

# Summary of issues from breakout rooms

# Learning about education and training

- Switch to on-line UG teaching due to COVID-19 – challenges and opportunities. Use of the flipped classroom model. Reduced or no access to training platform.
- Registrar training interrupted to focus on COVID-19 response
- Virtual registrar contact sessions (less travel, high frequency and low intensity contact,
- Growing importance of continuous workplace based assessment and portfolios of learning
- Shift from referral hospitals to distributed (more rural) platform for training
- New UG (e.g. Nigeria) and PG (e.g. Zimbabwe) programmes
- Select new registrars better
- Align curriculum and standards of teaching with national programmatic learning outcomes and examination

# How can Primafamed help?

- Help with development of new curricula and content
- Help with resources for assessment e.g. MCQs
- Include teaching on climate change and planetary health in UG and PG curricula – help develop curriculum

# Learning about research

- Move towards 'PhD by publication' and MMed research assignments in article format.
- Encourage research presentations at WONCA conferences
- Implement strategies to grow research capacity – workshops, mentor pairs, collaboration with strategic partners
- Develop departmental research agenda
- Offer faculty development workshops e.g. supervision, methods, professionalism
- Implement family physician/medicine research networks

# How can Primafamed help?

- Mentoring to support research and output through the network
- Identifying expertise by providing more information on individuals through the website – identify resource people and expertise
- Sharing funding opportunities via the list serv
- PhD supervision to grow local supervisory capacity and established researchers
- Support Afriwon Research Collaboration
- Support research focus on climate change impact
- Facilitate linkages to international strategic partners
- Develop regional research agenda