques and Technologies of Bamako	<ul style="list-style-type: none"> Health sexual and reproductive rights
Gadjah Mada University, Yogyakarta	<ul style="list-style-type: none"> Implementation Research for Public Health
KIT Royal Tropical Institute, Amsterdam	<ul style="list-style-type: none"> SDSR (french) Digital Health
Swiss Tropical and Public Health Institute, Basel	<ul style="list-style-type: none"> Migration and Health for People on the Move
Clinica di Malattie Infettive e Tropicali Universita degli Studi di Brescia	<ul style="list-style-type: none"> Advanced training course in Clinical and Laboratory Migrant Health
Instituto de Medicina Tropical UCV, Caracas	<ul style="list-style-type: none"> ICOETDI

Courses Offered in tropEd in 2025 per Member Institution

In total 16 out of 24 institutions who submitted the questionnaire offered courses in the year of 2025. According to the data of 7 institutions that responded, a total of 231 students attended courses offered in the reporting year, of which 72 students were from a tropEd partner institution.

Institution	Students in total	Students from own institute	Students from other tropEd institute
Bergen	171	57	58
Yogyakarta	3	0	0
Bamako	30	0	0
Hamburg	1	0	0
Witten	7	0	7
Lisbon	12	12	0
Brescia	7	0	7

Data on students

As shown in Figure 5 the number of the tropEd incoming students from other universities that only participate in at least one of the advanced modules, enroll afterwards at that university in almost half of the cases.

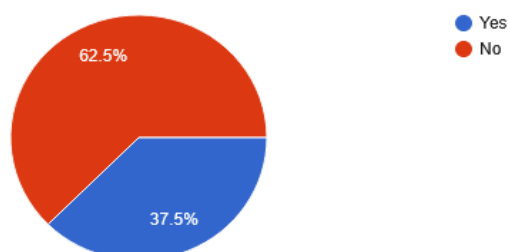


Figure 5: The percentage of external students enrolled in 2025 by 24 tropEd institutions who submitted their responses.

Use of AI for the students

The use of AI differed at each Institution. From all the 24 Universities that answered, 14 use a form of AI for their students as shown in figure 6.

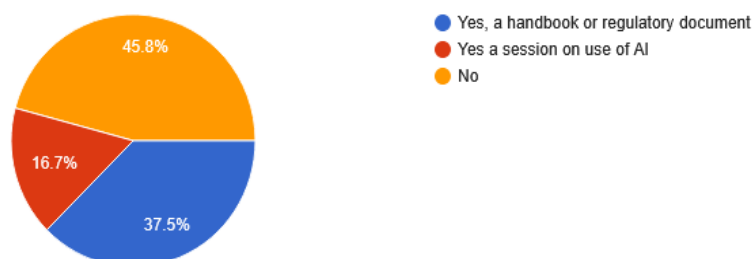


Figure 6: Responses of 24 institutions regarding their AI form of usage for students

Annual Feedback

Things that went well in 2025

- Prompt information and responsive to questions
- Both advanced modules were running and received very nice feedback
- Meeting organization
- Student involvement in tropEd
- Great organisation, lovely GA in Amsterdam
- Nice collaboration within tropEd for the ECTMIH in Hamburg
- Organisation of the GAs; communication in general
- Very well-organized GAs, efficient feedback, and technical support.
- We had a successful summer school session
- Thank you for your warm welcome to me as a new tropEd representative.

- This reporting year I particularly liked the collaborative initiatives, including the ECTMIH Academy session and the ECTMIH session as well as the tropEd summer school.
- As I mentioned before, the students exchange program INSP have with Universitat Charité Berlin. Has been very successful and the students have a wonderful academic and personal experience in our country.
- Troped Accreditation of New/revised courses
- Nice GA's, excellent summer school, starting-up of more collaborative work
- Active engagement, effective teamwork, and steady progress toward the network's objectives.

Things to improve in the future

- PR strategy, as we had only a small number of applicants
- More exchange of students
- Inquiring the interest in tropEd from the perspective of all members, but particularly from the perspective of overseas member.
- Response time, updates in the webpage, TropEd documents and management of courses on the website.
- Certain course details, such as dates and teaching language, are either outdated or inconsistent on the tropEd website, potentially causing confusion for students seeking accurate information.
- We will consider removing the requirement of minimum number of students for course delivery to offer opportunities for any students who want to enroll in the courses
- Clarifying or strengthening the benefits for students of doing a tropEd degree.
- Funding for Mexican students (providing housing or some money for feeding) and some other scheduling options for tropEd meetings.
- It would be important to have more tropEd students taking classes. I question if we should present our unique courses to one another at a GA for better student advisement
- I would like more collaborative work that benefit students in the network.
- Communication among partners could be enhanced by establishing clearer channels and more frequent updates on ongoing activities and opportunities.

Additional Remarks

- Compliments to the network in general for remaining relevant!
- We should record per institute the number of exchange students and also the most popular courses with students
- It seems home institutions are not asked to report on incoming and outgoing tropEd students! Is this not a mistake? Happy to send you the information if still needed.
- We hope some of the issues will be resolved with the new website.
- I believe that conducting accreditation sessions primarily during GAs is time-consuming and inefficient, as it reduces the time available for other important discussions and may not allow for thorough evaluation and decision-making. Despite

the existence of a course accreditation handbook, different accreditation groups apply different criteria in their decisions.

- I appreciate all the work that goes into the tropEd network. Thank you.
- Thanks to the secretariat!!