



WORKSHOP EVALUATION REPORT

GFMER Research Workshop, 16-20 September 2013

Geneva



GENEVA FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH
WHO Collaborating Centre in Education and Research in Human Reproduction

Villa Grand-Montfleury, Chemin du Grand-Montfleury 48, 1290 Versoix, Switzerland
Tel.: +41 22 346 77 16 Fax: +41 22 346 78 34 Website: <http://www.gfmer.ch>

30 October 2013

Acknowledgements

This report was prepared by Ms. Lynn Gertiser, Dr. Karim Abawi and Dr. Marloes Schoonheim, with valuable assistance from Ms. Fionna Poon. Dr. Karim Abawi was the coordinator and main facilitator of the workshop, while Dr. Marloes Schoonheim, Dr. Raqibat Idris and Dr. Ling-Yen Pan co-facilitated the workshop and contributed in teaching and evaluating research projects submitted by the participants.

The GFMER appreciates the valuable contribution of the WHO Department of Reproductive Health and Research for its continuous support, providing the venue for the workshop and teaching research related topics by experts with years of experience in the field of sexual and reproductive health.

The GFMER is also grateful to the Republic and Canton of Geneva and Société coopérative médicale de Beaulieu for their financial support in covering the travel costs and accommodation of the workshop participants in Geneva.

I would like to thank Dr. Marleen Temmerman, Director, WHO RHR/HRP, Dr. Lale Say, Dr. Mario Merialdi, Dr. Mario Festin, Dr. Chandra Mouli, and Pr. Hanan Hamamy for their continuous support.

GFMER expresses its gratitude and thanks to the following persons, who despite their busy schedule and numerous commitments, contributed their time in providing quality lectures and technical support at the workshop: Dr. Chandra Mouli, Dr. Moazzam Ali, Dr. Sheryl Vanderpoel, Mr. Tomas Allen, Mr. Armando Seuc, Dr. Nguyen Thi My Huong and Dr. Heli Bathija.

Thanks to Dr. Blaise Bourrit's for his patience and for arranging a special field visit during which the participants visited Geneva and the Geneva State building: a rare chance!

Finally, GFMER congratulates the participants of the workshop for completing the course and producing relevant research projects that reflect the health needs in their respective countries.

With the valuable support from our partners, we continue our commitment to provide training in research methodology in sexual and reproductive health and to enhance research capacity building more effectively.

Professor Aldo Campana
President, GFMER

30 October 2013

WORKSHOP EVALUATION REPORT
GFMER Research Workshop 16-20 September 2013

Table of Contents

BACKGROUND.....	4
WORKSHOP METHODOLOGY.....	5
PROFILE OF THE PARTICIPANTS	6
PERFORMANCE AND END-OF-THE-WORKSHOP FEEDBACK	6
APPENDIX	8
TABLE 1: AGENDA.....	8
TABLE 2: PARTICIPANTS' PROFILE.....	11
TABLE 3: PARTICIPANTS' SUMMARY OF RESEARCH PROTOCOLS.....	12
TABLE 4: PARTICIPANTS' PRESENTATION RESULTS.....	14
TABLE 5: PARTICIPANTS' FEEDBACK: OVERALL PERCEIVED EFFECTIVENESS OF WORKSHOP TOPICS	16
PARTICIPANTS' ANSWERS TO OPEN-ENDED QUESTIONS.....	18
TABLE 6: PARTICIPANTS' RESPONSES TO USEFULNESS OF LECTURES IN THEIR RESEARCH	19
REMARKS BY PARTICIPANT – AMAL KHALIL.....	21
REMARKS BY PARTICIPANT – JANE CHIVERS.....	22
SAMPLE OF CERTIFICATE.....	24

Background

Since 2003 the Geneva Foundation for Medical Education and Research (GFMER) in partnership with the World Health Organization (WHO) and other partner institutions has organized an intensive training course on sexual and reproductive health at the WHO headquarters in Geneva. The course focuses on research methodology and attracts participation of health professionals from different countries and particularly from developing countries. Through the pool of participants, GFMER has managed to disseminate the course in countries such as Afghanistan, Argentina, Cameroon, China, Indonesia, Laos and Romania.

In 2010 GFMER, in collaboration with WHO and other partners, launched the online course on research methodology in sexual and reproductive health in order to reach more health professionals. "From Research to Practice: Training Course in Sexual and Reproductive Health Research" uses distance learning and offers a training package specially developed for those health professionals involved in research whose access to learning is limited by time, financial resource or other constraints and for whom access to quality education and learning is limited. Participants of this online training course gain experience in general day-to-day health care demands as well as specific long-term challenges in the field of sexual and reproductive health research.

