

# GENEVA FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH



WHO Collaborating Centre in Education and Research  
in Human Reproduction

# The Geneva Foundation for Medical Education and Research (GFMER)



- Is a non-profit organization established in 2002.
- Is a WHO Collaborating Centre in Education and Research in Human Reproduction.
- Is supported by the Republic and Canton of Geneva, the Department of Social Affairs of the City of Geneva, and other national and international institutions.
- Has built a strong partnership with governmental and non-governmental organizations for the exchange of information and expertise at international level and plays the role of resource center in terms of training and research.

# GFMER

## WHO Collaborating Centre in Education and Research in Human Reproduction

### Terms of reference

- To provide a postgraduate training in research methodology in Reproductive Health.
- To develop & conduct research & research synthesis activities.
- To assist partner institutions in the conduct of postgraduate medical education programmes.
- To collaborate with WHO on e-learning activities as well as on the conduct of short postgraduate courses in epidemiology.
- To provide expertise to WHO or to centres of WHO's network requesting collaboration in research, research training or clinical aspects in human reproduction.

## GFMER/WHO Training course in Sexual and Reproductive Health Research



- From 2003 to 2009 for health professionals from around the globe at WHO headquarters in Geneva.
- It was disseminated in Afghanistan, Argentina, Cameroon, China, Laos, Indonesia, and Romania through the active collaboration of participants of the course in Geneva.
- From 2010 the course became a distance learning course.

# GFMER/WHO Online Training Course in Sexual and Reproductive Health Research

- Distance training, online course launched in 2010 by GFMER/WHO and its partners.
- Offers quality training to health professionals and health care providers, whose access to learning is limited by time, financial resources or other constraints and where access to quality education and learning in the field of reproductive health is limited.
- Is designed to address a wider range of contemporary reproductive and sexual health problems, especially for developing countries.

## Training Course in Sexual and Reproductive Health Research 2011

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[Course modules - What's new?](#)

### From Research to Practice

## Training Course in Sexual and Reproductive Health Research 2011

May-November 2011

7 months distance learning

June 2012

Intensive training in WHO Geneva

organised by

the Geneva Foundation for Medical Education and Research

(WHO Collaborating Centre in Education and Research in Human Reproduction)

and

the UNDP/UNFPA/WHO/World Bank Special Programme for Research, Development and Research Training in Human Reproduction,  
Department of Reproductive Health and Research; Family and Community Health Cluster (WHO/RHR)

and

Réseau en Afrique francophone pour la télémédecine (RAFT), HUG (Geneva University Hospitals)

With the support of the Republic and Canton of Geneva



REPUBLIQUE  
ET CANTON  
DE GENEVE

POST TENEBRAS LUX



**Training Course in Sexual and Reproductive Health Research 2011****Application form****May-November 2011****7 months distance learning**

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POST TENEBRAS LUX

**Sexual and Reproductive Health Research Course 2011 Application**

To apply for the Sexual and Reproductive Health Research Course 2011 you have to submit the completed application form and send the required enclosures.

**\*Obligatoire****Family name (surname) \*****First/other names \*****Gender \***☐ Female☐ Male**Date of birth (dd/mm/yyyy) \*****Place and country of birth \*****Present nationality \***

Course modules	Module coordinators
Core module on research methodology	Shyam Thapa (WHO) Tomas Allen (WHO) Karim Abawi (GFMER)
Maternal and perinatal health	Mario Merialdi (WHO) Charles-Henry Rochat (GFMER)
Sexually transmitted infections, HIV/AIDS	Francis Ndowa (WHO)
Adolescent health and development with a particular focus on sexual and reproductive health	Venkatraman Chandra-Mouli (WHO)
Family planning	Mario Festin (WHO)
Community genetics	Hanan Hamamy (Geneva University Hospitals)





