



Medical Education Systems Program

This is the Annual Report of **Hsu-Li Huang**, IFMSA **Medical Education Systems Program Coordinator** for **2015-2016 Term**. The report is issued on **1st July 2016**, for **65th August Meeting General Assembly in Puebla, Mexico**.

Summary of Report:

The IFMSA Medical Education Systems (MES) Program is aimed at increasing student activism and advocacy in their faculties, ultimately to get them to obtain voting rights and a say in their faculty decisions and board. The end goal of this program, “to create a platform where medical students will learn about medical education systems and students’ meaningful participation in faculty decision making,” is consisted of 4 expected outcomes, as described respectively in the Program Impact Report. To achieve these goals, the IFMSA should play an active role on international, national as well as local level, in cooperation with the NMOs. In this report, Program Proposal, Program Baseline Assessment, NMO reports from MM16 and AM15, applications to Activities Fair for MM16 and AM15, MSI32 and MSI33, Policy Statements adopted in the past year, as well as the activities enrolled in this program in the past year are reviewed. In addition, statistics and analysis of the enrolled activities, the “potential activities”, the IFMSA Policy Statements, and TMET Trainers' Database are made. In conclusion, in the past year, we have significant impact on outcome 1, limited impact on outcome 2 and outcome 3, but little impact on outcome 4. Several recommendations are made for the future works on this program and program systems as well. Finally, please go to Annex 1 for the activities currently enrolled in this program, and to Annex 2 for other activities related to this program.

Most important achievements:

- Established the “MES Program Enrollment Form”: <https://goo.gl/BcuKpI>
- Established the “MES Program Activity Report Form”: <https://goo.gl/v230OA>
- Established the “TMET Report Form” with SCOME Director: <https://goo.gl/WRxLtx>
- Established the toolkit “Steps for Activity Coordinator”: <https://goo.gl/vjivSo>
- Coordinating the TMET workshop in Pre-GA of MM16, as one of the enrolled activities in MES program.
- Facilitating program related sessions of SCOME session during the MM16 and AM16.

Struggles encountered:

- Difficulty in arranging time ability for online meeting with TOs. Solved by frequent but short period face-to-face discussions with the SCOME Director.

Recommendations for the next term(s):



- Imagine what NMOs want and try to meet their needs. Sometimes, the NMOs do know what program system is and how to get enrolled. They just lack of motivation to do so.
- Work closely and be in touch with the TOs, especially the SCOME Director and the VPA. The works will be much easier with their support.

Program Impact Report

Program Structure

The IFMSA Medical Education Systems Program is aimed at increasing student activism and advocacy in their faculties, ultimately to get them to obtain voting rights and a say in their faculty decisions and board. To achieve this, NMOs should organize training workshops for students to learn about different areas of medical education so they can know different types of teaching, learning, evaluation and assessment, the student's role in medical education and the importance of feedback in this regard.

Once students have undergone training, NMOs should facilitate their activism by advocating for students' rights, their voice and votes with regards to faculty decision and the collection and promotion of feedback among other students.

To achieve these goals, the IFMSA should play an active role on international, national as well as local level, in cooperation with the NMOs:

International level

- Through external representation, transnational projects collaboration, research on medical education and advocacy, IFMSA mainly works on the field of medical education systems based on global medical education guidelines and the IFMSA Global Policy on Medical Education that was approved in AM2014.
- IFMSA considers the following documents as cornerstones: WFME Global Standards of Medical Education, Global Consensus for Social Accountability of Medical Schools, WFME/WHO Guidelines for Accreditation of Basic Medical Education, WHO Education Guidelines, and WHO Multi-professional Patient Safety Curriculum Guide.

National level

- As medical education systems are fundamental issues of medical students worldwide, almost every NMO with an established Standing Committee on Medical Education (SCOME) or similar divisions related to medical education working nationally in the field of Medical Education Systems according to the NMO reports 2014 and 2015.
- Through conducting projects, celebrating world days, organizing conference, implementing workshops and trainings, through policies and student representation on an educational, faculty or governmental level, NMOs try to improve their education system in various pathway.

Local level



- Decision-making processes in the field of medical education often take place at the faculty level, which specifically highlights the importance of local efforts and capacity building in this program.
- Through conducting projects, conducting research on medical education and evaluating the quality of curriculum, local committees have limited methods and less influence on the entire systems than national organizations. However, while primary data collected from local committee is more available, meaningful student involvement is easier to achieve in local level as well.

Main goal and expected outcomes/impact

Main Goal: The aim of this program is to create a platform where medical students will learn about medical education systems and students' meaningful participation in faculty decision making. These skills will empower them to take a leading role and actively advocate their inclusion in decision making. This program also aims at reaching the global standard of medical education system and active students' engagement in decision-making.

The impact of this program should be measured by the achievement of the following outcomes:

- **Outcome 1:** Educated and empowered medical students on medical education topics.
- **Outcome 2:** Medical students' participation in the quality assessment and evaluation of medical education in the faculties.
- **Outcome 3:** Medical curricula are adapted to globally recognized medical education guidelines.
- **Outcome 4:** The issue of Global Health is introduced and included in the medical curricula.