In 2012, GFMER successfully implemented the third edition of its online training course, with more experience gained from the 2010 and 2011 editions.

Of all participants of the 2012 edition of online training course, 13 were invited to attend a workshop from 16 to 20 September 2013 at the WHO headquarters in Geneva. The objectives of this intensive training course were to sharpen participants' skills in research protocol development and improve their research expertise.

The aim of this report is to provide a brief account of the event and a qualitative and quantitative evaluation of the research projects presented during the workshops.

Workshop Methodology

The participants of the workshop were selected on the basis of their online course performance, completion and quality of their assignments and the quality of their review or paper. The strict selection ensured that those attending the workshop in Geneva were the most motivated participants of the online training course. Out of the 236 participants from the 2012 edition of the online training course on sexual and reproductive health research, 13 were invited to attend the workshop. The participants were selected from 12 countries: Australia, Brazil, Egypt, Ethiopia, Iran, Kenya, Mexico, Mozambique, Nepal, Nigeria, Sudan and Uganda.

The GFMER Research Workshop provided participants with the opportunity to exchange knowledge and experience, both with each other and with their respective coaches to improve the quality of their research protocols. Each participant was allocated a coach who was in charge of reviewing his/her project, providing continuous support and feedback and identifying key areas for review within the research protocol. Moreover the coaches helped the participant to synthesize the information into a concise and clear presentation.

When deciding on the content of the course, a series of factors were taken into account: participants' needs, time constraints and available resources. Without repeating information from the online course, the GFMER Research Workshop was organized so that participants could get further training in key components of research protocol planning and development. Many participants had expressed their desire to get extra training in data management and sampling methods and those requests were prioritized when setting the agenda. The preliminary contents were reviewed with other stakeholders and, once agreed, were finalized for implementation. (See Table 1 for course schedule).

The workshop was organized around a series of presentations on selected topics given by highly qualified GFMER and WHO staff. The aim of these presentations was to help participants improve the quality and accuracy of their research protocols as well as to provide them with solid

grounding for future research projects.

Both participants and presenters relied on PowerPoint slides and other visuals to enhance the presentations. Open discussion was highly encouraged among participants and their comments and feedback were used on many occasions as the backbone for many presentations. Handouts of exercises and extra materials were distributed among the participants to actively engage them in discussions and help them follow the presentations. Each presenter devoted several minutes to answer questions and provided participants with contact details for further enquiries.

Peer-review and monitoring of the presentations and discussion of research protocols was carried out not only at the end of the workshop but also after every protocol presentation. In an attempt to audit the quality of the projects, participants were asked to score their colleague's project on a scale from 1 to 5 (5 being the highest and indicating no further review and 1 the lowest and indicating complete revision of the protocol) immediately after a protocol presentation.

Furthermore, at the end of the workshop, participants were invited to fill out a brief end of the workshop evaluation that included both quantitative and qualitative components, and were also awarded with a certificate of completion (sample attached) based on their attendance, participation, presentation and evaluation.

Profile of the Participants

The 13 participants who attended the workshop were selected from a pool of 236 people who had attended the online-training program. There were 7 women and 6 men from 12 different countries; all of them health professionals. Different types of research methods were implemented: qualitative, quantitative and mixed.

Performance and End-of-the-Workshop Feedback

The overall performance of each participant was calculated based on several factors, including: punctuality and organization, level of participation in discussions, critical thinking (as demonstrated by providing accurate feedback, asking relevant questions, reviewing papers and designing research protocols), degree of engagement in feedbacks and peer-review, ability to

present and support research study protocol, cope with pressure and constructive criticism and make amendments and improve quality of work. (See Table 4 for the results of the peer review and evaluation).

Two main conclusions can be reached from the results. Firstly, all of the 13 participants scored well on his/her evaluations: on a scale of 1 to 5, with the latter being the highest. Secondly, 12 participants scored 4 or higher. As discussed during the workshop, those receiving 4 or higher meant that their proposal could proceed further with only minor modifications. A score lower than 4, on the other hand, meant that their proposals needed further revision and modifications (some of them triggered from the feedback obtained at the workshop) before proceeding to the next stage. No participant scored less than 3, which meant that none of the research protocols had to be redesigned or significantly modified.