# Welcome

## Library Orientation

**Tomas Allen, Librarian**  
**WHO Library**  
**World Health Organization**  
**Geneva, Switzerland**

Training Course in Sexual and Reproductive Health Research  
 Geneva 2011



WHO Library & Information Networks for  
 Knowledge



World Health  
 Organization

### WHO Library Orientation



**Tomas Allen**

Librarian, WHO Library

Bio | Contact

Outline Thumb Notes Search

Slide Title	Duration
▶ WHO Library	00:28
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WHO Library www.wh...	00:24
WHO AFRO Library htt...	00:22
WHOLIS - Library Dat...	00:11
WHO Library Databas...	00:27
WHO Library Databas...	00:26

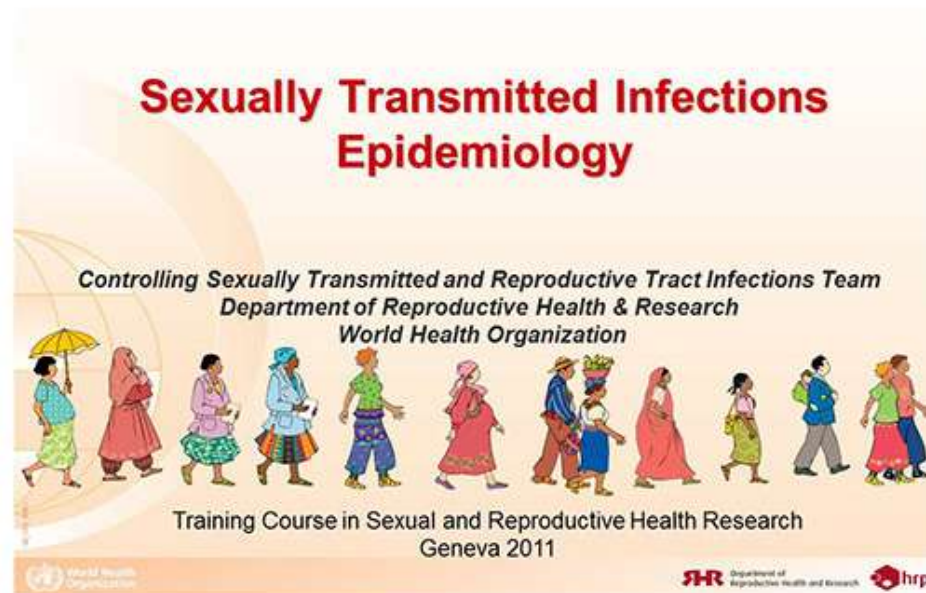
21 Minutes 41 Seconds Remaining

**Sexually transmitted infections epidemiology**

Igor Toskin

From Research to Practice: Training Course in Sexual and Reproductive Health Research 2011

July 8, 2011 - Geneva

[Download the complete document](#)

Toskin I. Sexually transmitted infections epidemiology. Paper presented at: Training Course in Sexual and Reproductive Health Research; 2011 Jul 8; Geneva. Available from: <http://www.gfmer.ch/SRH-Course-2011/sti/STI-Epidemiology-Toskin-2011.htm>

See also [Sexually transmitted infections epidemiology - Igor Toskin](#) (presentation with audio)

**Relevant online resources**

- [WHO | Controlling sexually transmitted and reproductive tract infections](#)

**Assignment**

1. Please list the three main variables of the May & Anderson model of the reproductive rate of infection.
2. What would be the interpretation of the May & Anderson model, if  $R_0$  remains more than 1?
3. According to the 2005 WHO Global Estimates of the prevalence and incidence of four curable STIs where the vast majority of new STI cases was estimated? How it can be explained?
4. With regard to gonococcal infection what is the main challenge that international community has been recently facing with?
5. Is it true that STIs are not any more a public health problem in industrialized countries?



