

PART 2

Workshop sessions

Session 1 Welcome and introductions 30 minutes

The session outline

Section	Participants will:	Format of activities	Time
Welcome participants	feel welcomed to the workshop	Welcome by the host facilitator	3 minutes
Play “People Bingo”	be familiar with other participants’ names, place of work and professions	An ice-breaker for the whole group	15 minutes
Introduce the workshop	be acquainted with workshop structure, objectives and content	Presentation by the facilitator	10 minutes
Give concluding remarks	hear highlights of the session from the facilitator’s perspective	Brief presentation by the facilitator	2 minutes
Reflect	have an opportunity to provide feedback on the session	Web-based link will be sent to participants at the end of the day	

The session brief

Preparation

- Print the “description of roles and personalities” of the three people in the role-play, each one in an envelope
- Use or adapt the briefs below.

Activity

Explain that in a role-play, people are asked to volunteer to “play a role”. They are given a description of the person they will play and the situation that person is in.

Asks for three volunteers:

1. One university administrator who interacts with postgraduate students
2. One lecturer/teacher
3. One person from the finance office

Give each volunteer a brief.

Administrator

To the volunteer university administrator, give the role of a student, according to the brief printed out in advance and placed in an envelope.

Brief for the administrator

You are a student and are applying to the university for a PhD. You have had a problem using the university website and do not know what forms to fill in or where to find them. This is the second time you have been to the university and yesterday you stood in a long queue but never got help. You have a deadline to meet – to get a scholarship, you must have your admission form submitted in two days’ time. You know you have to get it signed by the university but you don’t know who signs it. You have eventually found someone seated behind their desk, see minutes gly working, but you knock to ask for assistance.

Lecturer

Give the lecturer the role of an administrator who enrolls post graduate students at the university, according to the brief printed out in advance and placed in an envelope.

Brief for the lecturer

You are an administrator who enrolls postgraduate students at the university. The intake for students happens over a five-day period. There are pamphlets everywhere which explain to students what to do. The information is also on the website. You have been sitting at your desk for hours. Students seem unable to understand the simplest instructions and do not bring the required documents, such as their ID or passport. If they are eligible for postgraduate research degrees, why do they seem to struggle with things that seem obvious to you? You are not permitted to register any student who has not got proof from the finance department that they have paid their pre-registration adminutes fee. You are busy getting a report ready for an urgent admissions committee meeting when a student knocks on your door.

Finance person

Give the finance person the role of a senior professor at the university, according to the brief printed out in advance and placed in an envelope.

Brief for the finance person

You are a senior professor at the university. You have worked there for years and are well respected by your peers as an excellent researcher. Your research is complex and you need to make sure that you have good quality PhD students and postdoctoral fellows assigned to your lab. You know that the administration section of the university is often getting in the way of your ability to quickly and efficiently register the students that you want. You are busy but you have popped down to the registration area because you want to get feedback on whether your students have been registered by the postgraduate administrator. You need the names of these students for your grant proposal. You can see there is someone with the administrator, but you want to interrupt to get the information you need.

The three volunteers move to the side of the room to read and think about their roles. They do not discuss them!

As facilitator, take a chair and explain to everyone – including those playing the roles – how the stage works. Point out the real or mimed furniture. For example:

- This is the post-graduation registration office
- This is where the admissions person sits, and here is her desk
- Here is where students sit if the administrator invites them into his/her office
- Here is the door
- Here is our administrator at work, at 3.30 in the afternoon
- Lead the person who is playing the administrator over to sit in the chair behind the desk.
- The administrator is busy filling in forms and working on his/her computer
- Here is a postgrad student looking for help

Walk the person onto the stage. Leave the two role-players to interact. Then, when appropriate, prompt the person playing the professor to walk into the office.

Let the scene play out for a while. Hopefully, it will be funny. Gauge how it is going. Do not let it run for too long (but not too short either) before you stop the role-play.

Note: If the play is going badly – if it is boring or nothing is coming up for discussion – you can ask if someone else in the room wants to replace one of the actors, and then say, “OK, let’s carry on with this play.” Use your intuition about this.

Debrief

Ask each of the role-players, one at a time, how they felt in the role. Encourage them to speak freely.

Ask the audience, “Do you think this scenario could actually happen?” Ask them if they have ever done anything similar to the actors. And if so, why? Facilitate a discussion about why these kinds of things happen.

At the end, remind everyone that this was role-play: no-one acting was actually being themselves. Often, caricature (overemphasizing certain characteristics) can help us unmask things that should be talked about.

Concluding remarks

At the end, ask participants what they have learned about the nature of relationships between different staff at universities. Are these relationships good? Bad? Inevitable?

Remind participants of the session’s expected learning outcomes. Ask them whether these were achieved or not during the session. Draw out lessons learnt, summarize them and then end the session.

