



## (In)fertility Educator Program CURRICULUM



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## Introduction

How can we organise and lead educational courses for people facing infertility? How can we tailor such education to individuals who know little or nothing about (in)fertility, and who may also face challenges in reading, writing, and using digital devices and platforms—essentially, those with lower levels of learning skills?

This programme focuses specifically on addressing these challenges. This curriculum, which is currently innovative in the EU, serves as a tool for organisations targeting these groups. The programme aims to support the establishment of new communities of educators who, either within or with the support of organisations providing this education and (re)certification, will be trained to lead educational courses for people facing infertility, considering their lower literacy levels.

This curriculum was produced as one of the outputs of the Erasmus+ KA2 project Together for Fertility (2021-2024, project no. 2021-1-HR01-KA220-ADU-000033647). The content and structure of the curriculum are based on a training programme developed within the project. Both the themes of the training and the overall structure of the curriculum were reviewed and accepted by all project partners. The programme incorporates recommendations and practical tools on how to communicate health information to adults with challenges in reading, writing, and using digital devices (adults with lower learning skills), as presented in the booklet *How to Communicate Health Information to People with Lower Levels of Literacy*, which is also one of the project outputs.

## The process

### 1. Application Process

The Together for Fertility project partners have devised different application processes specific to each country/organisation. Three options for selecting participants are:

- A call to all eligible members of the partner organisation focused on people facing infertility.
- A call to eligible members of the partner organisation focused on people facing infertility, as well as to professional organisations with eligible members in healthcare (e.g., nurses).
- An open call through all communication channels of the organisation focused on people facing infertility (including existing online support groups, forums, social networks, and the organisation's website).

A call is issued with basic information about the course, including dates and requirements. Applicants must complete a Google Form with their contact details and a one-minute video explaining why they want to join and what value they can add to the community. The call is open for a maximum of 30 days.

### 2. Selection Process

A team of at least two teaching team members assesses the applications and selects the initial group of eligible applicants. After this, they review the applications for geographical relevance (with priority given to dislocated and disadvantaged areas) and make a final selection.

### 3. Participants

Selected applicants are notified and required to sign the ethics and values checklist, as well as the participant agreement. They will also receive a list of required reading materials (below) at least one month before the course begins. Participants must be familiar with the following materials:

- Book: Journey to Parenthood – Your Simple Guide to Fertility (Together for Fertility project output)
- Booklet: How to Communicate Health Information to People with Lower Levels of Literacy (Together for Fertility project output)
- Additional informational material (Fertility Europe: Atlas of Fertility Treatment Policies in Europe)

#### 4. Self-study period

Self-study homework is organised via an online learning platform (such as a Facebook social learning group) that all participants must join. Each week of the pre-training period (lasting 1 month), participants receive a question to research and answer. They have one week to complete the assignment. Homework assignments are posted on the learning platform for all participants to see, and they are invited to provide feedback and ask questions. Participants who do not complete the homework are removed from the group until their assignments are completed, at which point they are re-added to the group.

The self-study period lasts 4 weeks, with breaks for holidays, potentially extending the total study period to 6 weeks.

#### 5. In-person training

After the self-study period, all participants who have successfully completed their homework assignments are invited to attend a four-day in-person training.

#### 6. Outcomes

##### **Expected outcomes for participants**

##### A. Increased Knowledge Base:

Participants will gain or expand their knowledge about infertility, its causes, treatments, and the emotional impact on individuals and couples.

##### B. Research and Critical Thinking Skills:

Participants will develop research and critical thinking skills through the self-study homework assignments, enabling them to analyze and contribute effectively to discussions.

##### C. Enhanced Communication Skills:

Participants will learn the basic concept of effective communication skills to convey health information, especially to individuals with lower learning skills.

##### D. Application of Learning:

Participants will gain an understanding of applying the knowledge gained during the in-person training to real-life scenarios, ensuring practical applicability in their future roles as educators in the infertility field.

