

Annual Report 2025

Strengthening cardiometabolic disease prevention and care capacity by improving the quality of nursing education

A project under the Partnership for
Education of Health Professionals

ABSALON
UNIVERSITY COLLEGE
ABSALON

KØBENHAVNS
PROFESSIONS
HØJSKOLE **XP**



VIA University
College

novo nordisk
fonden

PEHP
Partnership for Education
of Health Professionals

Annual Report 2025

Strengthening cardiometabolic disease prevention and care capacity by improving the quality of nursing education.

A project under the Partnership for Education of Health Professionals.

Leadership: Lene Søndergaard Andersen, Carsten Juul Jensen, Lene Munch.

Steering group: Mette Ide Davidsen, Daniel Schwartz Bojsen, Berit Hvalsøe, Maria Dyhrberg Rasmussen, Sussie Heidi Bratbjerg Israelson, Siv Steffen Nygaard, Mathilde Vraa-Jensen.

The PEP-University College project (PEP-UC) is a collaboration between University College Absalon, VIA University College and University College Copenhagen.

Funded by the Novo Nordisk Foundation (NNF24SA0100290).

This report is publicly available and may be shared for informational purposes. It includes contributions from Lene Søndergaard Andersen, Kristine Yigen, Helene Helsø, Lene Munch.

Cover photo credit: Novo Nordisk Foundation.

Photo credit: PEP-UC team.

Questions about PEP-UC project and this report can be addressed to Lene Munch (lemu@pha.dk).

Content

Introduction	4
Project highlights of 2025	5
Partnerships in progress	7
College of Nursing, All India Institute Of Medical Science, Delhi	7
College of Nursing, Christian Medical College, Vellore	9
Kenyan partners	10
University of Copenhagen	10
Activities in 2025	11
Workshops and seminars	13
On-site meetings	13
Onboarding	13
Competence Development Activities	14
Systematic framework for designing learning activities	14
Competence program: Clinical Leadership and Clinical Decision-Making – steps towards empowering future nurses in CMD care	14
The clinical leadership and decision-making content	14
The pedagogical systematics and approaches	14
The cardiometabolic grounding	16
Evaluation of the competence program	16
Course: Pedagogical Inspiration for Educators in Health Professions	16
The content	17
The pedagogical systematics and approaches	17
The cardiometabolic grounding	17
Evaluation of the program	17
Educational packages and learning resources	18
National and International Networks – Sharing our Learnings	19
National Conference on Health Research at University Colleges	19
International Council of Nurses Congress	20
Constituting the governance structure and the PEP-UC team	21
Establishing baseline assessment	22
Bringing researchers together through the PEP-UC network	23
Key learnings	24
Looking head	25

Introduction

The Partnership for Education of Health Professionals (PEP) is a programme under the Novo Nordisk Foundation aimed at reducing health inequalities in India and East Africa by strengthening the education of healthcare professionals. PEP is built around a series of collaborative partnerships that work to enhance the capacity of educational institutions to deliver high-quality training for nurses and other healthcare professionals.

Under the PEP programme, the PEP-University College (PEP-UC) project was launched in 2025 with the objective of establishing an international partnership dedicated to strengthening the educational landscape of nurses in India, Kenya and Denmark. This initiative presents a collaborative effort in capacity building and educational development, involving three Danish University Colleges (UCs). It was granted DKK 38.1 million and is running for a five-year period.

The theory of change of the project shows how the objectives will be achieved through empowering nurses in their role as reflective practitioners, focusing on providing education in evidence-based cardiometabolic diseases (CMD) management, clinical leadership and clinical decision-making, and by introducing new pedagogical and geographical strategies.

During the first year of the PEP-UC project, we have worked on strengthening our partnerships, both at strategic and operational levels, set up cross-border working groups to share experience and knowledge, and co-develop new concepts and learning resources. We have tested a variety of pedagogical approaches on faculty members, had multiple on-site knowledge sharing and practice-based exchanges, implemented competence development courses for faculty members, and established a project baseline. We have onboarded several new project members and established the governance structure with our partners.

