

# Childbirth Educator Program

## CURRICULUM



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## The process

### 1) Application Process

A call is sent out to eligible members of the partner organisations that includes basic information about the course, dates and requirements. Applicants must complete a Google Form with their contact information and a one-minute video describing themselves and why they want to join and what value they can add to the community.

The call is open for maximum 30 days.

### 2) Selection Process

A team of a minimum of two teaching-team members assess the letters of motivation and select the first round of eligible applicants. Once that is completed, they assess the applications for geographical relevance (dislocated and disadvantaged areas have precedence) and make a final selection.

### 3) Chosen applicants are notified and required to sign the ethics and values checklist, as well as the participant agreement. They are also provided the required-reading booklist (below) at least one month before the beginning of the course. They must be familiar with these books:

Ina May's Guide to Childbirth, Marsden Wagner My Birth Plan

Kimberly Ann Johnson - The Fourth Trimester, Mark Harris – Men, Love and Birth

### 4) Self-study homework is organised over an online learning platform (Facebook social learning group) which all participants must be a part of. Every odd week of the training, participants are given a question which they must research and answer. They have one week to complete the assignment. At the beginning of every even week the homework assignments will be put up on the learning platform for all participants to see and they will be invited to provide feedback and questions for others. Students who do not complete the homework are removed from the group until the homework is completed, at which point they are added to the group again.

The self-study period is 14 weeks of work, with appropriate breaks for holidays, which can bring the total study period up to 16 weeks.

### 5) Once the self-study period is over, all participants who have successfully completed all their homework assignments are invited to attend a five day in-person training. The in-person training (program follows) is organised in a venue that offers the possibility for participants to stay on-site in the same accommodations with meals and appropriate teaching materials and space.

- 6) After the training, participants are invited to prepare a sample curriculum, and submit it for feedback. Curricula that are approved are then tested in the participants' community, and evaluations submitted to the teaching team. Once this is completed, the participant is invited to graduate and is fully certified.

## Self-study units

### **SELF-STUDY – WEEK ONE**

Describe the medical model of care and midwifery model of care. What are the main differences? Is it possible to combine the two? What are the options for each (e.g. are they available) in your country?

Write your answer in max 1000 words (you can write less, just not more). Please make sure to include spaces and sub-headings to make the writing easy to read. During the discussion, each person must write questions on the responses of two other participants.

### **SELF-STUDY – WEEK TWO**

Optimal nutrition is a powerful way to contribute to the health of a woman's pregnancy. What types of foods should average pregnant women consume? How can food choices affect pregnancy health?

For the second half of your answer: A group, include supplements and vitamins in your discussion. B group, what do people with specific diets (e.g. vegetarians and vegans) have to make sure to include in their diets?

Write your answer in max 1000 words (you can write less, just not more). Please make sure to include spaces and sub-headings to make the writing easy to read.

### **SELF-STUDY – WEEK THREE**

What are the hormones involved in birth and what is the role of each? Are they the same as artificial hormones that can be given as medication? What are the main differences?

Describe your answer in 1000 words or less. Please make sure to include spaces and make the writing easy to read.

When discussing, each person must write questions on the responses of two other participants.

**SELF-STUDY – WEEK FOUR**

Describe the phases of labour and what happens during each phase (remember to discuss transition). How do you recognise each phase?  
Describe your answer in 1000 words or less. Please make sure to include spaces and make the writing easy to read.  
When discussing, each person must write questions on the responses of two other participants.

**SELF-STUDY – WEEK FIVE**

Describe the most common interventions in childbirth and their possible alternatives. Draw a flow chart of the cascade of interventions.  
Describe your answer in 1000 words or less. Please make sure to include spaces and make the writing easy to read.  
When discussing, each person must write questions on the responses of two other participants.

**SELF-STUDY – WEEK SIX****Coping mechanisms**

A group, discuss three pharmacological (medical, medicine) pain relief methods woman can use in hospitals, how they are given and what their advantages and disadvantages are.

B group, name and discuss three natural (not requiring medicine) pain relief methods women can use in hospitals, how they are given and what their advantages and disadvantages are.