Appendix

Table 1: Agenda

Schedule of Main Activities for the GFMER Research Workshop

Time	Day/Presentation	Presenters
September 16, Monday		
09:00-10:00	Welcome and introduction	Simoes Abbasi Susana (Geneva State), Lale Say (WHO), Ian Schwieger (SMB), Laura Amore (University of Parma), Venkatraman Chandra-Mouli (WHO), Aldo Campana (GFMER), Blaise Bourrit (GFMER), Heli Bathija (GFMER), Meena Cabral de Mello (GFMER)
	Review of the agenda	Karim Abawi, Marloes Schoonheim (GFMER)
10:00-11:00	Valid and effective literature search	Thomas Allen (WHO)
13:00-15:30	Research ethics	Sheryl Vanderpoel (WHO)
15:45-17:30	General remarks on participants' research projects, strengths, points to be improved	Raqibat Idris, Brian Ferguson, Karim Abawi (GFMER)
September 17, Tuesday		
09:00-09:30	Review of the agenda	Karim Abawi, Marloes Schoonheim (GFMER)
09:30-12:00	It all starts with a question! Research study designs	Moazzam Ali (WHO)
13:00-14:30	WHO guidelines on family planning	Mary Lyn Gaffield (WHO)
14:45-16:15	Social science research	Marloes Schoonheim (GFMER)
16:30-17:30	mHealth in sexual and reproductive health research	Heli Bathija (GFMER)
September 18, Wednesday		
09:00-09:30	Review of the agenda	Karim Abawi, Marloes Schoonheim (GFMER)
09:30-10:30	Sampling. A basic introduction	Armando Seuc, Nguyen Thi My Huong (WHO)
11:00-12:00	Clinical data management (process and practical guide)	Nguyen Thi My Huong (WHO)
13:00-14:00	Data collection instruments (questionnaire and interview)	Karim Abawi (GFMER)

14:00-15:00	How to present your research	Marloes Schoonheim (GFMER)
-------------	--	----------------------------

Table 1: Continued

September 19, Thursday		
09:00-09:30	Review of the agenda	Karim Abawi, Marloes Schoonheim (GFMER)
09:30-10:30	Sexual and reproductive rights within the international human rights system	Charlotte Campo (GFMER/ALTEA Lawyers, Brussels)
11:00-12:00	Legal and ethical aspects of pregnancy termination	Giuseppe Benagiano (GFMER)
13:00-14:00	Open Discussion (questions & answers)	
	Participants research protocol	
14:00-14:30	Prevalence and patterns of gender-based violence among women in Teheran, a health facility based study	Zeinab Abasi (Iran)
14:30-15:00	Demand and supply side barriers to cervical cancer screening among women in Uganda	Susan Achora (Uganda)
15:00-15:30	Comparative assessment of prevalence and effects of depression among normal and high risk pregnancies, a health facility based study, Nigeria	Maymunah Yusuf Kadiri (Nigeria)
15:30-16:00	Demand based barriers to contraceptives use among women in Turkana county, Kenya	Francis Kiigu Wathigo (Kenya)
16:00-16:30	A comparative assessment on the contribution of community engagement strategies to increase utilization of IUCD service in selected public health centers of Ethiopia	Ambaw Damtew Belete (Ethiopia)
17:00-onward	Field tour	
September 20, Friday		
09:00-09:30	The analysis of the impact of national strategy for contraceptive prevalence rate (CPR) in reducing unmet need for contraception in Nigeria by 2018	Chukwuemeka Nwachukwu (Nigeria)
09:30-10:00	Comprehensive knowledge of young people in MENA region about HIV/AIDS. A systematic review	Amr Awad (Egypt)
10:00-10:30	Evaluating the impact of using community-based approaches to improve	Chadrique Muluana (Mozambique)

	prevention of mother-to-child transmission of HIV services in Mozambique	
--	--	--

Table 1: Continued

10:30-11:00	The medical eligibility criteria wheel for contraceptive use. Is it users' friendly and applicable in Mexico?	Nayeli Martínez Cruz (Mexico)
11:00-11:30	Human rights based education for primary care health workers as a strategy for improving access of people with disabilities to sexual and reproductive health services. An operation research	Jane Chivers (Australia)
11:30-12:00	Assessment of high risk sexual behavior among men who have sex with men (MSM) in Kathmandu valley, Nepal	Anil Thapa (Nepal)
13:00-13:30	The determinants of neonatal mortality in Sudan. A qualitative study	Amal Khalil (Sudan)
13:30-14:00	Perspective of the professionals on the impact on quality care provided to women after participation in the national network for surveillance of severe maternal morbidity	Adriana Gomes Luz (Brazil)
14:00-15:00	Discussion	
15:00-15:30	End of the workshop session	