In India, we have worked intensively with College of Nursing at AIIMS to support their ambition to become a Centre of Excellence in clinical leadership and clinical decision-making. In Kenya, where partners are currently in the process of finalising their project applications, we have had multiple consultations to support their process. As part of these efforts, and through competence-building activities, a range of learning resources has been developed - both by UC faculty and in co-development with faculty at AIIMS.

This report provides an overview of our 2025 activities.

Project highlights of 2025

In 2025, the PEP-UC project had numerous outcomes captured as part of our monitoring and evaluation process.

- AllMS College of Nursing stated an ambition to become a Centre of Excellence for clinical leadership and clinical decision-making. Therefore, an online and blended competence development program focusing on clinical leadership and clinical decision-making was implemented.
- A pedagogical short course for multiple Kenyan medical training colleges and Amref International University was conducted.
- A new culturally sensitive model for systematic development of simulation scenarios was co-created by AllMS and the UCs.
- The learnings from the scoping phase were presented at the International Council of Nurses (ICN) Congress in Helsinki, where 7000 nurses participated.
- Capacity strengthening of the participating faculty members of Danish UCs in the e-tivity framework and the Health Learning Design Model.
- An article was published in the *Danish Journal for Nursing* highlighting the work of the PEP-UC, delivering key information to the Danish Nursing community.
- Through the PEP-UC network, Danish and Indian nursing researchers collaborate on an externally funded scoping review of educational programs related to coexisting diabetes and severe mental disorders.



Partnerships in progress

The PEP-UC is a partnership project, and the development of the partnership with the PEP partners is thus a vital part of the project. The developments in this regard are described below.

College of Nursing, All India Institute Of Medical Science, Delhi

The partnership with College of Nursing, AIIMS went into another phase during the year with many meetings both physically and online at project management level and at working group level, resulting in a deeper and mutually trusting relationship. AIIMS and the UCs worked together in Delhi, Helsinki and Copenhagen, as well as through both synchronous and asynchronous online collaboration.

In total, three working groups were established between the UCs and College of Nursing AIIMS with participation of a minimum of 3 participants from each partner in each group. In 2025, the groups followed the organization of the three objectives outlined in the PEP-UC proposal: Prevention and care of CMD, Clinical leadership and clinical decision-making, and Online-blended-learning (OBL) and simulation.

CMD Working Group

The working group on prevention and care of CMD was established to work on the three CMD areas identified by AIIMS: retinopathy, MASLD and gestational diabetes. During monthly on-line meetings, the group agreed to focus jointly on the nurse's role in supporting individuals with CMD in making behaviour changes. The Transtheoretical Stages of Change Model was selected as the guiding framework, as several Indian and Danish partners were already familiar with the model. In close collaboration, faculty members from Denmark and India co-developed a structured learning program for the CMD working group. The program was delivered across two sessions, where the model was introduced and applied to Danish and Indian patient cases. This working group will contribute to the development for the 2026 Training-of-Trainers program focusing on gestational diabetes.



Clinical Leadership and Clinical Decision-Making Working Group

The working group on clinical leadership and clinical decision-making was established to develop new courses with specific focus on methods and models that support the reflective nurse practitioner. The area of clinical leadership with the nurse taking leadership of daily practice is a new and relatively unexplored terminology for the partners in India. The working group collaborated on both development and execution of an online and blended competence program within the field of clinical leadership and clinical decision-making and will continue to support and co-create educational programs and activities relevant for the Training-of-Trainers program in 2026.