Before the end goal is achieved, several medium-term and long-term objectives are set:

- **Medium-term objectives:**
 1. Capacity building on issues relevant to Medical Education such as Assessment & Evaluation and Quality Assurance.
 2. More experienced Medical Education trainers who will succeed in motivating the student body to raise their voice.
 3. Representation on international level through policies adopted by IFMSA.
- **Long-term objectives:**
 1. Increased student engagement and advocacy in their faculties, ultimately to get them to obtain voting rights and a say in their faculty decisions and board.
 2. Official collaboration with Medical Education organizations as well as various healthcare professionals and professional societies sharing a passion for Medical Education.



Program Areas

The types of Activities which are going to be summarized in this Report are based on the UN Classification as followed:

- **Education among specific societal groups.** IFMSA provides education on health issues in most of the societal groups (peers, children, youth, adults, elderly, specified groups).
- **Advocacy**, also called lobbying. Advocacy is the attempt to influence political decisions and policy. An advocacy strategy directly targets those responsible for respecting and protecting certain values and achieving specific goals within the society – the authorities. Advocacy strategies should be used for influencing policies on national and international level as well as to bring experts and externals back to our members to learn.
- **Campaigning** is a combination of education and advocacy, is a way to raise awareness among citizens on certain issues. The general public is informed about the issue (educational aspect) yet at the same time, the more people know about the issue, the larger the pressure on government to handle this problem (advocacy aspect).
- **Research.** The aim of research is to provide evidence for development of specific topics within the theme of the Program. Medical students and IFMSA should use research when delivering the change, evaluate impact and create opportunities for medical students in research while working together with academics and other stakeholders.
- **Fundraising for 3rd Parties** means raising funds and resources with the aim of supporting an individual or a vulnerable group in tackling an issue. For example, many NMOs raise funds to support a cause for treatment of a child's rare disease.
- **Operative work.** NMOs may carry out operative work within their own community or country. Alternatively, an NMO can carry out operative work in other countries, notably developing countries, cooperating with local NGOs. This is called development assistance.

Questions to be answered

1. How many NMOs are raising projects related to different program areas? What is the proportion of in different regions?
2. Which NMOs are currently working on quality assurance? What is the region of these NMOs? Is the development balanced among regions? Are these assessment of curriculum possible to be coordinated into a compared study in the future?
3. Which NMOs are currently working on meaningful students' involvement? What is the region of these NMOs? Is the development balanced among regions?
4. Which NMOs are currently working on advocacy? What is the region of these NMOs? Is the development balanced among regions? Do they have similar goal on advocacy?
5. Which NMOs are currently working on students' right? What is the region of these NMOs? Is the development balanced among regions?
6. Which NMOs are currently working on non-formal education? What is the region of these NMOs? Is the development balanced among regions?



7. Which NMOs are currently working on research on medical education? What is the region of these NMOs? Is the development balanced among regions? How many scientific competitions are raised by NMO each year? Are there any external scientific competition should be mentioned? Is it a trend to develop scientific poster fair in IFMSA?
8. Which NMOs are currently working on Global Health Education? What is the region of these NMOs? Is the development balanced among regions?

Indicators

- **Outcome 1:** Educate and empower medical students on medical education topics.
 1. Participant feedback, including pre and post surveys on competency.
 2. Number of IFMSA certificated Medical Education trainers.
 3. Proportion of Medical Education trainers who continuously train medical students.
 4. Number of training sessions following the Training Medical Education Trainers (TMET) Workshop Guidelines; the language and the number of participants are not restricted.
 5. Knowledge gained in trainings for medical education topics which include but are not limited to TMET.
 6. Regional balance of trainings for medical education topics which include but are not limited to TMET.
 7. Number of workshops/trainings for medical education topics which include but are not limited to TMET.
 8. Number of participants in workshops/trainings for medical education topics which include but are not limited to TMET.
- **Outcome 2:** Medical students' participation in providing a standard high-quality assessment and evaluation system in medical schools.
 1. Number of schools in which students engage in providing input to create a standardized high-quality assessment and evaluation system in medical schools.
 2. Number and proportion of students who engage in processes of policy development and decision making regarding medical education.
 3. Number and proportion of students who contribute to the design, implementation and evaluation of the curriculum.
 4. Proportion of NMOs who has a student-oriented standing committee or organization specifically work on students' participation in medical education.
 5. Proportion of NMOs who advocate on the level of meaningful students' involvement or students' right.
- **Outcome 3:** Medical curricula are adapted to globally recognized medical education guidelines.
 1. Size, integrity of the IFMSA database of global medical education guidelines.



2. Level of students' comprehension to globally recognized medical education guidelines.
 3. Proportion of global medical education guidelines applied to activities of IFMSA Program.
 4. Proportion of faculties who design and implement the medical curricula based on internationally recognized medical education guidelines.
 5. Percentage of curricula consistent with globally recognized medical education guidelines.
 6. Number of research papers regarding medical education submitted/published.
 7. Number of medical curricula newly adapted to globally recognized medical education guidelines.
 8. Proportion of NMOs who advocate on integration of internationally recognized medical education guidelines in the curriculum.
- **Outcome 4:** The issue of Global Health is introduced and included in the medical curricula.
 1. Number of Global Health programs in medical schools introduced per year.
 2. Growth of the number of schools with Global Health listed on the syllabus in medical curriculum.
 3. Level of students' comprehension to the concepts of Global Health as well as related issues.
 4. Number of non-formal Global Health education medical curricula supported by medical faculties.
 5. Number of NMOs who advocate for the integration of Global Health in the curriculum.