E. Ethical and Values Integration:

Participants will develop an understanding and integration of ethical considerations and values relevant to the infertility field.

F. Long-term Network Building:

Participants will be encouraged to maintain connections beyond the training, fostering a network of future educators committed to advancing infertility education and support.

**Expected outcomes for the pilot training**

A. Preparation for In-Person Training:

Completing the self-study period ensures participants are adequately prepared for the in-person training, having engaged with the required reading material and completed assigned tasks.

B. Inclusive Learning Environment:

The training program will promote inclusivity, considering the diverse backgrounds and roles of participants, including those from professional healthcare organisations, partner organisations, and individuals facing infertility.

C. Collaborative Learning:

The training will encourage collaborative learning, with participants providing feedback and questions to foster a dynamic and interactive educational environment.

D. Community Building:

Educators and participants will contribute to the creation of a supportive community within the training program, fostering collaboration, understanding, and shared experiences.

E. Program Evaluation:

The training program will include mechanisms for ongoing evaluation, allowing for continuous improvement based on participant feedback and outcomes.

These outcomes provide a comprehensive framework for assessing the success and impact of the pilot training program for educators in the infertility field.

## Self-study units

### SELF-STUDY – WEEK ONE

What are some common reasons that pregnancy is not happening? How would you answer if a participant in your education course would tell you that the pregnancy is not happening after eg 6 month of trying to conceive?

Write your answer in max 300 words (you can write less, just not more). Please make sure to include spaces and sub-headings to make the writing easy to read. (and/or)

Make a short video of yourself answering to this question. The video can be made using your mobile phone, no additional video processing is necessary, the video will be used only during the self-study period and peer-to-peer online discussion.

During the discussion, each person must write questions on the responses of two other participants.

### SELF-STUDY – WEEK TWO

What are some common male and female diagnosis in infertility? A group, discuss the male diagnosis, B group discuss the female diagnosis. Describe at least three diagnosis for each group.

Write your answer in max 300 words (you can write less, just not more). Please make sure to include spaces and sub-headings to make the writing easy to read. (and/or)

Make a short video of yourself answering to this question. The video can be made using your mobile phone, no additional video processing is necessary, the video will be used only during the self-study period and peer-to-peer online discussion.

During the discussion, each person must write questions on the responses of two other participants.

### SELF-STUDY – WEEK THREE

Describe the medical model of infertility treatment in your country. What are the options for patients (e.g. what treatment is available and which are the prerequisites or some limits for patients) in your country?

Write your answer in max 300 words (you can write less, just not more). Please make sure to include spaces and sub-headings to make the writing easy to read. (and/or)

Make a short video of yourself answering to this question. The video can be made using your mobile phone, no additional video processing is necessary, the video will be used only during the self-study period and peer-to-peer online discussion.

During the discussion, each person must write questions on the responses of two other participants.

### SELF-STUDY – WEEK FOUR

Describe why infertility is hard to cope with. What are some typical emotions people face when dealing with infertility and which are different ways how they can be supported?

Write your answer in max 300 words (you can write less, just not more). Please make sure to include spaces and sub-headings to make the writing easy to read. (and/or)

Make a short video of yourself answering to this question. The video can be made using your mobile phone, no additional video processing is necessary, the video will be used only during the self-study period and peer-to-peer online discussion.