OBL and Simulation Working Group

The working group on OBL and simulation has continued a solid partnership and collaboration from the scoping phase and has kept up the momentum in 2025 with monthly online working meetings. The group has its own competence development internally in the group with knowledge-sharing, presenting and discussing learning theory relevant for strengthening pedagogical approaches to be used in teaching and learning in-class, out-of-class, and in simulation. Besides working with competence development internally in the group, we ideated an abundance of ideas to collaborate on, e.g., establishing a cross-country mentor corps, simulation scenarios, and another series of seminars for the upcoming PEP-talks. This group will support program development for the Training-of-Trainers in 2026 with expertise in OBL pedagogy, and simulation pedagogy.

College of Nursing, Christian Medical College, Vellore

Christian Medical College (CMC) Vellore went through a change in top management at the College of Nursing in the summer of 2025, as Dr. Vinitha stepped down and Prof. Shandrilá assumed the position of dean. A larger organizational change was also implemented at CMC during the year. Combined with the official launch of their phase 2 project towards the end of the year, these changes contributed to delays in the CMC partnership and in establishing the planned working groups.

Nevertheless, we had opportunities to initiate the development of the partnership and identification of joint areas of interest through workshops and meetings during face-to-face encounters in January 2025 in Vellore and again in October in Copenhagen. We will engage and re-establish our trustful relationship with our partners in 2026 and move forward with collaborative activities.



Kenyan partners

In April, representatives from Kenyan and Danish PEP partners met in Nairobi to initiate the next phase of collaboration. More than 50 individuals from universities, university colleges, research institutions, the Novo Nordisk Foundation, and health authorities participated.

In 2025, the Kenyan partners were in the process of developing their PEP phase 2 project application. In this process, the PEP-UC project group was provided with several opportunities to offer input to ensure a continued focus on nursing education and alignment with the overall objectives of the PEP-UC project.

From a nursing educational perspective, this included further integration of CMD in the curriculum, opportunities for low-fidelity simulation training, strengthened pedagogical methodologies, and enhanced dissemination of knowledge through an OBL approach.

Following the visit, the UC group was provided with several opportunities to offer input to the Kenyan project applications to ensure a continued focus on nursing education and alignment with the overall objectives of the PEP-UC project.

University of Copenhagen

The University of Copenhagen's PEP project team serves as a partner for the PEP-UC project group. Throughout 2025, quarterly meetings were held, during which we benefited from each other's experiences in developing and sustaining partnerships, as well as shared knowledge on educational initiatives and evaluation practices. The UCs were also involved in several Community of Practices, which were initiated under the PEP symposium by the University of Copenhagen. These include CMD in Curriculum, Simulation-Based Education, and Capacity Strengthening.

This partnership has potential to become even more fruitful in the future. Through online and onsite interactions in 2025, we gained a deeper understanding of how our mutual engagement in the PEP project both supports and complements one another, while also identifying areas where our approaches differ. This insight will ultimately strengthen the collaboration between our institutions and enhance our work with partners.

Activities in 2025

Throughout 2025, we carried out a broad range of ideation and competence-development activities with our partners in India and Kenya as well as with the Danish faculty members involved in the PEP-UC project. It was a combination of on-site and online activities, all focusing on strengthening competencies within CMD, pedagogic strategies, and clinical leadership and clinical decision-making. In this section, we present a selection of key highlights.





Workshops and seminars

On-site meetings

Across the two on-site kick-off meetings held at CMC and AIIMS respectively, we delivered a total of 12 workshops addressing key themes of common interest: CMD, OBL, simulation, clinical leadership and clinical decision-making. The workshops were highly engaging, using interactive pedagogical strategies and included collaborative flipped activities, group discussions, idea generation, and experience sharing between Danish and Indian faculty members working together. To inspire the teams further and strengthen a shared understanding, we also conducted six on-site seminars on topics such as complex interventions and related evaluation methods, CMD from an international perspective, and theories on health behaviour change approaches. The various activities during these on-site meetings fostered a mutual understanding of the nursing education systems in India and Denmark, generated ideas for areas of collaboration, and strengthened the relational partnership at both faculty and management levels. Together, these efforts reinforced our solid foundation for the continued collaboration.