# Sexually Transmitted Infections Epidemiology

*Controlling Sexually Transmitted and Reproductive Tract Infections Team  
Department of Reproductive Health & Research  
World Health Organization*



Training Course in Sexual and Reproductive Health Research  
Geneva 2011

## Training Course in Sexual and Reproductive Health Research 2011

### Adolescent health and development with a particular focus on sexual and reproductive health

Module coordinator: Venkatraman Chandra-Mouli

#### Objectives of the course

As a result of undertaking the course, participants will know:

- Why they need to invest in the health and development of adolescents (including their sexual and reproductive health).
- What they could do to improve the health and development of adolescents and how to do this.
- Where they could get support to do this.

#### The topics to be covered in the course

1. The meaning of adolescence, the rationale for addressing adolescents, the needs and problems of adolescents, and frameworks for addressing the health and development of adolescents.
2. HIV prevention and AIDS care and support in adolescents.
3. Pregnancy prevention and fertility regulation in adolescents.
4. Pregnancy care in adolescents.
5. The place of adolescent health, and adolescent sexual and reproductive health in the context of, and beyond the MDGs.

#### Teaching-learning methods to be used in course

We will address one topic per week in September. We will post the materials relating to each module (i.e. a set of 10-15 slides with accompanying talking points, 2-3 key documents and one assignment) on the following dates:

- 2nd September: The meaning of adolescence, the rationale for addressing adolescents, the needs and problems of adolescents, and frameworks for addressing the health and development of adolescents.
- 9th September: HIV prevention and AIDS care and support in adolescents.
- 16th September: Pregnancy prevention and fertility regulation in adolescents.
- 23rd September: Pregnancy care in adolescents.
- 30th September: The place of adolescent health, and adolescent sexual and reproductive health in the context of, and beyond the MDGs (Millennium Development Goals).

You will be required to read the materials and do the assignment. You will also have an opportunity to send us your comments and questions, which we will respond to.

#### Course facilitators

The course will be conducted by members of WHO's department of Maternal Newborn Child and Adolescent Health. We are (in alphabetical order):

- Paul Bloem
- Krishna Bose
- Meena Cabral
- Charlotte Christiansen
- Venkatraman Chandra-Mouli
- Jane Ferguson

#### Certificates and Awards

All participants who complete all five modules (i.e. send in completed assignments for all five modules) will receive a certificate of completion. The top ten participants will receive an additional certificate of commendation. The top three participants will get awards.



## Adolescent health and development with a particular focus on sexual and reproductive health

### Course files

Course file - Author(s)	References, relevant online documents and resources
Module 1: Introduction to adolescence and to adolescent health - Department of Maternal Newborn Child and Adolescent Health - World Health Organization	<p>UNFPA. UNFPA framework for action on adolescents and youth. Opening doors with 4 keys. New York: UNFPA; 2007.</p> <p>WHO. Strengthening the health sector response to adolescent health &amp; development. Geneva: WHO; 2009.</p> <p>World Bank. World Development Report 2007. Development and the next generation. Washington: World Bank; 2007.</p>
Module 2: HIV/AIDS and young people - Jane Ferguson	<p>Inter-Agency Task Team on HIV and Young People. Guidance brief. Overview of HIV interventions for young people. New York: United Nations Population Fund, HIV/AIDS Branch; 2008.</p> <p>Interagency Youth Working Group, USAID, UNAIDS, FHI. Young people most at risk of HIV: A meeting report and discussion paper from the Interagency Youth Working Group, U.S. Agency for International Development, the Joint United Nations Programme on HIV/AIDS (UNAIDS) Inter-Agency Task Team on HIV and Young People, and FHI. Research Triangle Park (NC): FHI; 2010.</p> <p>WHO, UNICEF. Global consultation on strengthening the health sector response to care, support, treatment and prevention for young people living with HIV. Geneva: WHO; 2008.</p> <p>UNAIDS. We can empower young people to protect themselves from HIV. Geneva: UNAIDS; 2010.</p> <p>UNAIDS. UNAIDS terminology guidelines. Geneva: UNAIDS; 2010.</p> <p>UNAIDS interagency task team on HIV and young people / editors: David Ross, Bruce Dick, Jane Ferguson. Preventing HIV/AIDS in young people : a systematic review of the evidence from developing countries. WHO technical report series; no. 938. Geneva: WHO; 2006.</p> <p>UNICEF. Opportunity in Crisis: Preventing HIV from early adolescence to young adulthood. New York: UNICEF; 2011.</p>
Module 3: Pregnancy prevention and fertility regulation in adolescents - Venkatraman Chandra-Mouli	<p>WHO. Adolescent pregnancy - Unmet needs and undone deeds. A review of the literature and programmes. Geneva: WHO; 2007.</p> <p>WHO. Pregnancy prevention in adolescents. Orientation Programme on Adolescent Health for Health-care Providers. Geneva: WHO; 2006.</p> <p>WHO. Preventing early pregnancy: A call to action. Geneva: WHO; 2011.</p>