Session 2

Our reasons for working in our current institutions

75 minutes

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	be familiar with the purpose of the session	Presentation	4 minutes
Divide participants into groups	meet participants from other institutions who have similar research roles	Guidance provided by the facilitator	5 minutes
Identify individual reasons	be able to reflect on the reasons why they work for their institutions	Facilitator gives instructions and participants write down their reasons	6 minutes
Prioritize reasons as a group	learn reasons that influence participants of similar function but from other institutions	Small group discussion	10 minutes
Present priority reasons	be exposed to the reasons that influence other functionaries	Group presentations	20 minutes
Analyze the reasons	identify similarities and differences in factors that influence different functionaries to do their jobs	Plenary discussion	20 minutes
Give concluding remarks	hear highlights of the session from the facilitator's perspective	Brief presentation by the facilitator	10 minutes
Reflect	get an opportunity to provide feedback on the session	Web-based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
Establish and rate the key reasons for the participants working in their institutions	<p>By the end of the session, the participants should be able to:</p> <ul style="list-style-type: none"> Identify the key reasons why they are working in their current institutions Rate the key reasons why the participants are working in their current institutions Establish whether there are similarities and differences in the ratings by different functionaries

Preparation

- Write each function that people play at universities on a sheet of paper – one function per piece
- Place each function on its own table
- Have three sheets of A5 paper per participant

The functions can include: librarian; ICT; finance/procurement/grant management; public relations and communications; student administration (faculty or department level); professor; and lecturer.

Activity

Ask people to divide into groups according to their functions at the university. No group should have fewer than five people; if necessary, merge groups.

Ask people to work individually. On your own sheets of paper, write down why you are at a university/research center – one reason per sheet.

Then ask people to work as a table to prioritise reasons. They share what they have written and sort the reasons. If they have used different words/phrases meaning the same thing, they must agree on one word/phrase. They count how many they have of each type of reason. Each table comes to a consensus on the top three reasons and puts them in order of importance.

Back in the plenary, groups share their top three reasons. As each table spokesperson lists the three reasons, write them up on a flip chart/computer screen. If one table has the same reason as another, just note “2” by the first mention.

Analysis

Ask participants to analyze the reasons. Have a co-facilitator supporting you with a roving microphone so people can be heard. You could ask questions such as:

- Are there reasons that everyone has given? Or are the reasons all different?
- What kind of overlap is there?

Often, many participants say something like, “Education is valuable and important.” If that comes up as the most important/common reason (even if it is not first for all groups), write that up as a value they share.

Concluding remarks

Present what participants agree about and what they differ over. The point is to find what motivates people to work at a university rather than anywhere else, create awareness of the range of reasons and the similarities and differences. Facilitate reflections on lessons learnt from the session.

Session 4

Leadership capability in universities

60 minutes

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	be familiar with the purpose of the session	Presentation	4 minutes
Give an interactive presentation	learn of, and identify with, different leadership styles	Presentation integrated with activities and discussions	50 minutes
Make concluding remarks	hear highlights of the session from the facilitator's perspective	Brief presentation by the facilitator	6 minutes
Reflect	assess whether the set learning expectations were achieved or not	Web-based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
<p>Facilitate open discussion on the various concepts related to leadership, management and administration</p> <p>Reflect on participant's own management style, while appreciating other leadership styles</p>	<p>By the end of the session, the participants should be able to:</p> <ul style="list-style-type: none"> • Illustrate leadership and related concepts and terminologies • Outline how they identify with different leadership styles • Identify different leadership skills

Content

The session covers leadership, management and administration concepts. It looks at leadership styles and leadership skills. These include:

- creating vision, making decisions, planning, and solving problems
- communication and advocacy
- managing conflict, managing performance, mentoring and coaching and negotiating
- technical capabilities such as intelligence gathering, technical credibility and evaluation
- aspects of emotional intelligence such as reflection, self-awareness, self-regulation, time management, empathy, social skills, networking and motivation

Activity

Invite an expert on leadership to lead the session. The pre-prepared presentation and materials for the interactive session are included as Appendix X.

This materials offer content with examples and discussion questions on various concepts and styles of leadership. After participants assess their own leadership skills and those of others in the group, lead an open discussion about practical ways to further develop these skills.

Concluding remarks

Conclude with comments you have noted during the activity. These may include appreciation of how different leadership styles can all contribute to building a successful research agenda in Africa. Point out that leadership is not limited to position or function; all participants can play an important leadership role at the workplace.