Onboarding

As part of the onboarding of the Danish faculty members involved in the PEP-UC project, we conducted seminars on cultural sensitivity, capacity strengthening, collaborative partnership approach, and pedagogical frameworks for course program development. These activities helped establish a shared understanding and common foundation, ensured alignment across UCs, and prepared the faculty for collaboration and co-creation with Indian partners.



Competence Development Activities

Systematic framework for designing learning activities

The e-tivity framework and the Health Learning Design Model were applied to ensure a systematic approach when designing online learning activities. The models are evidence-based and were purposely selected for this project because they support the incorporation of cultural and context-specific requirements essential for successful and sustainable competency development. They guide the user, offer a structured and systematic design, and promote transparency and recognizability for both educator and learner. Also, the formats are shareable, sustainable, and independent of geographic location. These qualities align with the project's aims regarding outreach, shareability, and the use of online and blended formats.

Competence program: Clinical Leadership and Clinical Decision-Making – steps towards empowering future nurses in CMD care

A fully fledged competence development program on clinical leadership and clinical decision-making was organized and developed in collaboration with the College of Nursing at AIIMS and the UC experts. The program targeted faculty members of the College of Nursing and was delivered by the UC experts.

Four modules were delivered, applying a variety of pedagogical approaches. The first three modules were conducted online, while the final module was held on-site over three full days. Sixteen AIIMS faculty members completed the programme, supported by twelve UC experts.

The clinical leadership and decision-making content

The programme focused on strengthening reflective practice and empowering nurses in clinical leadership and decision-making. Core concepts and systematic models were introduced gradually, including clinical reasoning, empowerment, reflection-in- and on-action, the Gillespie House model, Toulmin's model of argumentation, and the e-tivity approach. Participants highlighted the value of structured models and welcomed reflection as a meaningful pause in a busy, problem-oriented workday.

The pedagogical systematics and approaches

The e-tivity template and the Health Learning Design Model served as tools for designing learning activities. Participants explored a wide range of methods including flipped learning workshops, peer-to-peer learning, feedback and feed-up sessions, and hands-on production. As part of the programme, participants collaboratively created three learning activities and tested them during the on-site module. This strengthening their focus on systematic and pedagogical approaches in learning design.



The cardiometabolic grounding

The competence program included the CDM subjects chosen by AIIMS: Gestational diabetes, MASLD, and retinopathy. These topics were integrated throughout all four modules and incorporated into the learning activities. One example was the collaborative co-creation of three CMD-related patient cases to be used as learning resources.

Evaluation of the competence program

The competence program was evaluated through several methods, carried out both continuously and at the end of the program to support ongoing adjustments and to track participants' competence development. The program was evaluated very appreciatively by the participants. One participant noted: *"we, the faculty, have a responsibility of empowering them, the students, with these skills, the leadership as well as the decision-making skills. That's a big challenge. But that is very much required."* Another participant expressed it like this: *"And implementing these models for the purpose of teaching and clinical decision-making. So that will, I think, empower our students and empower us to have a more comprehensive view, and to further manage more holistically"*.

Data showed increased self-assessed competence, particularly in designing learning activities on clinical leadership. The participants also expressed that this was only the first step of their journey that required more training to reach a deep learning level. According to one participant, this had not been a priority until now: *"Actually, we are not into deep learning concepts. Maybe we are learning to address the issues. But this deep learning is more fascinating"*.

Summing up, the programme strengthened participants' awareness of the value of competence development and enhanced their ability to design learning activities that promote reflective nursing practice. We have collaborated on taking the first steps, and our next steps together require diving deeper into teaching and learning models and methods.

Course: Pedagogical Inspiration for Educators in Health Professions

A five-day OBL short course on innovative pedagogical approaches was launched with the aim of strengthening participants' pedagogical competencies and inspiring them to plan and facilitate engaging educational activities. The program was developed collaboratively with the NNF office in Kenya and UC experts.