## Training Course in Sexual and Reproductive Health Research 2010

### Adolescent health and development with a particular focus on sexual and reproductive health

#### Module 2: Evidence based approaches to sexuality education for adolescents

Jane Ferguson

September 6-10

#### Presentation

- Evidence based approaches to sexuality education for adolescents - Jane Ferguson (Powerpoint presentation with notes)

#### Session objectives

- To understand what sexuality education comprises and why is it important for adolescents
- To have an overview of some of the consequences among adolescents of lack of knowledge, skills and unhealthy attitudes
- To understand some of the sensitivities related to sexuality education
- To have an overview of the effectiveness, the content and types and quality characteristics of sexuality education
- To be aware of some key international resources available

#### Assignment

- Immediately after reviewing this module, list and describe briefly 5-10 barriers to expanding or improving sexuality education in your country or community.
- Review the resource materials provided and prepare short (1-2 paragraphs) suggestions on overcoming these barriers (adapted to your country/community).
- Resource materials:
  - IPPF. From evidence to action: Advocating for comprehensive sexuality education. London: IPPF; 2009. (direct PDF download)
  - UNESCO. International Technical Guidance on Sexuality Education. Volume I. The rationale for sexuality education. Paris: UNESCO; 2009. (direct PDF download)
  - UNESCO. International Technical Guidance on Sexuality Education. Volume II. Topics and learning objectives. Paris: UNESCO; 2009. (direct PDF download)
  - UNESCO. Levers of Success. Case studies of national sexuality education programmes. Paris: UNESCO; 2010. (direct PDF download)

You are required to read the presentation as well as the support documents. You are also required to submit your assignment timely.

#### Assignments presented by the participants

- Module 2: Evidence based approaches to sexuality education for adolescents - Assignment
  - Barriers to expanding or improving sexuality education



Adolescent health and development with a particular focus on sexual and reproductive health - Modules