Table 2: Participants' Profile

Family Name	First Name	Country	Education
Abasi	Zeinab	Iran	Master of Midwifery; PhD Master Student
Achora	Susan	Uganda	BSc Nursing, MSc Nursing;
Kadiri	Maymunah	Nigeria	MD, Psychiatrist
Wathigo	Francis	Kenya	MD
Belete	Ambaw	Ethiopia	Health Communication and Social Science Professional (BA, PGD);
Nwachukwu	Chukwuemeka	Nigeria	MBBS, MSc (Med) Epid & Bio
Awad	Amr	Egypt	Masters in Health Sciences; MB-BCh Medicinae Baccalaureus, Baccalaureus Chirurgiae
Muluana	Chadreqe	Mozambique	MD; Masters in International Health
Martínez Cruz	Nayeli	Mexico	MD; Postgraduate Student
Chivers	Jane	Australia	Bachelor Social Work, Post Graduate Diplomas
Thapa	Anil	Nepal	Bachelors of Public Health (BPH)
Khalil	Amal	Sudan	MD, MBBS, MPH
Gomes Luz	Adriana	Brazil	MD; PhD Student



Table 3: Participants' Summary of Research Protocols

Participants	Country	Research Project Title	Substantive Area	Research Design
Zeinab Abasi	Iran	Prevalence and Patterns of Gender-based violence among women in Teheran, a health facility based study.	Violence against women	Cross-sectional health facility-based study
Susan Achora	Uganda	Demand and supply side barriers to cervical cancer screening among women in Uganda	Cervical cancer	Cross-sectional community-based study
Maynunah Kadiri	Nigeria	Comparative assessment of prevalence and effects of depression among normal and high risk pregnancies, a health facility based study.	Maternal mental health	Cross-sectional health facility-based study
Francis Wathigo	Kenya	Demand based barriers to contraceptives use among women in Turkana county, Kenya	Family Planning	Cross-sectional household survey
Ambaw Belete	Ethiopia	A comparative assessment on the contribution of community engagement strategies to increase utilization of IUCD service in selected public health centers of Ethiopia"	Family Planning	Randomized controlled trial at community level
Chukwuemek a Nwachukwu	Nigeria	The analysis of the impact of National Strategy for Contraceptive Prevalence Rate (CPR) in reducing unmet need for contraception in Nigeria by 2018.	Family Planning	Policy study
Amr Awad	Egypt	Comprehensive knowledge of young people in MENA region about HIV/AIDS. A systematic review.	HIV /AIDS	Systematic Review
Chadrique Muluana	Mozambique	Evaluating the Impact of using community-based approaches to improve prevention of Mother-to-child Transmission of HIV Services in Mozambique.	Prevention of Mother-to-Child-Transmission of AIDS	Randomized Controlled Trial at Community Level
Nayeli Martínez Cruz	Mexico	The medical eligibility criteria wheel for contraceptive use. Is it user friendly and applicable in Mexico?	Family Planning	Guideline Applicability Analysis

Table 3: Continued

Jane Chivers	Australia	Human rights based education for primary care health workers as a strategy for improving access of people with disabilities to sexual and reproductive health services. An operation research.	Sexual and Reproductive Rights	Randomized Controlled Trial
Anil Thapa	Nepal	Assessment of high risk sexual behaviour among Men who have sex with men (MSM) in Kathmandu valley.	HIV /AIDS	Cross-sectional
Amal Khalil	Sudan	The determinants of neonatal mortality in Sudan. A qualitative study	Maternal and Newborn Health	Cross-sectional Qualitative Study
Adriana Gomes Luz	Brazil	Perspective of the professionals on the impact on quality care provided to women after participation in the national network for surveillance of severe maternal morbidity	Maternal Health	Operation Research



Table 4: Participants' Presentation Results

Presentations results (average score*) of Peer Review and Evaluation:

Participant	Score
Zeinab Abasi	4.0
Susan Achora	4.0
Maymunah Kadiri	4.2
Francis Wathigo	4.0
Ambaw Belete	4.0
Chukwuemeka Nwachukwu	3.3
Amr Awad	4.0
Chadrique Muluana	4.0
Nayeli Martínez Cruz	4.0
Jane Chivers	4.2
Anil Thepa	4.3
Amal Khalil	4.0
Adriana Gomes Luz	4.0

* On a scale of 1 to 5, 5 is the highest mark. The scores are averages of the individual scores given anonymously by all (n=13) the participants.