The course program consisted of five modules, each introducing and applying different pedagogical approaches. The program targeted educators at medical training colleges. Forty participants enrolled in the course, and 27–33 attended each day. Twelve UC educators contributed as developers, e-mentors,

e-educators, or subject experts. Participants represented key institutions, including Christian Health Association of Kenya, Kenya Medical Training Colleges, Kenya Conference of Catholic Bishops, and AMREF International University.

The content

The Didactical Relationship Model served as a central framework throughout the program. The five modules covered topics such as reflection, classroom management, gamification, didactics, cooperative learning, feedback and evaluation practices. For most participants, these topics were new, which fostered curiosity and motivation to explore pedagogical theory further.

The pedagogical systematics and approaches

The course was structured using the e-tivity framework and the Health Learning Design Model, combining presentations with collaborative peer learning activities in online breakout rooms. Five two-hour learning activities were delivered, drawing on varied pedagogical approaches such as flipped learning workshops, peer-to-peer learning, mentorship, and feedback and feed-up seminars. This systematic approach strengthened their understanding of pedagogy and highlighted the importance of a clear didactic framework when developing learning activities.

The cardiometabolic grounding

Cardiometabolic topics were woven throughout all five modules, with continuous inclusion of examples and cases related to CMD. This consistent use of CMD-focused examples strengthened participants' understanding of how such topics can be taught through different pedagogical approaches.

Evaluation of the program

The course was evaluated using the qualitative interactive Delphi method. The participant feedback demonstrates a high level of satisfaction with the content, design, pedagogical approach, and facilitation. Two participants expressed it like this: *“The course was very educational. I learned a lot, and this will improve my teaching.”* and *“Pedagogical approaches using evidence-based data were very interesting. I enjoyed gamification and the feedback process. The breakout rooms gave us a chance to reflect on these approaches.”* Participants also noted challenges, particularly related to internet connectivity, which occasionally limited access to live online seminars and activities in breakout rooms.

Summing up, this short course on pedagogical approaches has inspired the participants to try out new angles in their teaching, and recommendations for future iterations included extending the course duration to allow more time for hands-on activities and deeper reflection.

Educational packages and learning resources

Throughout 2025, we developed and delivered a variety of educational packages and learning resources. Some were created primarily by the UCs, while others were developed through collaborative, co-creative processes. During the delivery of the activities, innovative online and blended pedagogical models and approaches were applied. The educational packages and learning resources were produced in a shareable and scalable format with the opportunity to re-visit online. Below, we present an overview of some of the learning resources that have been developed within the different educational packages.

The clinical leadership and clinical decision-making competence program

- One overall course program and four module descriptions, all developed using the e-vitivity framework and the Health Learning Design model
- Five voice-over Power Point presentations e.g. Clinical decision-making and reflection and From reflection to empowerment in nursing
- Three CMD-focused patient cases co-created alongside corresponding learning activities designed using the e-tivity framework

Pedagogical inspiration for educators in health professions

- One course program developed using the e-vitivity framework and Health Learning Design model
- Six voice-over Power Point presentations e.g. Cooperative learning, Gamification, and The power of feedback
- One gamification activity on identifying diabetes symptoms conceived during a breakout-room discussion and later further developed

Additional learning resources:

- One inspiration catalogue on blended learning strategies in e-learning activities was translated from Danish into English and adapted for an international use
- Two voice-over Power Point presentations on central concepts within the PEP-UC project: learning taxonomies and the evidence wheel

PEP-UC project: learning taxonomies and the evidence wheel

- One co-created template for creation of simulation scenarios
- One program for discussion on learning theories
- One educational activity using the Stages of Change framework and CMD-focused patient cases suited for both Indian and Danish context
- One educational activity developed using the e-vitivity framework and focusing on the nurse's role in collaborating with persons with type 2 diabetes on behaviour change

National and International Networks – Sharing our Learnings

National Conference on Health Research at University Colleges

At the National Conference on Health Research at University Colleges in Copenhagen in August, we delivered an oral presentation of the PEP-UC project titled '*Highlights from PEP-Nursing - an international and cross UC program to enhance nursing competences in CMC care*'. The project setup was presented, and the preliminary learnings were discussed with 40 educators and researchers within nursing and other allied healthcare professions.