Module 2: Evidence based approaches to sexuality education for adolescents

Barriers to expanding or improving sexuality education

## Training Course in Sexual and Reproductive Health Research 2010

### Adolescent health and development with a particular focus on sexual and reproductive health

#### Module 2: Evidence based approaches to sexuality education for adolescents

Name	Country	Paper presented by the participant
Abdalla Nasr Mohamed	Sudan	Nasr Mohamed Abdalla - Evidence based approaches to sexuality education for adolescents - Assignment
Abdallah Mohammed Alhafiz	Sudan	Mohammed Alhafiz Abdallah - Evidence based approaches to sexuality education for adolescents - Assignment
Abubakar Muhammed Kurfi	Nigeria	Kurfi Abubakar Muhammed - Evidence based approaches to sexuality education for adolescents - Assignment
Al-Abhar Nabiha	Yemen	Nabiha Al-Abhar - Evidence based approaches to sexuality education for adolescents - Assignment
Ali Asma	Italy/Kenya	Asma Ali - Evidence based approaches to sexuality education for adolescents - Assignment
Anwar Idrees	Afghanistan	Idrees Anwar - Evidence based approaches to sexuality education for adolescents - Assignment
Anwari Palwasha	USA/Afghanistan	Palwasha Anwari - Evidence based approaches to sexuality education for adolescents - Assignment
Asino Ronnie Odiwuor	Kenya	Ronnie Odiwuor Asino - Evidence based approaches to sexuality education for adolescents - Assignment
Atibioke Oluyemi Peter	Nigeria	Oluyemi Peter Atibioke - Evidence based approaches to sexuality education for adolescents - Assignment
Busi Sophie	Sudan	Sophie Busi - Evidence based approaches to sexuality education for adolescents - Assignment
Capello Cecilia	Switzerland/Italy	Cecilia Capello - Evidence based approaches to sexuality education for adolescents - Assignment
Dattijo Lamaran Makama	Nigeria	Lamaraan Makama Dattijo - Evidence based approaches to sexuality education for adolescents - Assignment
Dayah Ebtissam	Yemen	Ebtissam Mohammed Dayah - Evidence based approaches to sexuality education for adolescents - Assignment
Dongmo Roger	Cameroon	Roger Dongmo - Evidence based approaches to sexuality education for adolescents - Assignment
Elmusharaf Khalifa	Sudan	Khalifa Elmusharaf - Evidence based approaches to sexuality education for adolescents - Assignment
Fofie Chris Opoku	Ghana	Chris Opoku Fofie - Evidence based approaches to sexuality education for adolescents - Assignment
Garba Aminu Magashi	Nigeria	Aminu Magashi Garba - Evidence based approaches to sexuality education for adolescents - Assignment
Gwaze Delice	Switzerland/Zimbabwe	Delice Gwaze - Evidence based approaches to sexuality education for adolescents - Assignment
Hussein Shahad Mahmoud	Sudan	Shahad Mahmoud Hussein - Evidence based approaches to sexuality education for adolescents - Assignment

## **Introduction**

According to our knowledge Sexual education is not taught as a stand-alone subject in the formal education in Sudan. However, many components of sexuality education have been integrated within an existing mainstream subject, such as biology and religious studies.

### **1. Barriers to expanding sexuality education in Sudan**

#### **1.1 Sex education phobia**

There is strong belief that 'sex' is one of the topics that Sudanese people will not talk about it. This phobia of sexuality education is linked to the culture of sins and prohibition as a result of parenting that embeds the concept of sex as a sin and talking about it is prohibited.

#### **1.2 Talking about sex is prohibited and not appropriate**

Sudanese people consider sexuality to be an extremely private issue and discussion of sex is considered a taboo [1], even children are not permitted to ask about sexual issues from their parents, and some trips even beat children if they ask [2]. Moreover, the discussion about sex in public, or in a gender mixed group may make some people feel uncomfortable.

#### **1.3 Sexuality education leads to permissiveness**

Many people, policy makers, and ministers strongly advocate that sexual education will promote sexually permissiveness. They argue that advocacy for the chastity and sexual abstinence before marriage is better than educating adolescents about sexual practice and how to use contraception!

#### **1.4 Misunderstanding of the meaning of 'sexuality education'**

Sexual education has been organised around six key concepts: Relationships, Values, attitudes and skill, culture, society and human rights, human development, sexual behaviour, and sexual and reproductive health [3]. These components of sexual education are not very clear to the majority of Sudanese people, even policy makers. Most of them think that sexual education is only education about sexual practice.

#### **1.5 Low school enrolment rate**

Schools are the main place for delivering sexual education. Sudan has a low primary school net enrolment rate of 54%, and low secondary school enrolment rate of 30% [4].