Note: Names are listed in order of presentation.



Table 5: Participants' Feedback: Overall Perceived Effectiveness of Workshop Topics

Item	#	%*
1. To what extent was this workshop relevant and useful?		
1 (not relevant and useful)	0	--
2	0	--
3	0	--
4	3	33
5 (highly relevant and useful)	6	67
2. To what extent were the concepts, principles and subject matter clearly presented and discussed?		
1 (not clear)	0	--
2	0	--
3	0	--
4	3	33
5 (clear)	6	67
3. Please choose the statement that expresses your opinion about the technical level of this workshop.		
Most of it was too technical and difficult for me to understand	0	--
Some of it was too technical and difficult for me to understand	1	11
All of it was just about right for me to understand	6	67
Some of it was too simple for me to understand	1	11
Most of it was too simple for me to understand	1	11
4. To what extent was the workshop interactive and participatory?		
1 (not interactive and participatory)	0	--
2	0	--
3	0	--
4	2	22
5 (highly interactive and participatory)	7	78
5. How well were the participants' questions answered?		
1 (not satisfactory)	0	--
2	0	--
3	0	--
4	5	56
5 (highly satisfactory)	4	44
6. Was the length of this workshop satisfactory for you?		
1 (not satisfactory)	0	--
2	2	22
3	2	22
4	2	22
5 (highly satisfactory)	3	33

Table 5: continued

7. To what extent do you think you will be able to use and apply the tools and techniques introduced in this workshop?		
1 (not likely)	0	--
2	0	--
3	0	--
4	2	22
5 (highly likely)	7	78
8. At the end of this workshop, how would you rank your level of knowledge and skills for development of research protocol?		
1 (poor)	0	--
2	0	--
3	1	11
4	5	56
5 (excellent)	3	33
9. To what extent did the workshop meet the expectations you had before the workshop?		
1 (not met)	0	--
2	0	--
3	0	--
4	4	44
5 (well met)	5	56

n=9

-- indicates no value

* totals may not equal 100 due to rounding

Participants' Answers to Open-Ended Questions

The following narrative report coalesces the answers participants communicated via open-ended questions regarding the usefulness of the workshop to their profession, and what elements could be added to future workshops to increase its utility.

Many students enjoyed the time spent discussing all aspects of research. Specifically appreciated were the lectures on methodology, protocols of research design, analysis techniques and the dialogue on literature reviews.

The participants would have liked to have spent more time learning about biostatistics, analytical software use, epidemiology and data processing management. Also, a more in depth discussion on types of research projects (implementation, operational and formative research) and methods of qualitative data collection would be appreciated.

Multiple participants enjoyed the discussion on human rights and research ethics. Also valued was the lecture on WHO guidelines for family planning.

On the topic of presenting research information, many participants were grateful for the lecture on how to present a research topic. Students would have liked to have spent more time doing group work, enhancing the quality of their presentations, as well as receiving more coaching on presentations from experts in the field of their specific topics.

The participants agreed that their professional knowledge was enriched by the multiple perspectives of health care from other professionals such as lawyers and social scientists. Lastly, while many participants enjoyed the chance to network with other professionals, they would appreciate improved networking opportunities and requested the length of the workshop be increased to two weeks.

Table 6: Participants' Responses to Usefulness of Lectures in their Research

Lecture Topic	# of responses	%
1. Valid and Effective literature search Very useful Occasionally useful Not useful	10 0 0	100 -- --
2. Research Ethics Very useful Occasionally useful Not useful	9 1 0	90 10 --
3. Critical Appraisal of Research Protocol Very useful Occasionally useful Not useful	9 0 1	90 -- 10
4. WHO Guidelines on Family Planning Very useful Occasionally useful Not useful	9 1 0	90 10 --
5. Social Science Research I Very useful Occasionally useful Not useful	6 4 0	60 40 --
6. Use of mHealth in Sexual and Reproductive Health Research Very useful Occasionally useful Not useful	6 4 0	60 40 --
7. Sampling techniques Very useful Occasionally useful Not useful	6 4 0	60 40 --
8. Biostatistics and data management Very useful Occasionally useful Not useful	7 3 0	70 30 --
9. Data collection Very useful Occasionally useful Not useful	8 2 0	80 20 --