C group, discuss how the partner (birth companion) can help with pain relief (5 items and descriptions).

Remember to include equipment, water, furniture etc. in your answers.

Describe your answer in 1000 words or less. Please make sure to include spaces and make the writing easy to read.

When discussing, each person must write questions on the responses of two other participants.

**SELF-STUDY – WEEK SEVEN**

What happens in the first few hours after a baby is born? Describe what is usual in a hospital (where the baby goes, what if anything else is done or given to baby or mother?)

In the second part of your answer, A group – focus on the mother’s transition after birth; B group – focus on the baby’s transition after birth.

Describe your answer in 1000 words or less. Please make sure to include spaces and make the writing easy to read.

When discussing, each person must write questions on the responses of two other participants.

## In-person training curriculum

**LIVE TRAINING DAY ONE - 15h-19h (4 hrs)**

Session goals: participants get to know each other, create a safe learning environment

Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
Afternoon block 1 15-17h (2 hrs)						
Welcome speech Daniela Drandić	To welcome participants and give them an introduction to the day	Talk	Introducing the teachers Introducing Roda and Indo Anai Why are we working on this project, what are the goals What are the goals for every day of the training			15
Introduction - meeting the teachers Daniela Drandić	Getting to know each other and setting the rules Create a safe learning environment Work with a group	Introduction of participants and teachers Name games	Circle around the room, every participant tell us something about themselves and to reflect on the Facebook group activities and discussions	Tools needed for group organisation: Questions for getting to know you	Handout on what to make sure to do at the beginning of every class to set the tone for the lesson / day - participants will use this in their own work later	60
Mapping activity Marija Renić	To gauge the participants' expectations and to get to know each other	Individual work	Participants use post it notes to prepare write their ideas on the following topics, which they put on flip charts I expect the workshop to be...	Flip chart Post it Markers and pens		20

			I hope the workshop will not be... My contribution will be...			
Assign homework	Assign pairs and homework, make sure everybody understands what needs to be done	Pair work	Assign homework and set pair groups (one Croatian, one Slovenian participant): In pairs, film each other (using your own phone) teaching a topic for one minute, we will watch this again on the last day	(preparation of topics that evening, live presentation/filming starting tomorrow)	List of topics generated from self-study	20
Coffee break 1700-1730h						
Afternoon block 2 1730-1930 (2 hrs)						
Energizer  Ivana Lovrić	Energiser activity	Group work	Tapping Exercise			10
Your Ideal / Nightmare Student  Marija Renić Mia Cvjetković	Describe who your ideal participant is, and who your nightmare participant is	Group work	Participants are put into groups and given an assignment - either to describe their ideal participant /student or their nightmare participant. On flip chart group works together to draw and describe this participant's values and beliefs	Flip chart Markers Masking tape	Share method: Birthday - month	20
		Presentations	Each group presents their work			30
Target audience/marketing your course Daniela D.		Group discussion	Group discusses the question: Who are potential partners in your community?	Flip charts Markers  Rapporteurs write down main ideas (on three flip charts)		30

			<p>What three things can you do in your community to promote your course for your ideal participants?                  What three things can you do online to to promote your course to your ideal clients?                  What could an elevator pitch for your course be?</p>			
<p>Marketing of Breastmilk substitutes  Daniela Drandić</p>	<p>To introduce participants to the WHO Code on Marketing of Breastmilk Substitutes and what it means in their work as childbirth educator</p>	<p>Presentation</p>	<p>Presentation of WHO Code with examples, discussion and questions</p>	<p>Powerpoint presentation</p>	<p>The Code in Cartoons (brochure)</p>	<p>20</p>
<p>Dinner with participants without caregivers and children                  ** sit with a new person **</p>						

Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
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## LIVE TRAINING DAY TWO – 845-1830

### Training Skills: Introduction to your role as a facilitator

Session goals: participants get to know each other, create a safe learning environment

Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
830-9h Welcome						
Morning Block 1 9-11h						
Energizer Ivana Lovrić	Energiser activity	Group work	Stretching			10
Introduction to adult education Marija Renić Mia Cvjetković	The learner understands concept of adult learning and the difference between pedagogy and andragogy	Lecture	Lecture on main concepts of adult education; the differences andragogy and pedagogy		Powerpoint	5
	Reflection on personal experience in (adult) learning and evaluating factors of successful learning experiences	Group work	Task no1 Reflecting in pairs, students identify remarkable and memorable factors from previous learning experiences. As a group, list all the factors and make a collage of: successful or unsuccessful teacher		Post-it notes Flip chart paper Markers and pens	35

			(opposite of listed memorable factors) and present their work.			
	To be able to distinguish between the characteristics of andragogy and pedagogy	Group work	Task no2 In groups, arrange the table of main andragogy and pedagogy characteristics; compare the table and factors listed on collage in previous task.	Handout no 1	Handout no 1	30
	To be able to select appropriate teaching/learning method and activity	Group work	Task no3 Individually read and reflect on Handout no 2; group discussion	Handout no 2	Handout no 2	30
Coffee Break 11-1130						
Morning Block 2 1130-1330						
Energizer Ivana Lovrić	Energiser activity	Group work	Makko-ho exercises			10
Trainer's ethics Marija Renić Mia Cvjetković	Reflection on personal ethics	Individual work	Task no4 Participants read "Our Values" in CBE Information Package and identify items that they are: most comfortable with; see as a potential area of personal growth; see as a potential challenging situation or a problem	Handout no3	Handout no3	30
	Learners are able to accept and work with diverse colleagues and learners	Group work	Task no5 Participants are divided into groups. Each group is assigned a role in a role play. In front of class, from each group a single participant acts	Scenario for role play	Handout no4 Test, "How assertive are you"	55

			the role she was given.			
		Class discussion	Difficult situations participants have been in; experiences of CBEs with types of clients; tips&tricks			20
Lunch Break 1330-1430h						
Afternoon block 1 1430-1630						
Energizer Ivana Lovrić	Energiser activity	Group work	Breathing Exercises			10
Mapping activity Mia Cvjetković	Is aware of the diverse background/knowledge/expectations of their participants	Group work	Task no6 Participants will map their potential clients / Wants vs. needs Participants are divided into 2 groups and have to brainstorm the difference btw what women in CBE want ( perception of the pregnant) vs. what to they need (their course)		Post-it notes Flip chart paper Markers and pens	10
Effective adult learning Marija Renić Mia Cvjetković	Is aware of methods how to incorporate real-world situations to help learners acquire the skills and knowledge they need during the process	Lecture	Cone of learning;			5
	Learners are able to choose effective educational methods for their curriculum	Group work	Task no7 Purpose of education: Participants will work in groups to rank education methods efficiency	Handout no5	Handouts no5	35

			for three childbirth related topics; rank the methods with relation to cone of learning by Edgar Dale			
	Understand and are able to explain the concept of problem-based learning	Video	Task no8 Participants will watch a video demonstrating PBL and will try to identify PBL elements in it	Video clip House M.D. Handout no6	Video clip House M.D. Handout no6	15
	Learning to Build a Curriculum	Work in pairs	Is able to draft a curriculum in a way that ensures the material is understood, maintained, and applied in and out of the classroom	Handout sample curriculum	Handout sample curriculum Handout: A model of learning objectives	45
Closing Circle and evaluations						20
1630-17h Coffee break						
Afternoon block 2 17h-1830 PHYSIOLOGY						
Energizer Ivana Lovrić	Energiser activity	Group work	Simple yoga movements for pregnant women			10
	Provocative questions over coffee - welcoming		How much do you think pregnant families would pay for a CBE course?	Flip charts / post-its		10

			Where will you organise your course?			
Hormones Teja Škodič Zakšek Špela Urbanc	Understands the role of the hormones in hormonal orchestra during pregnancy, birth and in postpartum	Listening to audio	The participants will be made to listen to 2 different versions of the same (widely known) song to get the idea of what the word orchestra means in connection to birth hormones, followed by discussion	computer		15
		Group work	Deep relaxation with the intention to get the participants to focus on something (their body, the peace, the serenity) and then abruptly disturb them with a loud and foreign noise, followed by the discussion of their feelings on the disturbance and connecting everything with labour hormones.	yoga mats		30
	Recognises when things are not normal, knows when women need to seek additional health support	Problem solving role play	Participants will be dealt hand-outs with scenarios of different possible occurrences in pregnancy/birth. They will be separated in 5 groups of four and will be asked to recognize the severity of the situation described, possible measures taken, who to refer women to, possibly what could be done to prevent such instances, etc., followed by discussion on their work.	flip chart post-its	clips with scenarios	40
	Circle?					