International Council of Nurses Congress

In June, we participated with an e-poster at the International Council of Nurses (ICN) Congress, which gathered representatives from 130 countries and more than 7,000 participants. The aim of the poster was to present and share experiences and provide insights gained from the scoping project. Specifically, the poster highlighted what the project has taught us about collaboration, partnership development, nursing leadership, and the intercultural transfer of educational development initiatives. The conference offered a valuable opportunity to engage with established international partners as well as to connect with new stakeholders who showed interest in the project and its future directions. Participation in the congress initiated an ongoing dialogue with representatives of ICN regarding the possibility of contributing a presentation, panel discussion, or similar activity at the upcoming ICN Congress in 2027 with all partners included.



Constituting the governance structure and the PEP-UC team

The PEP-UC team expanded significantly in 2025. A new project manager joined at the start of Phase 2 and was onboarded to the project as well as to national and international partners within the PEP program. Up to 20 additional project participants from the three Danish UCs were onboarded in the first half of the year. During the summer, the full PEP-UC team met for joint working days, which promoted strong professional connections and improved the collaboration in subsequent online sessions. One of the three key experts in the PEP-UC project was replaced, resulting in an extended period without a designated key expert for the area. During this time, we assigned a temporary lead and redistributed responsibilities across the core project group to ensure continuity and progress in the work.

Creating a strong sense of belonging to the PEP-UC project has been challenging for some project participants. This is partly because the project tasks often come in phases, and partly because the project appears complex when participants are only involved in selected components. To address this, we maintain regular communication through newsletters and will continue to strengthen cohesion by organizing shared online theme days and onsite working days. These initiatives aim to support engagement, alignment, and a clearer sense of connection to the overall project.

By the end of 2025, an engaged PEP-UC project team has been established, bringing together a wide range of knowledge, experience, and competencies. The team is well positioned to address the tasks ahead, including sustaining and strengthening partnerships and collaborations.

Throughout 2025, the governance structure of the UC project was managed through weekly project management meetings, biannual UC management meetings, biannual cross-border partner management meetings,— and annual steering group meetings. The meetings are documented in a project logbook. We will continue to work with this structure in 2026.

Establishing baseline assessment

The Phase 2 of the PEP-UC project period commenced with the establishment of a joint data-responsibility agreement among the three UCs, and the development of a data management plan.

In 2025, a baseline assessment was initiated to enable systematic monitoring of developments throughout the five-year project period. The baseline study includes both a quantitative survey and qualitative interviews targeting faculty members at our partner institutions. For the questionnaire component, the project applies *The Regional Competency Assessment Tool for Nurse Educators*, developed by WHO and partners. This edition was designed and validated for the South-East Asia Region and evaluates eight core competencies for nurse educators.

The qualitative component consists of individual, semi-structured interviews focusing on professional career paths and work-life balance, as well as teaching practices, subject expertise, and pedagogical approaches, both in general and in relation to participation in the PEP project.

Baseline data collection began in 2025 with partners at the College of Nursing at AIIMS and will continue with the remaining partners in the coming year.



Bringing researchers together through the PEP-UC network

Researchers from Denmark and India with a shared interest in the coexistence of diabetes and severe mental disorders were connected through the PEP-UC network. On the initiative of Danish researchers within the UCs, a scoping review was initiated. The project was externally funded and involved participation from Danish UC members, representing the three UCs in the PEP-UC project, as well as Indian nursing researchers from AIIMS and CMC. The aim of the scoping review was to map and evaluate available educational programs designated to prepare health professionals to care for persons with coexisting diabetes and severe mental disorders.