Table 6: continued

10. How to present a research project		
Very useful	9	90
Occasionally useful	1	10
Not useful	0	--
11. Legal Framework of sexual and reproductive health and needs for research		
Very useful	8	80
Occasionally useful	2	20
Not useful	0	--

n=10

-- Indicates no value

Remarks by Participant – Amal Khalil

The first time I heard about the GFMER SRH course was 3 years ago in a remote village in South Sudan where my team and I were conducting workshops to train and empower women in issues regarding Reproductive Health. My boss who was also my Master thesis supervisor (at the time) was concentrating on his laptop screen and busy typing on his keyboard. This was after a long day of fieldwork; everyone was exhausted and was resting until the next day. So I was curious and asked him what could possibly be so important?! That is when he started telling me about the online course in Sexual and Reproductive Health Research and that was when he ‘ordered’ me to enroll in the next course. What captured my attention the most was that he disclosed that this course builds researchers’ skills as opposed to only providing knowledge and information. This motivated me to enroll in the 2012 course, which was my first online experience.

During the course my boss (who is now Sudan coordinator for the GFMER course) and I organized and conducted monthly forums for the course participants and anyone who is interested in the field of Reproductive Health Research. The participants would prepare and present topics related to each module in the course to the audience and then engage in a fruitful discussion where everyone would share their experiences and expertise. The participants appreciated these forums as it brought an element of face-to-face interaction to their online experience.

After I finished the course, I was among the lucky ones who were chosen to attend the SRH workshop in Geneva last month. Going to Geneva, meeting and interacting with the GFMER team and prominent figures from the WHO, was a fantastic experience. The participants of the workshop were a group of brilliant and fascinating professionals who filled each day with interesting and challenging discussions.

All in all my experience with GFMER was beneficial and valuable and I would recommend this course to everyone I meet!

Amal Khalil (Sudan)

Remarks by Participant – Jane Chivers

I would like to thank GFMER for the invitation to attend the workshop held in Geneva in September 2013 as part of the on line course From Research to Practice: Training in Sexual and Reproductive Health Research. It was an honour to be member of such a committed and professional group of students from so many countries.

The workshop was of an outstanding standard in every way. The speakers were stimulating and interesting and the content was highly relevant. It was a privilege to hear from experts in areas such as adolescent health, family planning and research methods. Participating in discussions and asking questions enabled a greater depth of understanding to the content that was covered in the on line course and increased my knowledge and skills significantly.

Attending the World Health Organization headquarters for the workshop was very exciting and offered an insight into its functions and the important work it undertakes.

I believe that the outcomes of the workshop have contributed significantly to my confidence in conducting research in sexual and reproductive health. The opportunity to present my research protocol to colleagues and experts for their critical review and feedback was a particularly important and unique part of the workshop. The result of this process is that I have a proposal of higher quality that I am committed to implementing. I have also made links with WHO experts who have offered practical support and encouragement.

From a practical perspective, I found the organisation of the workshop to be extremely good. I am grateful to Dr KarimAbawi, Dr Marloes Schoonheim and Fionna Poon for all that they did to make sure that the workshop was of such quality. I am sure it must have taken a lot of coordination and planning, but the results were evident in how well the workshop ran.

In conclusion I would highly recommend that students endeavour to be invited to this workshop.

I would sincerely like to thank CAGI for the financial support it offered to enable me to attend.

Without this, and the support of Family Planning NSW, which is the organisation I work for in Australia, it would not have been possible for me to travel to the workshop.

The workshop has been a highlight of my professional career. Thank you very much.

Jane Chivers, Family Planning NSW, Australia



Sample of Certificate



**FROM RESEARCH TO PRACTICE:
TRAINING COURSE IN SEXUAL AND REPRODUCTIVE HEALTH RESEARCH**

THE GENEVA FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH
WHO COLLABORATING CENTER IN EDUCATION AND RESEARCH IN HUMAN REPRODUCTION
IN PARTNERSHIP WITH WORLD HEALTH ORGANIZATION THE DEPARTMENT OF REPRODUCTIVE HEALTH AND RESEARCH

CERTIFIES THAT

Ms./MR./DR.

**HAS SUCCESSFULLY COMPLETED THE RESEARCH WORKSHOP, HELD IN GENEVA, 16-20 SEPTEMBER 2013,
AS FINAL PART OF THE TRAINING COURSE IN SEXUAL AND REPRODUCTIVE HEALTH RESEARCH**

Prof. Aldo Campana

President
Geneva Foundation for Medical Education and
Research

Dr. Blaise Bourrit

General Secretary
Geneva Foundation for Medical Education
and Research

Dr. Karim Abawi

Course Coordinator
Geneva Foundation for Medical Education and
Research