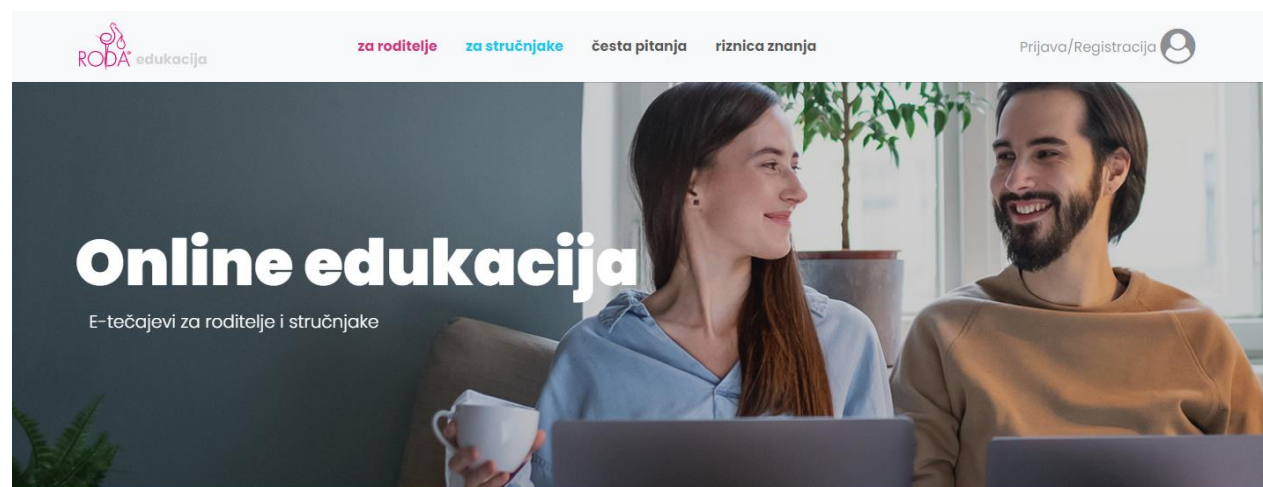
During the discussion, each person must write questions on the responses of two other participants.



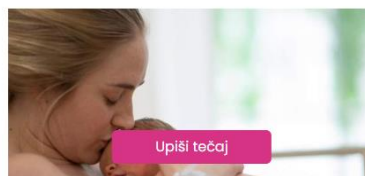
## Self-study period

All participants are required to complete the self-study as a prerequisite for attending the in-person training. All activities related to the self-study pre-course period take place in a closed online group where all teaching staff and course participants are present. Participants upload their assignments successively, allowing other group members to comment. This facilitates getting to know all group members, peer-to-peer communication, and mentoring even during the preparatory period.

The platform may be a social network (e.g., Facebook) or an internal platform of the organisation conducting the training (e.g., Roda has its own educational platform). All participants complete an evaluation after the preparatory period and another evaluation after the training.



## Za roditelje



## In-person training curriculum

LIVE TRAINING DAY ONE – 10:00-16:00 h						
Session goals: participants get to know each other, create a safe learning environment, introduction to the facilitator's role						
Name of module Trainer	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
Block 1 10:00-13:00h (3 hrs)						
<b>Welcome presentation</b>  (Bojana Šantić)	To welcome participants to the course and give them an introduction to day one and the overall training	Talk Presentation	Introducing the partner organisations and trainers. Summary of what we will do in the following days - goals and outcomes of the program. What are the goals for every day of the training.	Laptop Projector and screen	Powerpoint presentation	15
<b>Introduction - Meeting the trainers and participants</b>  (Vedrana Kobaš)	Getting to know each other, creating a safe learning environment, introducing the concept of interactive group work	Group work	Circle around the room, every participant tells us something about themselves and reflects on the Facebook group activities and discussions. 1st round: how do they feel (using associative cards) 2nd round: individual reflection on the pre-study period	Associative cards		20
<b>Mapping activity - Rules</b>  (Dora Kolačko)	Creating a safe learning environment	Group work	Trainers and participants define the rules for the whole duration of the education. Trainers begin by defining some rules, and participants are motivated to join in and add more rules. All rules are written on a	Flipchart Markers and pens	Handout on what to make sure to do at the beginning of every class to set the tone for the lesson/day - participants	15