Approach

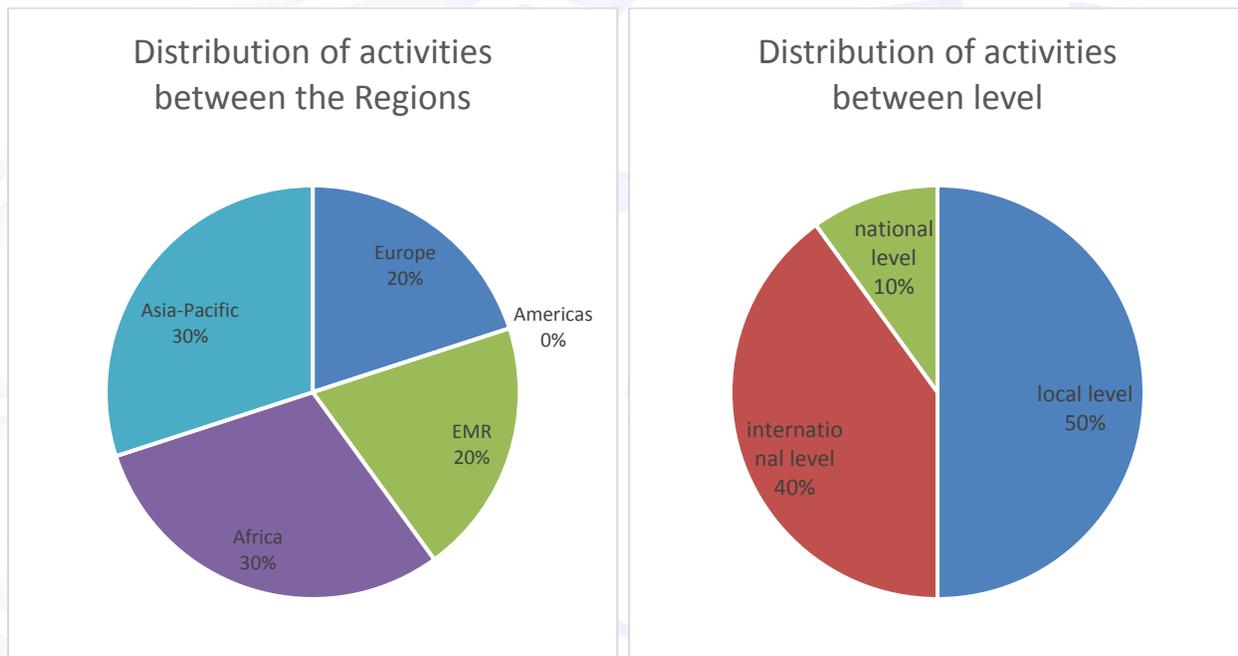
- Review of the Program Proposal adopted MM15
- Review of the Program Baseline Assessment
- Review of NMO reports from MM16 and AM15
- Review of applications to Activities Fair for MM16 and AM15
- Review of MSI in the past year (MSI32 and MSI33)
- Review of Policy Statements adopted in the past year
- Review of the activities enrolled in this program in the past year
- Analysis by both qualitative and quantitative methods

Summary of Statistics and Analysis

Enrolled activities:

