

**“Enhancing Interprofessional  
Collaboration and Learning for  
Strengthening Primary Health Care”**

July 21-23, 2021

Faculty of Medicine, Public Health and Nursing

Universitas Gadjah Mada

Yogyakarta, Indonesia

**TUFH** THE NETWORK:  
**2021** TOWARD UNITY  
FOR HEALTH

Supported by:



## TUFH 2021 ABSTRACTS

Title	PEER-LED GLOBAL HEALTH EDUCATION
Type	Oral Presentation Community-Based Education for Health and Social Care Students
1st Author	ADHAM SLEEM
Co-Authors	KONSTANTINA PAPAGEORGIU, YOUSRA-IMANE BENASKEUR
Country	EGYPT
Abstract N <sup>o</sup>	TUFH782
Content	<p>Health has many dimensions other than just the clinical skills taught in universities, and the last year has further proved to us the importance of the political and diplomatic dimensions in Global Health (GH). Medical students, the future GH workforce, receive limited formal education regarding GH; IFMSA is trying to cover that needed knowledge through non-formal education Methods: IFMSA GH Education is provided through peer-led training sessions composed of theory, discussions and simulations of WHO/UN meetings, aiming to empower medical students to take active roles in GH on a national level. Since last November, a total of 8 training sessions of this kind have taken place online for participants coming from all WHO Regions; A comprehensive post training statistical analysis was conducted to measure the outcomes and the impact of the sessions. Results: 69 participants from 31 countries of WHO Regions filled the post-training evaluation form. Regarding participants' perceptions, the improvement of knowledge in GH based on the sessions' objectives and the relevancy of the sessions attended to their work in IFMSA, were each rated on average 4.5/5. Moreover, 78% of participants reported a satisfactory or very satisfactory level of engagement in the sessions. Conclusions: Peer-led training sessions are a potent way to capacitate medical students on various GH related topics. Medical students seek GH educational opportunities outside their formal curriculum, a fact which highlights both their interests and needs, concerning GH education, implying that GH education is an essential component of comprehensive medical education</p>