			paper which will stay in a visible place in the classroom, in order for everyone to be able to get back to it if needed.		will use this in their own work later	
<b>Energiser</b> (Vedrana Kobaš)	To make an active transition between learning sessions	Energiser	Energiser: „Something about me“ - Each participant receives a card with the first few words of a sentence starting with „I know ...“ / „I am ...“ / „I love ...“, etc. Participants freely move around the room and randomly pair up. When paired, each person completes the sentence on their partner's card. Several rounds of participant pairing are conducted.  *one of the activities from the „Energiser list“	Cards with printed words/sentences		5
<b>Mapping activity - Goals &amp; Expectations</b> (Dora Kolačko)	To gauge the participants' expectations and to get to know each other	Individual work + group work	Participants use post-it notes to prepare and write their ideas on the following topics, which they put on flip charts: I expect the workshop to be... I hope the workshop will not be... My contribution will be...	Flip chart Post-it notes Markers and pens		15
<b>Motivation activity</b> (Bojana Šantić)	To learn about intrinsic and extrinsic motivation	Individual work	Participants create a work on the theme 'My Why' using visual expression. After completing their own piece, they present it to the group, explaining their intrinsic motivators for education.	Various materials and equipment for visual work (papers, scissors, glue, pens)		10
Coffee break (15 min) 11:20-11:35 h						

<p><b>Teaching adults (with lower basic learning skills - LBS)</b></p> <p>(Bojana Šantić)</p>	<p>To learn about the basics of adult learning and the strategies for leading a group of participants with lower basic skills</p>	<p>Lecture</p>	<p>The teachers present and explain the difference between pedagogy and andragogy, the principles of adult learning, and strategies to adapt those principles to people with low basic skills. The lesson includes a presentation with examples (pictures, video). Parts of the lesson include informative handouts distributed to participants.</p>	<p>Laptop Projector and screen</p>	<p>Powerpoint presentation Handouts on teaching adults Booklet "Communicating health information to people with low levels of literacy" (Output 1)</p>	<p>40</p>
<p><b>Energiser</b></p> <p>(Dora Kolačko)</p>	<p>To make an active transition between learning sessions</p>	<p>Energiser</p>	<p>Energiser: 'Storytelling with an object' - Participants create a story through passing an object while standing in a circle, randomly choosing a person to whom they throw the object. Each participant who receives the ball must say a sentence and continue the story from the previous participant. The object is passed until all participants contribute their sentences to the story.</p>	<p>Small object – pen or similar</p>		<p>5</p>
<p><b>Learning experience</b></p> <p>(Vedrana Kobaš)</p>	<p>For participants to reflect on their individual and universal learning needs, to define the traits of a good teacher</p>	<p>Group work + discussion</p>	<p>The participants are divided into groups of 3-4 people and instructed to think about an educator's desirable and undesirable traits. They discuss the traits between peers and each group needs to write them on a chart paper, thus constructing examples of a good and bad teacher. Each group presents their result to the rest of the participants, and together they discuss the conclusions.</p>	<p>Flipchart Markers and pens</p>		<p>35</p>
<p>Lunch break 13:00-14:00</p>						
<p>Block 2 14:00-16:00h (2 hrs)</p>						

<p><b>Back to the class energiser</b></p> <p>(Magdalena Yusmenova)</p>	<p>To bring back participants' attention to the class</p>	<p>Energiser</p>	<p>Participants are divided into 2 groups by making a line-up and counting 1-2-1-2-etc. Each group forms a circle. Participants in the circle pass a small ball to each other to go around the entire circle. The exercise is done 3 times, in order to achieve the fastest transfer of the ball in the circle.</p>	<p>Small bright balls (2) Timer</p>		<p>10</p>
<p><b>Adapting training materials for the target group</b></p> <p>(Irina Popova)</p>	<p>To practice the basics on teaching adults with lower basic learning skills, presented during the morning session</p>	<p>Group work</p>	<ol style="list-style-type: none"> <li>Participants remain in two groups, divided during the previous energiser</li> <li>The trainer asks the participants to write down the basic principles of teaching adults with LBLs on colour sticky notes and put them on the flipchart.</li> <li>Each group is given a handout with an information leaflet on the topic of infertility for patients. The task is to analyze the leaflet and to amend it, following the principles of teaching adults with LBLs</li> <li>Each group should present a list of what is advisable/correct (or not) in the handout and suggest ways for improvement</li> </ol>	<p>Paper (A4) Flipchart Markers and pens</p>	<p>Handout with information leaflet - Zachatie will prepare the leaflet and will upload it</p>	<p>50</p>
<p>Coffee break (15 min) 15:00-15:15 h</p>						
<p><b>Group work presentation</b></p> <p>(Irina Popova)</p>	<p>To present the outcome of the group work</p>	<p>Group presentation + discussion</p>	<ol style="list-style-type: none"> <li>The trainer briefly repeats the task</li> <li>Each group selects a representative which presents the outcome of the group activity</li> <li>The trainer provides time and moderates the discussion after each presentation</li> </ol>	<p>Flipchart Markers and pens</p>		<p>35</p>

