

## Closing module



## Module outline

		<b>Objectives Participants will:</b>	<b>Format of activities</b>	<b>Time: 4 hours and 15 minutes</b>
SESSION <b>1</b>	Consolidation exercise	<ul style="list-style-type: none"> <li>● draw together what they have learnt from the various modules of the course, using:               <ul style="list-style-type: none"> <li>- the tools and concepts from each of the modules to address a single intervention</li> <li>- international agreements for motivating changes in policy or implementation</li> </ul> </li> </ul>	Participatory exercise in small groups	2 hrs
SESSION <b>2</b>	Revisiting hopes and expectations	<ul style="list-style-type: none"> <li>● revisit hopes and expectations listed in the opening session to review the extent to which these have been met</li> <li>● fill in an evaluation form</li> </ul>	Sharing in the big group  Individual activity	1 hr  15 mins
SESSION <b>3</b>	Certification and graduation	<ul style="list-style-type: none"> <li>● receive their course certificates</li> </ul>	Whole group gathering	30 mins
SESSION <b>4</b>	Taking leave	<ul style="list-style-type: none"> <li>● take leave of each other in a positive way</li> </ul>	Participatory exercise in the large group	30 mins

## Module brief

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### What participants should get out of the Closing Module

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#### Participants will:

- consolidate what they have learnt on the course
- apply the tools and concepts from each of the modules to a single intervention, in relation to either policy advocacy or health system planning
- evaluate the course from their immediate perspective by:
  - reflecting on the extent to which their hopes and expectations of the course have been met
  - identifying specific conceptual and practical skills they have gained
  - reflecting on the value of the networking and other gains not related to specific course content or training.

### The thinking behind the module

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This module is scheduled for the last day of the course. Its purpose is to help participants consolidate what they have learnt and take leave of each other in a positive way.

There are four sessions. The first is a consolidation exercise in which participants are challenged to apply all the tools, skills and knowledge they have acquired to a single reproductive health issue. This demonstrates how every module of the course has helped them see one important dimension of the issue or problem, and how together these dimensions enable them to develop a more comprehensive policy or intervention. In Session 2, participants revisit their hopes and expectations and provide feedback to the course organizers on what they have gained. Following this, participants receive their course certificates, and there is formal closure. The last activity is a fun exercise to take leave of each other in a positive way, and bring about group closure.

## SESSION

## 1

**Consolidation exercise****What participants should get out of the session**

Participants will draw together insights from the six modules of this course using:

- the tools and concepts from each of the modules to address a single reproductive/sexual health intervention
- international agreements for motivating changes in policy or implementation.

**2 hours****Materials**

- Handout: “Questions for the consolidation exercise”: 5 sets of 6, on different coloured paper for each module
- 5 sets of cards in 6 different colours with the module names written on them
- 5 packs of fun gifts, 1 gift for each participant

**How to run the session**

This session needs three or four co-facilitators who have taught or are well acquainted with various modules of the course.

**Activity: A competition**

**Step 1: Preparation** Prepare five sets of six questionnaires – one questionnaire for each module, one set of questionnaires for each of five groups. The questions for each module are given in the handout. Print the questions for each module on different coloured paper. For example, purple for gender, green for social determinants, and so on.

Prepare five sets of cards, about 5cm x 2.5cm, in six different colours, one representing each module. Use the same colours as for the corresponding questionnaires. There should be five cards of each colour, with the module names written on them.

Buy some fun gifts, one for each participant. In the South African course, these are usually candy or chocolate bars. They could be any

**Step 2:  
Assign the  
statements**

other gift – pens, stickers, picture post-cards – something light-hearted. Put these into five separate packs, one for each of the five groups.

Divide participants into five groups and give one of the following five statements to each group at random.

**Statement 1**

Health services do not meet all the health needs of pregnant women. Discuss this statement in relation to each dimension of the course (based on the questions in the handout), and come up with appropriate responses.