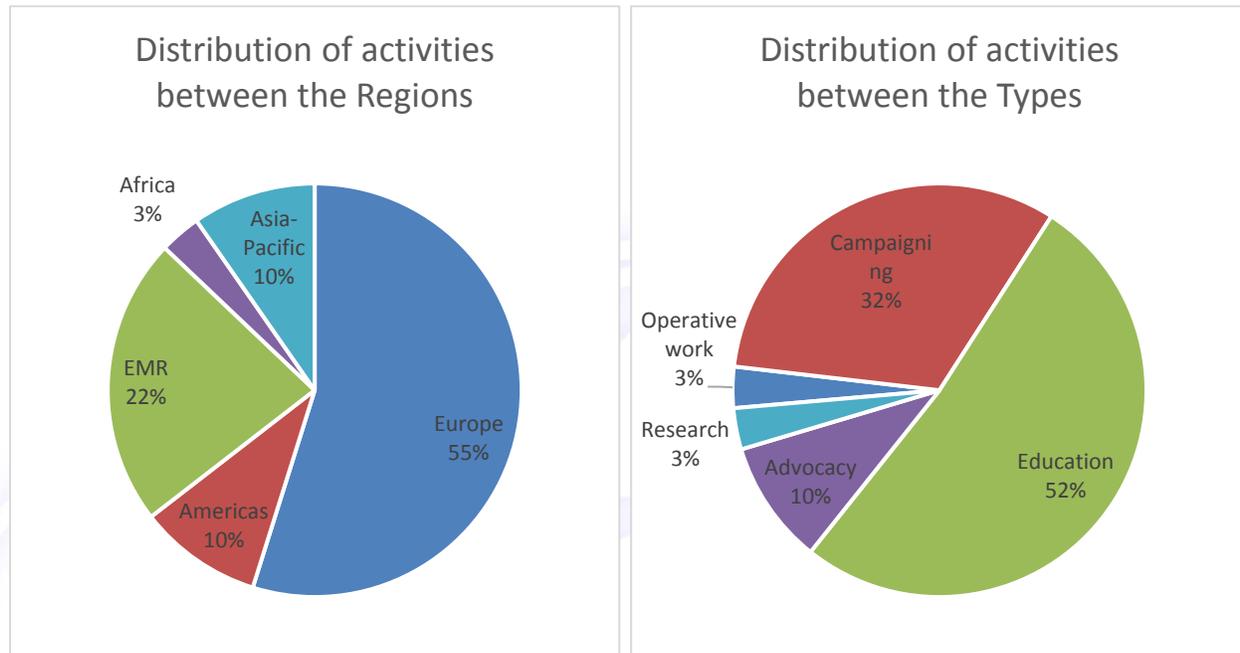


- 10 activities were enrolled under Medical Education Systems Program in the past year. These activities came from Africa (3), Asia-Pacific (3), EMR (2) and Europe (2). However, activities from Americas (0) were not received.
- Most active NMOs were IFMSA-Pakistan (3) and SAMSA-South Africa (2).
- Most of the activities were performed on local level (5), then international level (4) and national level (1).
- All the 10 activities are considered to be “Education among specific societal groups” based on the UN Classification.



Potential activities:

- In NMO reports from MM16 and AM15, applications to Activities Fair for MM16 and AM15, MSI32 and MSI33, several activities regarding medical education systems were reported. These activities, which have not been enrolled in this program yet, are defined as “potential activities” in this Impact Report. If these activities are held again in the future and meet all the criteria regarding enrollment, they can apply for enrollment and be enrolled with the approving by the program.
- 31 potential activities were held in the past year. Most of these activities came from Europe (17); activities from EMR (7), Asia-Pacific (3), Americas (3) and Africa (1) were also received.
- Based on the UN Classification, most of the activities were performed as Education among specific societal groups (16), than Campaigning (10), Advocacy (3), Research (1) and Operative work (1).



IFMSA Policy Statements

- Currently, there are 53 active IFMSA Policy Statements, where 21 of them were adopted in the past year (i.e. during MM16 or AM15).
- The analysis of all of the IFMSA Policy Statements adopted in the past year revealed that there are 1 policy statement directed to Medical Education Systems, which is
 - Widening Participation in Medical Education: increasing the number of individuals from low socio-economic backgrounds in medicine, adopted on March 2016,
- and 1 policy statement partially related to Medical Education Systems, which is
 - Global Policy on Medical Education, adopted on March 2016.

TMET Trainers' Database

- The number of TMET Trainers is one of the indicators to Outcome 1: Educate and empower medical students on medical education topics. The information of all TMET Trainers are collected in this database: <https://goo.gl/OIFYKp>.
- Currently, there are 142 IFMSA certificated Medical Education Trainers all over the world. Among them, 90 were trained in the past year.

Conclusions

Outcome 1: Educate and empower medical students on medical education topics.

Summary: Significant impact on outcome 1 in the past year, except on regional balance.

This outcome is examined mainly based on the following 3 indicators:

1. Number of IFMSA certificated Medical Education trainers.



2. Number of training sessions following the Training Medical Education Trainers (TMET) Workshop Guidelines.
3. Number of workshops/trainings for medical education topics which include but are not limited to TMET.
4. Regional balance of workshops/trainings for medical education topics which include but are not limited to TMET.

Nowadays, there are 142 IFMSA certificated Medical Education Trainers, and 90 of them were trained in the past year as is described hereinbefore. In the past year, we had 5 TMETs be held all over the world, and all these TMETs have been enrolled in Medical Education Systems Program. The number of workshops/trainings for medical education topics held in the past year is 21, and they were distributed in Europe (9), EMR (6), Asia-Pacific (4), Africa (1) and Americas (1).

In comparison with Baseline Assessment, there were only 52 IFMSA certificated Medical Education Trainers. 4 TMETs had ever been held. 18 workshops/trainings for medical education topics were reported. The regional distribution of these workshops/trainings is: Europe (10), Africa (3), Americas (3), EMR (2) and Asia-Pacific (0).

Based on these indicators, the achievement on this outcome is quantitatively significant. However, the regional balance should be evaluated as no significant difference between now and the Baseline Assessment.

Outcome 2: Medical students' participation in providing a standard high-quality assessment and evaluation system in medical schools.

Summary: Limited impact on outcome 2 in the past year.

This outcome is examined mainly based on the following 3 indicators:

1. Number of schools in which students engage in providing input to create a standardized high-quality assessment and evaluation system in medical schools.
2. Number and proportion of students who engage in processes of policy development and decision making regarding medical education.
3. Number and proportion of students who contribute to the design, implementation and evaluation of the curriculum.

In the past year, there are 13 advocacy or campaigning worked on this field.

In comparison with Baseline Assessment, there were 12 activities worked on the similar field, including 10 activities on quality assessment of medical curriculum and 2 on meaningful student involvement.

Based on these indicators, the achievement on this outcome should be evaluated as no significant difference between now and the Baseline Assessment.

Outcome 3: Medical curricula are adapted to globally recognized medical education guidelines.

Summary: Limited impact on outcome 3 in the past year.