<p><b>Day one closing remarks</b></p> <p>(Magdalena Yusmenova)</p>	<p>To review and summarize the main points of the day</p>	<p>Lecture + discussion</p>	<p>The trainer summarizes the result and keypoints of the afternoon activities. The trainer explains why such approach was used.</p> <p>The trainer asks three questions (writes the questions on the flipchart), and each participant answers one of them:</p> <p>What have you learned today?</p> <p>What surprised you?</p> <p>What seems as the biggest challenge for you?</p>	<p>Flipchart</p> <p>Markers and pens</p>		<p>10</p>
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LIVE TRAINING DAY TWO – 10:00-16:00 h						
Session goals: learn about physiology of (in)fertility, , learn about the facilitator's role						
Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
Block 1 10:00-13:00h (3 hrs)						
<b>Introduction</b>  (Irina Popova)	To welcome participants to the course and give them an introduction to day two	Presentation	The trainer summarizes what was learned during day one and makes an overview of what is to follow during the morning session of day two.			10
<b>Female reproductive system</b>  (Magdalena Yusmenova)	To learn about the basics of the female reproductive system	Lecture	The trainer will briefly describe the fundamentals of the female reproductive system. The content will follow the respective article from the book „Book title“ (Output 3).	Laptop Projector and screen	Powerpoint presentation and video	15
<b>Male reproductive system</b>  (Irina Popova)	To learn about the basics of the male reproductive system	Lecture	The trainer will briefly describe the fundamentals of the male reproductive system. The content will follow the respective article from the book „Book title“ (Output 3).	Laptop Projector and screen	Powerpoint presentation and video	15
<b>Reproductive system – Jigsaw game</b>  (Magdalena Yusmenova)	To engage participants and consolidate knowledge learned during the previous session	Group work + energiser	Participants stand up and line up according to the month they were born. The participants, born in the first 6 months (or half of the line) form Group 1, and	2 tables	2 sets of jigsaw puzzles of reproductive systems (male, female)	15

			the rest are in Group 2. The two groups are divided and work at 2 tables. Group 1 is given a jigsaw puzzle of the female reproductive system and Group 2 is given a jigsaw puzzle of the male reproductive system. They compete to be the first group that assembles the jigsaw in the correct way.			
<b>Brainstorming: Presentation methods</b>  (Irina Popova)	To freely discuss best presentation methods and techniques for various health topics	Group discussion	Group discussion led by the trainer on presentation methods and techniques for various health topics. Participants discuss how they understood the above presentations and what could be improved/changed.			20
Coffee break (15 min) 11:15-11:30 h						
<b>When pregnancy is not happening: Male diagnostics and treatment</b>  (Magdalena Yusmenova)	To learn about options for diagnosis and treatment in the case of male infertility	Lecture	The trainer will briefly describe the fundamentals of male diagnostics and treatment. The content will follow the respective article from the book „Book title“ (Output 3).	Laptop Projector and screen	Powerpoint presentation	30
<b>Energiser</b>  (Magdalena Yusmenova)	To make an active transition between learning sessions	Energiser	Surprise energiser	Bluetooth loudspeaker		10
<b>When pregnancy is not happening: Female diagnostics and treatment</b>	To learn about options for diagnosis and treatment in the case of female infertility	Lecture	The trainer will briefly describe the fundamentals of female diagnostics and treatment. The content will follow the respective	Laptop Projector and screen	Powerpoint presentation	30