**LIVE TRAINING DAY THREE 845-1245; 1500-1900**

**Session goals: learn about physiology of pregnancy, childbirth and postpartum; good evidence v bad evidence**

Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
830-9h Provocative questions over coffee - welcoming a) Your friend wants to try natural induction – what methods would you recommend? b) What is better – placenta carpaccio or smoothie?						
Morning Block 1 9-11h						
Energizer Ivana Lovrić	Energiser activity	Group work	Stretching and tapping exercises for pregnant women			10
Hormones Teja Škodič Zakšek Špela Urbanc	Is able to suggest and demonstrate different exercises for better preparation for birth, describing the impact of activity in pregnancy on a woman's body during pregnancy, birth and postpartum, is able to explain different fetal positions and what is optimal, to be able to suggest and demonstrate	demonstration , riddles and group discussion	There will be some exercises/positions shown and the participants will be asked to explain what effects do they have on the position of the baby and the state of woman's body. They will also be asked to engage in demonstration so they better grasp the point and possibilities of movement in pregnancy.	Birthing ball, chair, rebozo		45

	everyday activities to achieve optimal fetal positioning					
The Birth Process	Knows signs of active labour and when is the time to go to hospital or call the midwife	Group discussion with scenarios	Participants will be dealt scenarios with description of different statuses of women. They will be separated into 5 groups of 4 and will be asked to determine the stage of labour, the tempo of labour and when is the time to go to the hospital or call the midwife. Followed by discussion on their choices.	books, handouts, webinars, (papers and pencils, flipchart)		30
	Demonstrates understanding the important role of the support person/people. Demonstrates giving tailored advice to partners and support people that being prepared is an important role.	Roleplay	The participants will be separated into 4 groups of 5 and will all participate in the falling and catching game to build trust.	books, handouts, webinars, (papers and pencils, flipchart)		15
Interventions	Presents knowledge of the circumstances in which mothers and babies will need a helping hand. For example, the reasons for induction of labour, for electronic fetal monitoring and a caesarean birth (either planned in pregnancy or decided during labour).	Problem solving	This exercise will serve the participants different scenarios and they will, in groups of 4, have to either describe the possible cascade of interventions or build a scenario for justification of interventions.	books, handouts, webinars, (papers and pencils, flipchart)		30
Coffee Break 11-1130						

Morning Block 2 1130-1245						
Energizer Ivana Lovrić	Energiser activity	Group work	acupressure points for pain relief			10
Pain Relief	Know the main advantages and disadvantages of the different options for pain relief during labour	roleplay, demonstration , breathing exercises	This exercise will focus on how to manage pain naturally and also on how to help women with medical pain management. Rollover during epidural will be shown and practised and natural solutions presented and debated.		yoga mat	40
Newborn	is able to describe baby's signs of hunger, sleepiness and other needs; how to know a baby is happy and full	survival kit for postpartum lecture and brainstorming	The participants will engage in discussion on the survival kit newborn parents need in the first weeks after birth and how to make the first weeks easier.		flipchart, doll	40
Afternoon break 1245-15h						
Afternoon block 1 15-17h						
Provocative questions over coffee			Provocative questions over coffee - welcoming Your sister wants a caesarean because she thinks its best. What do you say to her?			20