This marks the first research activity involving collaboration between Indian and Danish nursing institutions in the PEP-UC project and has the potential to strengthen long-term cross-border research partnerships. The knowledge generated will provide direct value to the PEP-UC project and can potentially be applied within the PEP-UC project activities. The review is planned for publication in a peer-reviewed journal in 2026.



Key learnings

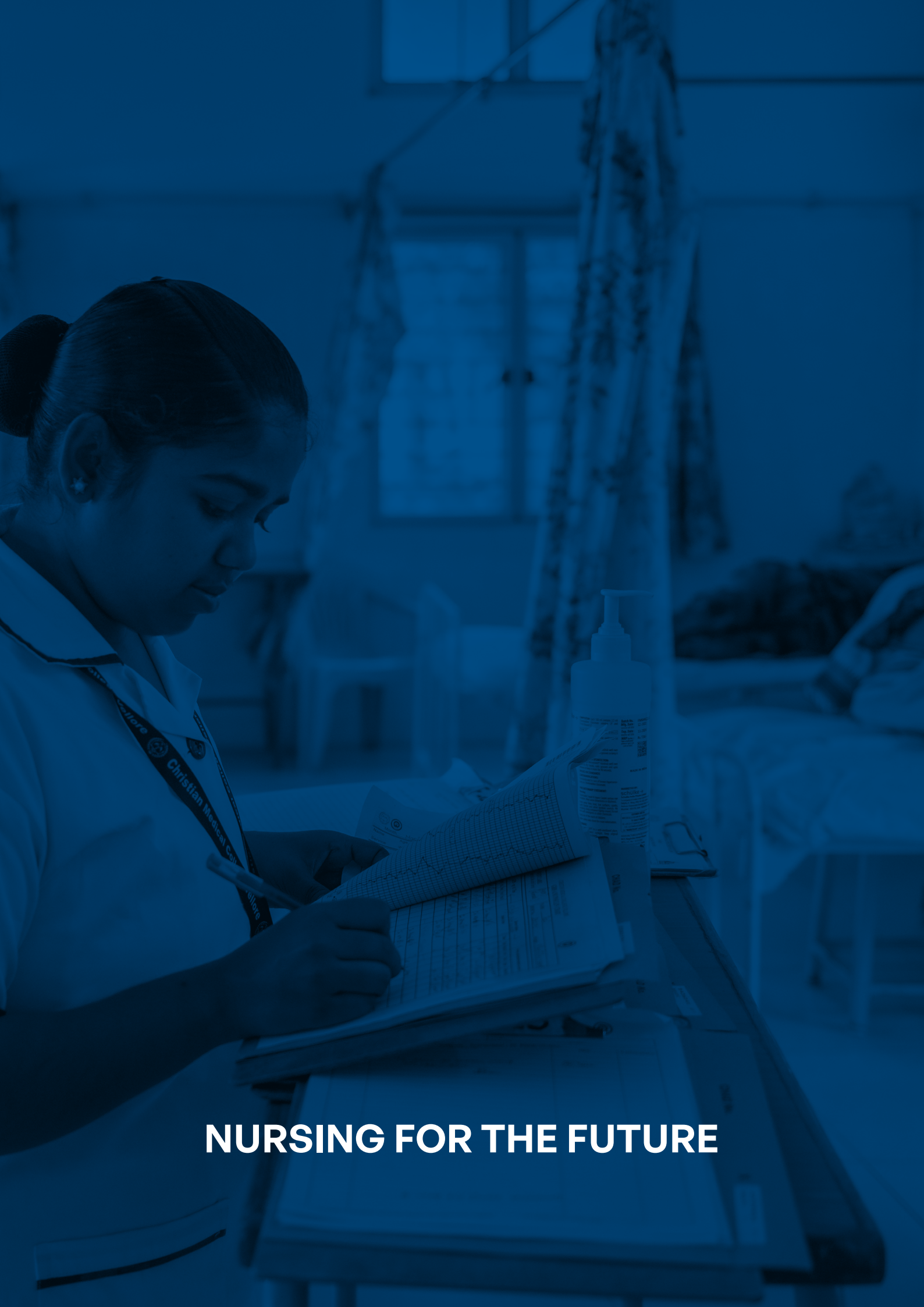
- **Trustful relationships are a foundation for capacity building.** We have learned that trustful relationships - internationally and across the UCs - are essential and require time, consistency, and mutual effort. Through both formal and informal meetings and interactions, we have strengthened the national and international partnerships grounded in openness and shared commitment.
- **Cultural insights across partners.** We have gained valuable cultural insight into how our partners work, both internationally and across the Danish UCs. Understanding both similarities and differences has strengthened collaboration and will remain a priority going forward as we continue to build on existing relationships and develop new partnerships.
- **Inspiration from Indian Nursing Education.** The dual role of Indian faculty - who are affiliated to both the clinic and the nursing college - provides strong inspiration for strengthening practice-based learning. This close integration between educational and clinical environments offers a model that can help bridge the persistent theory-practice gap that continues to challenge Danish nursing education.
- **Fostering mutual curiosity and learning across Indian and Danish faculty.** We observed a strong mutual curiosity and a shared commitment to learning from each other's nursing education practices. Indian students excel in natural sciences, while Danish students demonstrate strengths as critical and reflective practitioners. By drawing on each other's strengths, both partners gain meaningful inspiration to further enhance the quality of nursing education.
- **Changing roles of educators and mentors when working online.** UC faculty members faced some challenges in acting as online educators and mentors with international participants, partly due to cultural differences in online engagement and limited experience with online teaching roles. This highlighted the need for enhanced skills to confidently take on the roles as *e-educators* and *e-mentors*.
- **Working across PEP-UC objectives strengthens coherence.** Even though PEP-UC is structured into separate objectives, we have found that developing concrete educational activities naturally involves all three focus areas: CMD, clinical leadership, and pedagogics. One area may be frontstage, while the others operate backstage and shape the work indirectly. This way of working strengthens project coherence and helps us stay aligned with the purpose of the project.