(Irina)			article from the book „Book title“ (Output 3).			
<b>Q&amp;A session</b> (Irina Popova)	To discuss participants' questions, and how to present topics on diagnostics and treatment of infertility to the target group, How to simplify, to what extent to simplify health and medical content.	Group work	The trainer leads the Q&A session, encouraging participants to ask questions, to discuss among the group and other trainers, in order to reflect on the previous session and gained knowledge.			30
Lunch break 13:00-14:00						
Block 2 14:00-16:00h (2 hrs)						
<b>Back to the class energiser</b> (Marta Górna)	To bring back participants' attention to the class	Energiser	Participants form two circles, an inner and outer circle. They rotate, engaging in quick discussions on infertility-related topics, then switch partners to foster connections.			5
<b>Types of participants</b> (Marta Górna)	To learn about various types of participants and methods to address their needs and related challenges	Presentation	The trainer describes various types of „difficult“ participants and their learning needs including challenges for the trainers	Laptop Projector and screen	Powerpoint presentation Handout	10
<b>Role play workshop</b> (Karolina Klimowicz)	To experience and learn about various types of participants and their typical behavior	Group work - roleplay	Each participant has an assigned role: trainer or various types of a group participant (as per previous presentation and handout), they perform a simulation of a training using role-play. Through the	Chairs arranged in circle	Papers with scenarios	45

			simulation, the participants will learn how the group interpersonal relations can influence the training and how the trainer needs to moderate the group to allow each participant to express without disrupting others.			
Coffee break (15 min) 15:00-15:15 h						
<b>Workshop summary</b> (Anita Fincham)	To draw conclusions from participating in the previous workshop	Group work + discussion	Each participant is to say how they were feeling in their role and in the group. The participants learn to recognise (as trainers) the participants' feelings; they are to come up with ideas on how to deal with the difficult group and help everyone feel welcomed and listened to.	Flipchart Markers and pens		30
<b>Day two closing remarks</b> (Anita Fincham, Karolina Klimowicz, Marta Górna)	To review and summarize the main points of the day	Lecture + discussion	The trainer summarizes the result and keypoints of the afternoon activities. The trainer asks three questions (writes the questions on the flipchart), and each participant answers one of them: What have you learned today? What surprised you? What seems as the biggest challenge for you?	Flipchart Markers and pens		15

<b>LIVE TRAINING DAY THREE – 10:00-16:00 h</b>						
<b>Session goals: learn about emotional challenges in (in)fertility and patients' rights, learn about the facilitator's role</b>						
<b>Name of module Teacher</b>	<b>Objective</b>	<b>Type of activity</b>	<b>Description of Lesson (detailed)</b>	<b>Equipment needed</b>	<b>Materials needed (photocopies, books)</b>	<b>Time in minutes</b>
Block 1 10:00-13:00h (3 hrs)						
<b>Introduction to day three</b>  (Anita Fincham, Karolina Klimowicz, Marta Górna)	To welcome participants to the course and give them an introduction to day three	Presentation	The trainer summarizes what was learned during day two and makes an overview of what is to follow during the morning session of day three.			10
Introduction to emotional challenges  (Karolina Klimowicz)	To discuss about emotional challenges in (in)fertility	Group work + discussion	Participants are encouraged to discuss what they know about emotional challenges in (in)fertility. Trainers adding questions lead the participants to discover more challenges.			15
<b>Emotional challenges</b>  (Karolina Klimowicz)	To learn about emotional challenges in (in)fertility	Presentation	The trainer summarises the main points and conclusions following the discussion on emotional challenges in (in)fertility.	Laptop Projector and screen	Powerpoint presentation	10
<b>Energiser</b>  (Marta Górna)	To make an active transition between learning sessions	Energiser	Participants briefly showcase a unique talent or strength they bring to the training. Builds a sense of individuality and diversity within the group.			5