Session 5

Reasons to develop world class research in African universities

50 minutes

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	be aware of the learning outcomes	Presentation	2 minutes
Introduce the Fishbowl exercise	be clear on the process	Presentation	3 minutes
Introduce the panelists	understand the different portfolios of the panelists	Introductions by the moderator	3 minutes
Panelists make presentations	be informed of the panelists' perspectives of the issue	2–minutesute presentation per panelist	6 minutes
Groups deliberate on the inputs	deliberate on the inputs	Small group discussion	4 minutes
Four volunteers are nominated to present questions	nominutesate volunteers to present their critical questions in plenary deliberations	Instruction by the moderator	2 minutes
Volunteers submit questions to the panelists	be exposed to enriching debates on the topic	Moderated Q & A	20 minutes
Panelists make concluding remarks	listen to critical remarks by the panelists	2–minutesute presentation per panelist	6 minutes
Make concluding remarks	hear highlights of the session from the facilitator's perspective	Brief presentation by the facilitator	4 minutes
Reflect	assess whether the set learning expectations were achieved	Web–based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
<p>Discuss the critical role that African universities could play in producing scientists who lead world-class research on the African continent</p>	<p>By the end of the session, the participants should be able to:</p> <ul style="list-style-type: none"> • Provide the rationale for African universities developing a strong research agenda • Relate good teaching to sound research • Relate good research to development agendas • Describe what is required for the success of research in African institutions • Clarify the roles different functionaries need to play in improving research output in African universities

Fishbowl exercise

Preparation

Make sure that the space permits a fishbowl setup, with easy access to an inner circle. Use seven chairs to create an inner circle and provide microphones if necessary.

- Three chairs are for pre-identified panelists with expertise in the following fields: knowledge management; graduate school academia; finance and procurement.
- Four chairs are for participants nominated to raise critical questions to the panelists.
- The participants work in small groups; arrange chairs accordingly.

Activity

Invite the panelists to sit in the inner circle, strategically facing the four seats. Explain how the process will work. Give a brief biography of each panelist.

Open the floor with a provocative question e.g. “What would it take for African universities to be world-class research entities?”

Moderate the discussion.

1. Give each panelist two minutes to present on the given topic.
2. Allow the groups to deliberate on the panelists’ inputs for five minutes.
3. Invite volunteers to occupy the four empty seats in the inner circle.
4. Each volunteer gives a brief self-introduction before presenting their brief question/s.
5. The panelists respond. Follow-up questions are allowed.
6. Volunteers are allowed at least one question before they can be replaced.
7. At any point, someone from outside the circle may come to the inner circle, tap a volunteer on the shoulder, and take that person’s seat. The new volunteer can ask a question on the next round.
8. If time allows, let the discussion continue in this way until most critical issues have been raised.

Concluding remarks

Conclude by drawing highlights from the session. These may include the rationale for strong research agendas in African universities; the link between teaching and research, and research and development agendas; characteristics of world-class research institutions; and the roles of different functionaries in facilitating research outputs.

Session 6

Deepening understanding of institutional challenges

65 minutes

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	understand the purpose of the session and what is expected	Presentation	3 minutes
Divide participants into institutional groups	meet and work with colleagues from the same institution but different departments	Instruction by the facilitator	2 minutes
Identify institutional barriers to realization of the research agenda	gain insights into the challenges faced by colleagues from various functionary perspectives	Facilitated group discussion	15 minutes
Brainstorm possible solutions	be stimulated to think of things that they can do differently in their institutions	Facilitated group discussion	10 minutes
Create a poster of a metaphor reflecting institutional challenges	work as a group to come up with a metaphor representing challenges in their institution	Group work to create a poster	15 minutes
Present the poster	become aware of other institutions' challenges	Presentation of poster	16 minutes
Make concluding remarks	hear highlights of the session from the facilitator's perspective	Brief presentation by the facilitator	2 minutes
Reflect	assess whether the learning outcomes were achieved or not	Web-based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
Deepen participants' understanding of institutional challenges in realizing the research agenda	<p>By the end of the session, the participants should be able to:</p> <ul style="list-style-type: none"> Describe the institutional challenges that affect realization of the research agenda in their universities/research institutions Identify potential solutions to existing challenges

Develop a poster

Preparation

Each table is labeled with the name of the institution (Wits, Malawi, Ifakara, etc), so that people know where to go. Put all research centres of those institutions together at one table. However, if each research centre wants to do its own work, it may.

Activity

Encourage participants to be creative in designing the poster. Drawings and colour should make visible the main institutional challenges to delivering on the research agenda.

Concluding remarks

Refer to the session learning outcomes to make a concluding statement.