The indicators of this outcome is mainly about medical education research conclusions and propositions, including:

1. Size, integrity of the IFMSA database of global medical education guidelines.
2. Level of students' comprehension to globally recognized medical education guidelines.
3. Proportion of global medical education guidelines applied to activities of IFMSA Program.
4. Proportion of faculties who design and implement the medical curricula based on internationally recognized medical education guidelines.
5. Percentage of curricula consistent with globally recognized medical education guidelines.
6. Number of research papers regarding medical education submitted/published.
7. Number of medical curricula newly adapted to globally recognized medical education guidelines.
8. Proportion of NMOs who advocate on integration of internationally recognized medical education guidelines in the curriculum.

This outcome is originally designed to examine the works on medical education research of faculties. However, generally speaking, these works are difficult to be reflected or presented in NMOs' works.

During MM16, an IFMSA Policy Statement, Global Policy on Medical Education, was revised and adopted. This Policy Statement is consider one of the cornerstones on Medical Education issues within the IFMSA. Taking the revision and adoption as a substantial progress, it should be consider as an impact on this outcome.

Outcome 4: The issue of Global Health is introduced and included in the medical curricula.

Summary: Little impact on outcome 4 in the past year.

Here, the following indicator is used to examine this outcome:

1. Number of NMOs who advocate for the integration of Global Health in the curriculum.

In the Baseline Assessment, 8 activities related to Global Health Education are reported. However, in the past year, there were only 1 related activities held (i.e. Global Health Short Course), indicating that there was merely rare growth on this outcome.

Recommendations

- Firstly, it will be better if we more actively encourage the NMOs to make their activities enrolled in programs. There are lots of powerful resources to find out what ideas and activities our NMOs already have, including but not limited to NMO reports, Activities Fair and MSI. In Annex 2, the "potential activities," which means the activities related to this program but have not be enrolled, are listed. It will be great if we can contact the coordinators of the activities and ask them to join this program, in order to enrich the connotation of this program.
- Additionally, I would recommend to create a strategy or a way to measure the impact which is not done by NMOs or medical students. Especially for the outcome 3 and

outcome 4. Since the faculties will not initiatively inform us what they have achieved, it is necessary to find out the extra source of data.

- Finally, the IFMSA should provide more benefits to attract the NMOs to make their activities enrolled. Frankly speaking, currently, the benefits which NMOs can get by enrolling their activities to programs are still limited. Sometimes, the reason that NMOs do not make their activities enrolled is not lack of knowledge to program system, but lack of motivation. This defect results in the number of enrolled activities is much lower than it actually is, which led to bias in Baseline Assessments and Impact Reports. It's difficult to create more benefits with limited resources, but it's still a problem which we have to face.

Annex 1: Table of enrolled activities

Activities which were enrolled to medical education systems program in the past year.

Name of the activity	Type of Activity	NMO	Region	Level	Description
TMET	Education	IFMSA-Jordan	EMR	International	The workshop sessions will include training sessions on important subjects like: teaching and learning, curriculum design, self-learning, assessment, & research. Teambuilding games and energizers will help create a better environment for participants. But most importantly: The participants will be included in the facilitation of the workshop, as its aim is to create trainers.
TMET	Education	FMS-Taiwan	Asia-Pacific	International	The TMET is consisted of training sessions on important subjects including teaching theories, curriculum development, life-long learning, evaluation and assessment, etc. The participants will have to facilitate the workshop, in order to be certificated and become trainers.
Financial workshop	Education	SAMSA	Africa	Local	A series of workshops will be hosted by a financial advisor to equip students with skills to manage finance.
Forensics workshops	Education	SAMSA	Africa	Local	Interactive workshops will be held by professionals to improve forensic evidence collection and presentations as well as providing opportunities for medical students to sit in on forensic cases.
Management course	Education	SAMSA	Africa	Local	Free online management course available to all students with the option of qualifying with a certificate.
Training Medical Education Trainers	Education	HeMUSIC-Greece	Europe	International	TMET consists of 3 working days with different types of interactive activities and sessions. Through short presentations, group work and practice it educates and stimulates students to become involved in their educational process and covers general medical education topics such as: teaching and learning, curriculum design, self-learning, assessment, research. The participants will be included in the facilitation of the workshop, as they are to become trainers.
TMET-Madrid	Education	IFMSA-	Europe	International	This TMET will take place in Madrid from April 7 to April 10, 2016.



	on	Spain		ional	There will be 18 trainees and 2 international TMET trainers. For the sessions we will use a room provided by the Spanish Counsel for Youth. Here we'll have a comfortable room to develop this workshop. The accommodation will be the Mad Hostel (Madrid).
Career Guidance Colloquium 2016	Educati on	IFMSA- Pakistan	Asia- Pacific	Local	Our Activity consists of the 4 following days: Day 1- The Surgery Symposium Day 2- The Medicine Meeting Day 3- Exam Experts Assembly- Guidance on Post Grad Exam Preparation and Opportunities Day 4 - CV Building Workshop along with a guide to Clinical Experience And an introduction to research methodology Plenary sessions with a few lines about each department in the beginning followed by direct interaction with the students to solve their queries.
Undergraduate Research Training	Educati on	IFMSA- Pakistan	Asia- Pacific	Local	The workshop is aimed at training young medical students about Research methodology and how to initiate a project and carry on with its work till the process of Publishing. 11th: First session (1 hour) 14th: Second session (1 hour) 21st: Third session (1 hour) 27th & 28th: Mega event (10 hours - 5 hours each day)
Souk Camp: TMET edition.	Educati on	LeSouk Algeria	EMR	Nationa l	A full day's training on medical education.