<b>Workshop</b> (Anita Fincham)	To experience and learn about emotional challenges in (in)fertility	Group work - role play	Each participant has an assigned role: patient or friend, family member, doctor – to show the group various reactions of patients to helpful/unhelpful remarks. Patients have their opening remarks and the other participants try responding in both helpful and unhelpful ways. This exercise will show the participants what everyday challenges are awaiting patients (and future participants of their training) in talking to other people.		Cards with opening remarks by the patients, and cards with helpful/unhelpful responses for the other participants	25
<b>Workshop summary</b> (Anita Fincham)	To draw conclusions from participating in the previous workshop	Group work + discussion	The trainer encourages each participant to say how they were feeling in their role and in the group - the participants learn how the target group (and future participants of their training) can feel and behave.		Handouts (eg what to say, what not to say)	20
Coffee break (15 min) 11:25-11:40 h						
<b>Energiser</b> (Marta Górna)	To make an active transition to the next sessions	Energiser, division into groups	The trainer serves sweets, colours of selected wrappers decide in which group the participant is (1-2-1-2 etc)		Sweets/candy	5
<b>Introduction – Support</b> (Anita Fincham)	To learn what support is available in (in)fertility	Group work	The participants are divided into 2 groups, each group lists types of support available for fertility treatments and writes them on chart paper.	Flipchart Markers and pens		10
Support in infertility (Anita Fincham)	To learn why the support in (in)fertility is important	Group work – video watching + discussion	The participants are shown a testimonial video of a patient, after watching it they discuss thoughts and feelings on the video, learning how to address them during trainings with target group participants.	Laptop Projector and screen		35
<b>Energiser</b> (Karolina Klimowicz)	To make an active transition between learning sessions	Energiser	The participants are given a ball, they need to figure out the quickest way for all to touch the ball, one by one.		A small ball	10

Summary - Suport in infertility  (Karolina Klimowicz)	To summarise the importance of support in (in)fertility	Presentation	The teacher describes different types of support in (in)fertility and talks about why the timely support is important	Laptop Projector and screen	Handouts	20
Lunch break 13:00-14:00						
<b>Back to class / energiser</b>  (Dora Kolačko)	To bring back participants attention to the class	Energiser	Partner Mirroring: Participants pair up and take turns mirroring each other's movements. Encourages non-verbal communication and connection.			5
<b>Legal frame &amp; Patient rights</b>  (Bojana Šantić)	To learn how to present the summary of legal and patient rights to a group	Group work + discussion	As legal frame differ between countries, participants will discuss their assignments on legal rights made during the pre-study period. Then they will be divided into groups by nationalities and each group will discuss how to produce content for a leaflet „Why is it important to be informed patients“. Each group will present the concept for the leaflet to other participants. At the end, the teachers will present the topics: Patient rights / Human rights / Children rights and the resources for information on legal rights in EU.	Flipchart Markers and pens Paper (A4) Laptop Projector and screen	Paper and pen Powerpoint presentation	50
<b>Alternative options</b>  (Bojana Šantić, Vedrana Kobaš)	To learn which type of alternative options exist and how to present them to a group	Discussion + presentation	Participants will discuss the types and challenges of alternative options. Teachers will summarise all the inputs and hold a short presentation of strategies for communicating about alternative options to target group.	Flipchart Markers and pens		20
Coffee break (15 min) 14:20-14:35 h						