**Statement 2**

Health services often fail to identify women who are in abusive relationships unless they come in as “assault cases”. Discuss this statement in relation to each dimension of the course (based on the questions in the handout), and come up with appropriate responses.

**Statement 3**

Teenagers are not adequately catered for currently in reproductive health services. Discuss this statement in relation to each dimension of the course (based on the questions in the handout), and come up with appropriate responses.

**Statement 4**

The availability of abortion services (or access to abortion) is a problem. Discuss this statement in relation to each dimension of the course (based on the questions in the handout), and come up with appropriate responses.

**Statement 5**

The health services do not use every opportunity to address HIV infection (e.g. promoting condoms, identifying and treating STDs). Discuss this statement in relation to each dimension of the course (based on the questions in the handout), and come up with appropriate responses.

Give each group a set of six colour-coded questionnaires with the questions and tasks related to each module which group members have to apply to the specific statement they have been given.

**Step 3:  
Ready, steady,  
go!**

Participants start working in their groups. They have between 15 and 20 minutes for each module.

The co-facilitators stand in the centre of the room, as match adjudicators, waiting for group members to come to them with answers for each of the modules. The match adjudicator should ask the group for clarification if she or he does not understand any of the answers. If the group's answers are not satisfactory, the match adjudicator should tell them what is wrong with their answers and send them back to come up with better answers.

If the group has prepared a good enough response, they are given the coloured card for that module to signify that they have successfully completed the questions. The group then goes on to discuss and come

up with answers for another module, and so the process continues.

It is not necessary for the groups to work through the modules in any particular order. The aim is to get a full set of module cards. The first group to collect the full set is the winner.

As soon as a group gets a full set, give them their gift pack.

The competitive element adds to the excitement. The exercise is fun to do, and everyone enjoys it. No group stops trying because another group has already won the game. They feel challenged to discuss and find answers to the questions.

*Session developed by Sharon Fonn*



## Handout

## 1

## Questions for the consolidation exercise

Answer these questions in relation to the statement that has been handed out to your group.

**1. Social determinants**

Identify one determinant of the problem you are trying to address at each of the following levels:

- international
- national
- community
- household
- individual.

Determine if any of the following factors influence or cause this problem and how:

- race/ethnicity
- class
- economic issues
- political issues
- socio-cultural issues.

**2. Gender**

Identify ways in which gender issues are associated with and impact on this problem. Describe at least three ways in which gender issues are associated with it. Explain why you think so, using the gender tools you have learnt.

**3. Rights**

Does the ICPD *Programme of Action* say anything about the problem you are trying to address? If yes, give three points that the document makes.

Looking at the *Universal Declaration of Human Rights*, identify two rights that could be violated if the problem is not properly addressed, and come up with two possible actions to ensure that these rights are promoted.

**Evidence****4.** Given your problem, identify the three most important research questions that need to be answered to give you the evidence you need.

Amongst these three, identify at least one gender specific research question that you would like to pose.

For one of the research questions, describe:

- the sample population
- the study design
- the data collection tools you will use.

## 5. Policy

Give two examples of how the context affects the problem you are addressing.

Identify four key actors who will affect your ability to address this problem. Indicate:

- who the actor is
- if they are for or against addressing your problem
- how much power they have.

Give two examples of information you will need to address this problem.

Identify two strategy options you could follow to address the problem.

Choosing one of these options, identify two individuals or organizations that you will work with.

Decide on a goal to address this problem. Explain how this goal will address the gender dimensions of the problem. Is this a gender neutral, gender specific or gender redistributive approach?

## 6. Health systems

Examine the following elements of health service functioning in terms of their influence on the problem you are concerned with:

- provider-client relations
- access
- technical competence
- referral systems
- the organization of health services within a health facility
- drugs and equipment supply and maintenance
- infrastructural facilities.

List for each of these (choose the relevant ones), two essential interventions to address the problem.

Explain how the intervention addresses gender issues: is it a gender-specific intervention, or a gender redistributive intervention?

SESSION  
2

## Revisiting hopes and expectations

## What participants should get out of the session

## Participants will:

- revisit the hopes and expectations listed in the opening session to review the extent to which these have been met
- fill in an evaluation form.