Annex 2: Table of potential activities

Activities regarding medical education systems held in the past year, in review of NMO reports from MM16 and AM15, applications to Activities Fair for MM16 and AM15, MSI32 and MSI33.

Name of the activity	Type of Activity	NMO	Region	Description
Onda Sinapsis	Operative work	IFMSA - Spain	Europe	Onda Sinapsis, the radio of IFMSA-Spain, is an online radio program produced by medical students for medical students. It all started with a few people concerned with the huge lack of knowledge regarding topics strongly bound to Medicine. The program is a perfect forum to raise concerns, topics, and debates and speak up. Through debates on medical education (e.g. teaching methods) and other topics, they aim to create a critical spirit among Medical students and raise concern about World Health problems and society topics strongly related to Medicine.
Local Committees: A Space for Curricular Reform	Campaigning	DENEM - Brazil	Americas	The aim was to get students and professors to discuss how to apply the curriculum in full, and debate the quality of the health professionals formed by the faculty. Participants evaluated the curriculum, thought about the challenges, mistakes, and wise



				choices made since, and to come up with ways to improve the applicability of the curriculum. The conference was so successful that it became a yearly event on our medical school calendar; with its sixth edition taking place this year.
Let's Evaluate our Curriculum!	Campaigning	Associa Med - Tunisia	EMR	This project aimed to have students who are active in the decision making in their schools, playing their roles as major stakeholders of their own education. To reach that goal, they built on the results of the evaluation provided by the website to advocate for the integration of medical students in the process of curriculum development.
We are the Change	Education	KuMSA - Kuwait	EMR	As a passionate fighter for medical education, it is very important to set up a program where students are allowed to work with the administration. That is why KuMSA created 'Aspiring to be,' a program purely designed to focus on the students' opinions on their education system.
Medical Students' Involvement Prospects in Medical Education Quality Standards Ensuring Process	Education	GMSA - Georgia	Europe	GMSA planned to become SCOME-active, got actively involved in international, regional and local activities in Medical Education and involved in the development process of a project which would form a network uniting medical schools, organizations ensuring quality education, experts and most importantly medical students from various countries, with IFMSA as the core of the proposed developmental/research project which will serve to the benefit of medical students worldwide.
Medical Education Advocacy	Advocacy	IFMSA - Jordan	EMR	Creating an environment in which students can focus on their interests and strengths is the most important, and this is actually what SCOME provides medical students with. This type of activities proves that loving medicine is more than achieving good grades, it's about living for medicine, and about defining medicine by your own words and trying to make it special every day. Medical students are usually attracted to clinical-based methods of teaching and they like meeting patients because every patient they encounter has something to teach them in an unforgettable way.
SaMED - Medical students' congress.	Campaigning	BoHeM SA	Europe	It targets all medical students willing to participate. Number of participants were over 200. Congress was very well received with international participants from 12 countries.
annual Luxembourg City Students Fair	Education	ALEM	Europe	Information for future students.
The national conference on medical education 2015	Campaigning	NMSA	Europe	<ul style="list-style-type: none"> - Objectives: To facilitate a discussion about national learning outcomes with the faculties of medicine and students. - Target group: Medical students in Norway and the medical faculties. - Number of participants: 55 - Outcomes and indicators: The conference ended with the students' unanimous support for creating national learning outcomes. We gave several recommendations for how the process should



				continue, and what the learning outcomes should contain. While we got the impression that the faculties valued our contribution to the discussion, it's still too early to evaluate the effect of the conference. - Email of Activity Coordinator: torfinmadssen@gmail.com
Souk Debate Club	Campaigning	Le Souk Algeria	EMR	A club for formal debate on medical education issues and medical ethics.
Career Advice Conference	Education	MedSIN-Sudan	Africa	- Objectives: Resolve all the mystery and complication of career pathway. Help medical students and post graduates to choose their future career in medicine the best way possible. - Target group: 1. Medical students (semifinals and finals). 2. Newly graduated students. - Number of participants: 268 + the OC (30) - Outcomes and indicators: raise awareness of medical students of all types specializations and their requirements so they can choose what is suitable for them, and then focusing their studying on it early, which will create a future professional doctors. - Email of Activity Coordinator: medsin.nome@gmail.com
Motivational Workshop "I want to be a doctor when I grow up"	Education	FEVES OCEM	Americas	- Objectives: Motivate and guide school children in training about higher education options, teaching them that the most effective way to get into university is perseverance and study - Target group: School Children - Number of participants: 100 - Outcomes and indicators: Participation and interest of children to study medicine, recognizing the rewards and gratification offered to be doctor and save lives. - Email of Activity Coordinator: dhorys.usl@gmail.com
Not the abusive increase in tuition	Campaigning	DENEM-Brazil	Americas	- Objectives: Raise awareness among medical students and general population regarding the increase on the tuition fee paid monthly on private med schools in Brazil. - Target group: Med students. - Number of participants: It was online, so we do not have this information. - Outcomes and indicators: During one week, many people got aware of the private med schools issues, reported on social media. - Email of Activity Coordinator: Do not apply.
International Residency Conference 2016	Education	IFMSA-Thailand	Asia-Pacific	- Objectives: To provide the information about residency program in US and UK - Target group: Medical Students - Number of participants: 243 - Outcomes and indicators: Very good response from the audiences/ By questionnaire - Email of Activity Coordinator: Surachai_benz@hotmail.com
Medical Education	Education	FMS-	Asia-	- Objectives: To make med students familiar with medical education