Looking head

- **Continued focus on clinical leadership and clinical decision-making** in collaboration with partners at the College of Nursing at AIIMS. As a next step following the 2025 faculty competence program, we will collaborate on a Training-of-Trainers program on these focus areas targeting faculty members at AIIMS' spoke institutions.
- **Co-creation of a Training-of-Trainers program on gestational diabetes** together with partners at AIIMS. The co-creation process will involve faculty members and clinical experts to ensure strong clinical relevance and a comprehensive understanding of the physiological, psychosocial, and behavioural dimensions of gestational diabetes.
- **Developing partnerships and planning joint activities with Kenyan partners** at both university level and medical training college level to strengthen capacity building.
- **Facilitating collaboration across India, Kenya, and Denmark** by exploring shared areas of interest and co-create educational activities through cross-country working groups. By experimenting with diverse collaboration formats, we strive to unlock synergies and maximize the potential of partnerships across the three nations.
- **Preparing for the expansion of online activities** involving faculty members in the UCs and partner institutions. We will focus on competence development related to online teaching roles, including the skills needed to act as effective online educators and mentors.
- **Focusing on co-creation and cross-country collaboration** by jointly developing a framework that aligns expectations and ensures efficient, structured cooperation. This will be an iterative process supported by continuous dialogue and shared learning.
- **Continue identifying concrete collaborative tasks** related to the development of learning resources and educational programmes in close cooperation with our partners.







NURSING FOR THE FUTURE