<p><b>Who is an educator? Ethics and values in (in)fertility education</b> (Bojana Šantić)</p>	<p>To learn the difference between teacher/educator/facilitator/coach and to learn about the importance of ethics</p>	<p>Group work + presentation</p>	<p>Teachers will hold a short presentation on the difference between teacher/educator/facilitator/coach. Participants will discuss the importance of ethics in the context of (in)fertility education in the context of their countries.</p>	<p>Flipchart Markers and pens Laptop Projector and screen</p>	<p>Powerpoint presentation</p>	<p>40</p>
<p><b>Energiser</b> (Dora Kolačko)</p>	<p>To make an active transition between learning sessions</p>	<p>Energiser</p>	<p>Memory Sharing Circle: Participants briefly share a positive memory related to their journey in infertility education. Creates a supportive and reflective atmosphere.</p>			<p>5</p>
<p><b>Do's and dont's in communication</b> (Bojana Šantić)</p>	<p>How learn how to approach and communicate to people dealing with (in)fertility</p>	<p>Presentation + discussion</p>	<p>Participants will learn about the basic concept of communication for a group of people dealing with (in)fertility and about differences in leading groups offline&amp;online.</p>			<p>25</p>
<p><b>Day three Closing remarks</b> (Vedrana Kobaš)</p>	<p>To review and summarize the main points of the day</p>	<p>Lecture + discussion</p>	<p>The trainer summarizes the result and keypoints of the afternoon activities. The trainer asks three questions (writes the questions on the flipchart), and each participant answers one of them: What have you learned today? What surprised you? What seems as the biggest challenge for you?</p>	<p>Flipchart Markers and pens</p>		<p>15</p>

LIVE TRAINING DAY FOUR – 9:00-12:00 h						
Session goals: training summary, evaluation & next steps for participants, graduation ceremony						
Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
Block 1 9:00-12:00h (3 hrs)						
<b>Introduction to day four</b>  (Bojana Šantić)	Overview of previous days	Lecture	Teachers hold a short overview of the previous days and highlight the important takeaways for participants			10
<b>Revision - knowledge and skills</b>  (Dora Kolačko, Vedrana Kobaš)	Revision of knowledge & skills worked on in the previous days	Group work + discussion	Participants are divided in 2 groups, one group's task is to summarise the topics on the knowledge gained through the education, other's group task is to summarise the topics on the skills gained through the education. Each group present their result to others and everyone discuss the overall content gained through the education.			30
<b>Energiser</b>  (Dora Kolačko)	To make an active transition between learning sessions	Energiser	Two Truths and a Lie Relay: Participants take turns sharing two true statements and one false statement about themselves. Others guess which statement is the lie. Quick, engaging, and encourages interaction.			5
<b>Curriculum</b>  (Bojana Šantić, Dora Kolačko)	To get to know the education curriculum	Lecture + group discussion	Teachers present the curriculum to the participants, they explain it relating the content to the activities in previous days and discuss the potential flexibility of certain activities. During the last 10 minutes, participants are invited to discuss the curriculum.	Laptop Projector and screen	Handout – training curriculum	45
Coffee break (15 min) 10:30-10:45 h						

<b>Reflecting on expectations</b>  (Vedrana Kobaš)	To reflect on individual expectations of participants	Group work	A round on individual feeling of meeting the expectations during past days.	Dixit cards		10
<b>Evaluation</b>	Training evaluation	Individual work, evaluation	Participants are invited to give feedback and evaluate the training	Pens	Evaluation forms	20
<b>Energiser</b>  (Dora Kolačko)	To make an active transition between learning sessions	Energiser	Collaborative Drawing: Provide a large sheet of paper and markers. Each participant contributes to a collaborative drawing reflecting their thoughts on infertility education.			5
<b>Next steps</b>  (Bojana Šantić)	To define and discuss further activities	Lecture + group discussion	Teachers present the next steps by each country to the participants and inform them on their contact points.	Laptop Projector and screen	Powerpoint presentation, handouts	20
<b>Final Assignment / Certification ceremony</b>	For participants to receive final assignments and/or certificates	Closing ceremony	Participants are presented with their final assignments and/or certificates.		Assignment / Certificates	20