Week	n	Taiwan	Pacific	<p>issues</p> <ul style="list-style-type: none"> - Target group: All medical students (mainly around 1st-4th grade) - Number of participants: 500 - Outcomes and indicators: survey feedback satisfaction above 4 (5-score scale) - Email of Activity Coordinator: b03401028@ntu.edu.tw
Medical Profession and Beyond (MedProbe) 2015	Educatio n	CIMSA- ISMKI	Asia- Pacific	<ul style="list-style-type: none"> - Objectives: <ol style="list-style-type: none"> 1. To increase knowledge and insight of medical student and general practitioner by understanding the medical profession field. 2. To describe job opportunities and introduce medical student to future career choices or other choices of further study after they finish their undergraduate degree. 3. To strengthen motivation of medical students who make creation in medical profession field. - Target group: Medical Students of Indonesia - Number of participants: 355 - Outcomes and indicators: <ol style="list-style-type: none"> 1. Medical students provided with a framework that they can use to understand more about their choice of career in medical profession and other choice of study after they finish their undergraduate. 2. More than 300 medical students participating in Medical Profession and Beyond 2015. - Indicator: Feedback from the participants about their choice of career in medical profession by filling our survey. According to a survey that was conducted by MedProbe OC in June 2015, 80% of 400 medical students in Indonesia chose to be a specialist for their next career's step. The presentation for medical students who want to work in governmental organization is 11%. The medical students who want to focus on research only accounted for 4%. Only about 2% of the responders who want to have a career as a lecturer. - Email of Activity Coordinator: nome@cimsa.or.id
"Et maintenant on va ou?" = "Where do we go now?"	Educatio n	Associa -Med	EMR	<ul style="list-style-type: none"> - Objectives: Clarify the new path of medical studies and the reform of our medical education for medical students. Actually, the government decided to change the system of medical education in the country in order to get the accreditation before 2023, but students didn't know a thing about it. The dean and an expert in family medicine led a conference about it. - Target group: Medical students. - Number of participants: 100. - Outcomes and indicators: Number of participants and feedback. - Email of Activity Coordinator: lome@associamed-monastir.org
SCOME in Schools	Educatio n	LeMSIC	EMR	<ul style="list-style-type: none"> - Objectives: <ol style="list-style-type: none"> 1. Clear out some misconceptions students might have 2. Introduce high-school students to different systems and universities, and presenting the affiliated hospitals to each university 3. Provide high students with required information about the examinations required to join each university



				<p>4. Explain the different systems and giving advantages and disadvantages for each</p> <p>5. Give an idea about curriculum of each university</p> <ul style="list-style-type: none"> - Target group: High school students interested in pursuing a career in the medical field - Number of participants: Around 65 SCOME members. - Outcomes and indicators: <ol style="list-style-type: none"> 1. Students felt the session cleared many questions about (different systems, tuition fees and financial aid, application process) 2. Students appreciated the forum created that gave them an opportunity to get in touch with current medical students and ask for their unbiased advice. - Email of Activity Coordinator: josetawk@hotmail.com
international medical graduate (IMG)	Education	EMSS	EMR	<p>This event was aimed at all medical students from year1-5 from all four medical universities in the UAE. The objective of the event was to educate and guide students as to the procedures for applying into residency programs in different countries around the world. We also gave interview tips, tips on writing a good cv and then held sessions by students who have already passed these exams so they gave tips on studying and time management. The event was a huge success and attracted interest from many doctors, etc. and hopefully we will improve and have this event again this year.</p>
MedLectorium	Education	UMSA	Europe	<ul style="list-style-type: none"> - Objectives: It is an opportunity to listen interesting lectures of the greatest teachers from Bogomolets National Medical University and not only. We create #MedLectorium with initiative teachers who really want to teach and share their knowledges, and students who are willing to learn new things. - Target group: medical students. - Number of participants: more than 100. - Outcomes: popularization of educational lectures among students and engaging professors in production of better quality lectures. - Email: nmu@ukrmsa.com
Medical Education Days	Education	FASMR - Romania	Europe	<ul style="list-style-type: none"> - Objectives: In which we make conferences and workshops on various medical fields. This activity it takes place in all local NMOs' in different periods. - Major objective: promoting medical education. - Target group: all medical students - Email: anne.girbovan@yahoo.com
Masterplan Medizinstudium 2020 as set by the german government	Advocacy	bvmd	Europe	<ul style="list-style-type: none"> - Objectives: reform the medicine studies in Germany - Target group: our job: advocacy. Make the reform plans well-known among German students - Number of participants: N/A - Outcomes and indicators: change of the medical licensure act, establishment of the NKLM (catalogue of learning objectives) at the faculties - Email of Activity Coordinator: nome@bvmd.de