1 hour and 15 minutes



## Materials

- overhead with hopes and expectations from Session 1 of the Opening Module
- course evaluation forms based on Annex 5.

## How to run the session

In this session, participants give feedback on the course and fill in a formal course evaluation form.



## Activity 1: Hopes and expectations

**Step 1: Preparation** Make sure you have an overhead of the list of hopes and expectations that participants came up with on the first day of the course.

Prepare a course evaluation form. Annex 5 gives one example. You may modify this to suit your needs.

**Step 2: Sharing** Put up the **overhead** with the list of hopes and expectations.

Ask participants to reflect on which of these expectations were met, and which not, and on what might be done differently the next time this course is run.

Go around the room and call upon each participant to share her or his thoughts. It is crucial that every participant contributes.

This is a sharing session, and no one is allowed to challenge or debate what someone else has said. For example, if someone says, "I felt the course was too long", there is no scope for someone else to



jump in and say, “I think you are wrong; in fact the course was too short.” If a participant does feel differently from an earlier speaker, she or he is welcome to share this as her or his point of view, but not as an argument.



## Activity 2: Course evaluation forms

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Distribute the course evaluation form (See Annex 5 for an example). Explain that the form is long because it aims at finding out about the entire course when things are still fresh in participants' minds.

Collect the forms after 15 minutes. File these safely and hand them over to the course organizer or whomever else is responsible.

*Session developed by Sharon Fonn*

# SESSION 3

## Certification and graduation

### What participants should get out of the session



Participants will receive their course certificates.

**about 30 minutes**

### Materials

- certificates and mark sheets for all participants, in sealed envelopes

### How to run the session

The process is likely to be different in different contexts. What is described below assumes that the course participants were formally assessed and are given a certificate of competence if they make the required minimum grade.



### Activity: Certification and graduation

#### Step 1: Preparation

In order for the certificate to be issued on this last day, you will have to have marked all the assignments and put together marks for class participation, etc. An individual mark sheet and a certificate for each participant has to be prepared and signed by the appropriate authority.



#### Step 2: The ceremony

Give out certificates and mark sheets in sealed envelopes bearing the participant's name in a small ceremony, formal or informal, as the course organizers choose. A group photograph may also be given out at this time.

An innovative informal way of giving out certificates is to distribute each one randomly to the participants, and ask each participant to give the certificate in his or her hand to the appropriate person. The recipient then does the same. Whenever the chain is broken, it is started again.

*Session developed by Sharon Fonn*

# SESSION 4

## Taking leave

### What participants should get out of the session



Participants will take leave of each other in a positive way.  
**about 30 minutes**

### Materials

- paper, pins and pens, one each for every participant and facilitator in this session

### How to run the session

There are two activities in this session, one for giving feedback to co-participants and facilitators at a personal level, and the second is a group exercise. Two examples have been given below, but these may be replaced with other similar activities.



### Activity 1: Positive personal feedback

**Step 1: Preparation** Have ready paper, pins and pens, one each for every participant and facilitator in this session.

**Step 2: Pin pieces of paper onto each other** Distribute to each participant a piece of paper, a pin and a pen. Ask participants to get up and start moving around the room. Each participant gets someone to pin a piece of paper on her or his back.

**Step 3: Writing positive comments** Moving around the room, participants write one positive comment about a co-participant on the paper pinned to his or her back. Each participant may write comments on as many co-participants and facilitators as they would like to. This continues for some time, until everyone has written comments on as many others as they would like to.

**Step 4: Reading the comments** Participants then remove their papers and sit down to browse through the comments. This is a fun feedback activity that can be done quickly and the paper serves as a memento from the course.



### Activity 2: One word

The group stands in a circle. Clap hands in rhythm, leaving a moment of silence between claps. Going round the circle, each person says one word that represents the course for them during the moment of silence. This continues around the circle till everyone has spoken.

*Session developed by Sharon Fonn*