			Your sister wants to have an unassisted birth. What do you say to her?			
Energizer Ivana Lovrić	Energiser activity	Group work	Stretching and tapping exercises for postpartum women			10
Breastfeeding	has the theoretical and practical knowledge and skills about establishing breastfeeding, the ability to demonstrate different positioning, latch techniques, pumping/hand expression of milk, also in difficult circumstances	props usage, demonstration, hands-on, roleplay, problem-solving	Participants will be divided into pairs and will engage in roleplay – one is the breastfeeding mother and the other helps her. They will be handed some scenarios and suggestions. The activity will include some aspects of previous problem-solving activity.	flip chart paper and markers	baby model, pump, prop kit, flip chart, post its, pillows	40
Breastfeeding	is able to recognize common breastfeeding problems, their usual presentation, what to do about them and how to avoid them		Participants will be presented with handouts of different problems and will be randomly separated in 5 groups of 4. They will have to find a course of solving the problem with possibly gathering more info and their work will be debated among groups.		flip chart, post its	
Coffee Break 17-1730h						
Afternoon block 2 1730h-1930						
Energizer	Energiser activity	Group work				

Ivana Lovrić						
	Overflow					60
Presentations			<p>Pairs present their prepared 3-minute presentations (10 pairs of two participants), three minutes commentary after each</p> <p>Marija begins with intro on how to give feedback</p>			65
Closing circle and evaluations						20
Evening activity 2030-2130h			Karaoke / Night Walking			

**LIVE TRAINING DAY FOUR – 845-1830 PSYCHOLOGY**

Session goals: learn about physiology of pregnancy, childbirth and postpartum

Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
830-9h Provocative questions over coffee - welcoming c) A nurse in your community is telling women in your community that your course is dangerous? d) How can you change mentalities in your community to be more welcoming of your course?						
Morning Block 1 9-11h						
Energizer Ivana Lovrić	Energiser activity	Group work	Moving during birth			10
My stereotypes and prejudices Ksenija Malia Leban		work in pairs, discussion	Participants receive Unfinished sentences (Nolan) and fill it in individually (5 min). Afterwards, they sit in pairs, one of them talks about what she filled in, another practices active listening (with a handout to remind them of the principles), trying to understand what the beliefs and attitudes hidden under these statements are. After 10 minutes, they switch. Afterwards, they reflect in couples how it felt to be listened to, what helped to the talker to open up, and what it was like to listen to the beliefs that were different. They	handout Principles of active listening handout Unfinished sentences		45

			will take notes (10 minutes). Then summary in a group (10 min).			
Coffee Break 11-1130						
Morning Block 2 1130-1330						
Energizer  Ivana Lovrić	Energiser activity	Group work	Relaxing and opening exercises			10
Who is in charge?	can design and use an activity to support decision making skills can explain and discuss self-responsibility of parents and its aspects (when, why, how...) can support parents in practising decision making in pregnancy	Role play	activity - Question-asking skills, Nolan, Antenatal Education, p. 90-1 Use the activity to discuss responsibility and how to use it	printed handouts with roles for three different scenarios		45
Meet the birth team						
Lunch Break 1330-1430h						
Afternoon block 1 1430-1630						

			Provocative questions over coffee - welcoming Can you put breastmilk in coffee? What does it taste like? What does human milk cure?			
Energizer Ivana Lovrić	Energiser activity		tražimo što nam treba i dajemo što treba (nježan i stabilan pritisak uz praćenje daha)			10
Perfect Babies, Perfect Parents	can teach how to relate to media images of PPP and parenting, and to other past influences	work in groups, collage	activity - Perfect babies, perfect parents - source Antenatal Education (Nolan), p. 122 Make the advertisement as a poster, with pictures from parenting magazines Include birth into the activity. Important - to frame the activity for CB educators: 1. what are my own preconceptions about birth, parenting and babies 2. how can I use this activity to dispell fears related to birth, parenting and babies	parenting magazines with lots of pictures scissors glue flipchart paper and markers for each group		
Coffee Break 1630-17h						
Afternoon block 2 17h-1830						

Dealing with unexpected	knows how to support their own self-esteem can use at least 2-3 activities to increase self-confidence in parents (by pointing to their previous experience of doing something difficult)	individual and discussion	activity - Life so far... - source Empowering Women, p. 198			45
Energizer Ivana Lovrić	Energiser activity	Group work	Protecting yourself			10