## Barriers to expanding or improving sexuality education

[Expand All](#)[Collapse All](#)[+ Afghanistan](#)[+ Cameroon](#)[+ Democratic Republic of Congo](#)[+ Ethiopia](#)[+ Ghana](#)[+ Guatemala](#)[+ India](#)[+ Indonesia](#)[+ Iraq](#)[+ Italy](#)[+ Kenya](#)[+ Liberia](#)[+ Lithuania](#)[+ Macedonia](#)[+ Malaysia](#)[+ Mozambique](#)[+ Nepal](#)[+ Nigeria](#)[+ Rwanda](#)[+ Sudan](#)[+ Uganda](#)[+ Ukraine](#)[+ Yemen](#)[+ Zambia](#)[+ Zimbabwe](#)



## GFMER /WHO Online Training Course in Sexual and Reproductive Health Research

### Course duration



- May-November: 7 months distance learning.
- One week Intensive training in WHO Geneva for the participants with best research projects, selected after an in-depth evaluation of participants' performance by the scientific committee of the course.



## GFMER/WHO Online Training Course in Sexual and Reproductive Health Research

### Lecturers 2011

A total of 36 teachers from:

- World Health Organization (WHO)
- GFMER
- Other national and international institutions

# GFMER/WHO Online Training Course in Sexual and Reproductive Health Research

## Learning methods

- On-line lectures and key readings.
- For each module students receive assignments from course organizers. This helps the students to become more familiar with scientific reading and writing and applying the knowledge acquired in their day-to-day professional practice.
- Interaction among the participants and between participants and course organizers through e-mail, Google Group, Skype, Facebook.
- Throughout the course, participants constantly receive guidance and support from module coordinators.



# GFMER/WHO Online Training Course in Sexual and Reproductive Health Research

Final evaluation based on

- A literature review of a topic of the interest of the participant, or the development of a research protocol on a topic of the choice of the participant relevant to his/her professional practice.

## GFMER /WHO Online Training Course in Sexual and Reproductive Health Research

### Success



In 2010 a total of **147 health professionals** from **48 countries** were enrolled in the training program.

In 2011 a total of **147 health professionals** from **39 countries** were enrolled. The majority of them were from developing countries

**Aminu Magashi Garba**  
**Targeted States High Impact Project, Bauchi, Nigeria**



Aminu Magashi Garba, MD, MPH

Operations Research Advisor - Targeted States High Impact Project, a USAID Funded Project in Bauchi and Sokoto States, Bauchi, Nigeria  
[gamagashi@gmail.com](mailto:gamagashi@gmail.com)

Dr Aminu Magashi Garba is born on the 17th October 1973. He graduated from University of Maiduguri, Nigeria in 2001 with Bachelor of Medicine, Bachelor of Surgery (MBBS) and obtained Diploma and Masters Degree in Public Health from London School of Hygiene and Tropical Medicine in 2006/7. He held the position of Executive Director of Community Health and Research Initiative, an NGO based in Kano, Nigeria (April 2002- Dec 2009). Currently he is the Operations Research Advisor of a project funded by USAID in Bauchi and Sokoto States, Nigeria 'Targeted States High Impact Project'.

He maintains a weekly health column in a Nigerian Newspaper 'Daily Trust' that answers readers questions on health particularly Sexual and Reproductive Health. He is widely travelled, married and blessed with two children.

During his undergraduate course, he was actively involved in student unionism and rose to become Vice President of Nigerian Medical Students Association (NIMSA).

**Course assignment**

- Aminu Magashi Garba - Adolescent pregnancy - Assignment
- Aminu Magashi Garba - Evidence based approaches to health service provision to adolescents - Assignment
- Aminu Magashi Garba - Evidence based approaches to sexuality education for adolescents - Assignment
- Aminu Magashi Garba - HIV/AIDS and young people - Assignment
- Aminu Magashi Garba - Introduction to adolescence and to adolescent health - Assignment
- Review of WHO guidelines on management of postpartum haemorrhage and retained placenta - Aminu Magashi Garba

# GFMER/WHO Online Training Course in Sexual and Reproductive Health Research

## Criteria for certification

- Timely submission of required number of assignments.
- Development of a research protocol or a literature search on a health problem.
- Active interaction with course organizers and other participants.

# GFMER/WHO Online Training Course in Sexual and Reproductive Health Research Executive Committee Members