how medical education should look like in Poland	Education	IFMSA-Poland	Europe	<ul style="list-style-type: none"> - Objectives: Provide NMO members, partners, Ministry of Health with information how medical education should look like in Poland. - Target group: not applicable - Number of participants: 2 - Outcomes and indicators: policy statement - Email of Activity Coordinator: nome@ifmsa.pl
Medicafé	Campaigning	IFMSA CZ	Europe	<ul style="list-style-type: none"> - Objectives: Open discussion of medical topics - Target group: Students, Public - Number of participants: all 8 faculties - Outcomes and indicators: more than 1 event per faculty per semester. - Email of Activity Coordinator: nome@ifmsa.cz
Educational Setting National Studies	Research	ANEM/ PorMSI C	Europe	<ul style="list-style-type: none"> - Objectives: To gather data concerning the major challenges that students face in Medical Schools - Number of participants - not applied - Outcomes: the study was presented to the Portuguese Medical Association as to raise awareness regarding the negative impacts that a large number of students can have - Email: vp.edmedica@anem.pt
MedGAMES 2015	Education	SloMSA	Europe	<ul style="list-style-type: none"> - Objectives: project focused on obtaining information how prepared are students for their future job. MedGAMES 2015 is the annual competition, which was organized by students. It is an idea of the students, who wanted to create a competition in which they would prove how they control the practical skills associated with the medical profession. Medical students were able to test what they have learnt so far. Participation is recommended for students of the 4th year and older. Contestants will compete in teams of three. Their skills were evaluated in different categories - there were more than 20 disciplines in which not only knowledge but also speed and teamwork were put to the test. This project is officially supported by Jessenius Faculty of Medicine and Simulation Teaching Centre and personally by many teachers and doctors willing to participate in assessment of the teams. This idea is also supported by the international students and Association of Norwegian Students Abroad (ANSA). - Target group: med students - Number of participants: 50 contestants+30 in OC - Outcomes and indicators: students got feedback after every question/test/activity and therefore they know what are their strengths but also what are the fields they need to work harder on. Also- since it's a project that we hope is going to be done annually, students can objectively quantify their advancement. - Email of Activity Coordinator: lucka.perhacova@gmail.com
Renewal of SCLO (Swiss Catalogue of y	Advocacy	swimsa	Europe	<ul style="list-style-type: none"> - Objectives: renewal of the catalogue, defining the abilities and goals of medical students after their last year of study.



Learning Objectives), curricula to be followed by all Universities training medical students.				<ul style="list-style-type: none"> - Target group: Deans of Medical Schools and national representatives for Medical Education. - Number of Participants: 2. - Outcomes and indicators: New catalogue should be finished by 2018. - Email of Activity Coordinator: yva@swimsa.ch
Medical Education Workshop	Campaigning	TurkMSI C - Turkey	Europe	<ul style="list-style-type: none"> - Objectives: Providing an environment to express their opinions in Medical Education about issues, curriculums, health policy for Turkish Medical Students. - Target group: Medical Students - Number of participants: 80-100 - Outcomes and indicators: Realized 9th Medical Education workshop with our project team on 19-20th December and meeting topic is Community Based Medical Education - medical education for community benefit from under-graduate to post-graduate. End of the workshop, participants join the moderation sessions and express their opinion about this topic for prepare the Result Statement. Project Team are writing the statement with participants' inputs. - Email of Activity Coordinator: tipegitimicalistayi@turkmsic.net
DREEM	Campaigning	HelMSI C	Europe	<ul style="list-style-type: none"> - Goals: <ol style="list-style-type: none"> 1. Enable students to raise their voice regarding their education. 2. Raise awareness among medical students on their role within the university. 3. Awaken medical students to take on a more active role in their education. 4. Advocacy and campaigning - Objectives <ol style="list-style-type: none"> 1. Data collection by medical students. 2. Evaluation of the educational process. 3. Assessment of the educational conditions. - Target group: Medical Students - Number of participants: 798 - Outcomes and indicators: We are preparing a detailed abstract that will contain all relevant information and will be translated in English. - Email of Activity Coordinator: nome@helmsic.gr
Advocacy Initiative - Advocating for Medical Education in Malta & for the Sustainability of the Maltese Medical School.	Campaigning	MMSA Malta	Europe	<ul style="list-style-type: none"> - Target Group: Medical Students, General Public and also the media. - Number of Participants: around 200, this includes a number of people who were engaged in the online discussion through the MMSA social media that has been used. - Outcomes & Indicators: We brought into the discussion the state of the medical teaching system in Malta and the risks that are being imposed through the introduction of a second medical school in Malta. We consulted with a number of individuals in the government, medical students, medical associations and entities in the search for



				support to ensure that our medical school remains sustainable and remains autonomous in the best possible way. - Email: president@mmsa.org.mt / scome@mmsa.org.mt
Global Health Short Course	Education	Medsin-UK	Europe	- Objectives: Help coordinate global health education on a branch level to reach as many interested students as possible - Target group: university students of any discipline - Number of participants: about 1000 - Outcomes and indicators: number of students attending, surveys of attendees, campaigns following the short course - Email of Activity Coordinator: ghe@medsin.org , lo.scome@medsin.org