**LIVE TRAINING DAY FIVE– 845-1830**

**Psychology of Pregnancy, Childbirth and Postpartum**

**Session goals: learn about physiology of pregnancy, childbirth and postpartum**

Name of module Teacher	Objective	Type of activity	Description of Lesson (detailed)	Equipment needed	Materials needed (photocopies, books)	Time in minutes
830-9h Provocative questions over coffee - welcoming a) How would you describe this training to your best friend using one word? b) How would you describe this training to your grandmother using one word?						
Morning Block 1 9-11h						
Energizer  Ivana Lovrić	Energiser activity	Group work	Stretching for postpartum			10
Saying NO	1. can assert their rights and personal limits in a dialogue can teach basic assertive skills (for communication with hospital staff or with intruding relatives) 2. can read non-verbal cues in others and can use non-verbal cues consciously to communicate with the group	group work, role play	Saying no - work in 3's, role plays with assigned scenarios One ("a relative", "a colleague") brings up something that definitely CAN be refused (coming to stay with the young family, taking the baby to them, an unwanted advice (you should do...) ... anything that is culturally relevant), the other has to say NO, the third observes (5 minutes); reflection on how assertive the refusal was and what made it difficult, how nonverbal	printed role play scenarios for each - relatives come to intrude on a young family/a colleague comes to offer unsolicited and unwanted advice		45

			communication came into play (5 minutes, write the reflection topics on flipchart so they can see them); switch; then reflexion (10 m) in a group - what makes refusing difficult, how to make refusing more clear and firm.			
Coffee Break 11-1130						
Morning Block 2 1130-1330						
Asking for help Self-care	can explain why asking for help is normal and how all included benefit from it (the one who helps, the one who is helped)	Work in pairs, role play	Instructions: Work in pairs. One (master) sits and does nothing but ask for various things (make me a cup of tea, give me a massage, bring me a book, leave me alone, come here and tell me about your day...); the other (servant) obeys. After 7 minutes, they switch. Then 5 minutes sharing in pairs what it felt like; then 10 minutes together in a group. Points to stress: the one who helps feels good to help, especially when they know exactly what the other wants.			45
Energizer  Ivana Lovrić	Energiser activity	Group work	Partner massage			10

<p>...and who can help ME</p>	<p>can discuss with the group the advantages of social support and increase their awareness of their options</p>	<p>individual, pairs</p>	<p>Instructions: The person in the heart you see is yourself. List those who you can ask for help - family, friends or professionals. Write what they can help you with after you start working as CBE. (10) Share with another person and if you want, add other people and things they can help you with. (10) Discussion in group - for parents, this can be done for support after birth. (10)</p>	<p>pencils and pens template with a heart with a tiny person in the middle, and a lot of free space around</p>	<p>45</p>
<p>Action plan for the future</p>	<p>knows their own personal limits (how many hours can spend by doing CBE, what types of clients can trigger difficulties) knows professional limits (what they know and when to refer to another professional)</p>	<p>homework and work in small groups, discussion</p>	<p>everyone fills in their Action plan - you can adapt this plan that we used for the mentoring course <a href="https://drive.google.com/open?id=1TIOwnFhhf-k2Uidd6pEJSckBHJUTFQfs">https://drive.google.com/open?id=1TIOwnFhhf-k2Uidd6pEJSckBHJUTFQfs</a> Questions on the plan should stress their professional expertise as well. This is to be done before the training, or a day before, and brought to the class. The participants should be well aware of what they will be required and offered by the project. Then at the class - ask everyone to get into pairs and talk: 1. what is their preferred working mode 2. what will be their next steps to setting themselves up as CBE (what I still need to learn, where to learn it...) Conclusion - planning is necessary when we are going to change our</p>	<p>Action plan handouts - to be handed out at least a day before</p>	<p>45</p>

			lives substantially. We cannot prepare for everything, but it helps to have a plan for the things you can influence.			
Closing circle, evaluations Shall we sing a song as well?						
Lunch and departure						

### Final Project and Piloting Course

The final project for participants is to create a minimum three-hour curriculum for childbirth education, showing is that they can identify the most important information in a given area, and teach it using the principles we learned in this course.

The deadline for the curricula is 8 weeks, and feedback is given within 4 weeks.

Once the final curriculum is accepted, participants must organise a pilot course in their own city / town. See attached PDF for information on how to organise this.