Session 7

Exploring challenges experienced by other institutions

45 minutes

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	be aware of the expected learning outcomes	Presentation	2 minutes
Put up group posters from Session 6	Share posters	Put up poster stations	2 minutes
All read the posters	learn challenges experienced by other institutions	Poster tour	15 minutes
Add comments to the posters	offer solutions to other institutions and receive the same	Comments added to posters	15 minutes
End the session	reflect on the lessons learnt from the session	Facilitated discussion	6 minutes
Make concluding remarks	hear highlights of the session from the facilitator's perspective	Brief presentation by the facilitator	5 minutes
Reflect	assess whether the set ELOs were achieved	Web-based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
Expose participants to the institutional challenges experienced by other universities in realizing the research agenda	<p>By the end of the session, the participants should be able to:</p> <ul style="list-style-type: none"> Identify the institutional challenges experienced by other universities/ research institutions in the realization of their research agenda Analyze the similarities and differences between their own institutional challenges and those of other universities/research institutions Formulate solutions to institutional challenges in the realization of the research agenda

Poster tour

Preparation

During the break, ensure that each poster from Session 6 is mounted on the wall or a stand with masking tape. Space them wide apart so participants can walk freely and easily read each one. Hand out small, coloured sticky notes. Each person needs as many sticky notes as there are posters – so if there are 11 posters, they have 11 sticky notes. If possible, allocate a different colour to each university or research institution. For example, Wits could be blue, Malawi yellow and research institutions – APHRC, Agincourt, IHI and Kilifi – all have pink.

Activity

Explain that one person from each group must stand next to their poster so that they can explain it to the viewers and answer questions.

Everyone else walks around to view the posters. They can ask the assigned person to explain anything they don't understand. Each person then puts one sticky note per poster on the part that seems to be most similar to their own experience.

Concluding remarks

Share with the participants what was interesting about the session. This may include highlighting:

- the outcomes of the poster tours
- the number of sticky notes on parts of each poster
- the patterns that emerged through placing of the sticky notes
- the commonalities and distinctions in experiences across universities/research institutions
- the lack of predominant experiences among the universities/research institutions; and what the outcomes imply

Session 8

Research governance

90 minutes

Note: Allow flexibility during long sessions, without disrupting the learning. Depending on timing, participants could take a tea break during the group exercise.

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	be aware of the session purpose and expected learning outcomes	Presentation	4 minutes
Give input on Research governance	receive information on research governance models	Presentation	20 minutes
Critically analyze the institutions' research governance models	analyze strengths and weaknesses of their institution's research governance	Group work	20 minutes
Design research governance models for institutions	propose a research governance model for their institution	Group poster	20 minutes
Present the proposed institutional research governance models	share their models and learn from other groups	Poster presentations	20 minutes
Make concluding remarks	hear highlights of the session from the facilitator's perspective	Presentation by the facilitator	6 minutes
Reflect	assess whether the set ELOs were achieved	Web-based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
Expose participants to the principles applicable to university and research governance	By the end of the session, the participants should be able to: <ul style="list-style-type: none"> Describe governance and related terminologies and concepts Describe the relationship between institutional governance and research governance Review the key components of research governance Describe the models of research governance that exist in institutions and roles of different players

Interactive presentation

Preparation

Prepare a 20-minute lecture/presentation on governance aspects, with examples. The maximum time for the whole session is 90 minutes, so pre-timing is a necessity. Have notes to guide you.

Activity

As facilitator, make a content presentation for 20 minutes.

Participants work in institutional groups. Spend about 20 minutes in discussion and 20 making a poster. Share experiences and examples of research governance models (including funds and grants management aspects). Discuss weaknesses and strengths and the roles of various faculty and administrators in the research governance model of the institution.

Make a poster summarizing this information.

Groups stick their posters on the walls and, one by one, the institutional groups describe their unique research models.

Concluding remarks

Remind the participants of the purpose of the session and present your own observations of the highlights.

Session 9

Research governance

120 minutes

Note: Allow flexibility during long sessions, without disrupting the learning. Depending on timing, participants could be allowed to take a break during the group exercise. This could be a tea break.

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	be aware of what is expected of them during the session	Presentation	4 minutes
Divide into groups according to functionaries	network with participants who perform similar functions from other institutions	Instruction by facilitator	4 minutes
Introduce the functionary group	be guided on how to get the best out the session activities	Instruction by facilitator for each functionary group	4 minutes
Further divide the functionary group	engage with the exercise in a smaller group	Small group work	4 minutes
Receive a written brief	refer to the written brief on how to engage in the small groups	Guided small group work	10 minutes
Read the scenarios	be primed, and their thinking stimulated, by different scenarios relevant to their functions	Discussion	30 minutes
Small groups answer guiding questions	learn from each other how to address challenging situations that might arise in the workplace	Small group discussion	30 minutes
Small groups reconvene within their functionary group	share ideas on what functionaries could do differently to advance the research agenda	Plenary discussion in functionary groups	30 minutes
Make concluding remarks	hear highlights of the session from the facilitator's perspective	Brief presentation by facilitator	4 minutes
Reflect	get an opportunity to assess whether the set ELOs were achieved	Web-based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
Engage participants in determining how their functions/roles can contribute towards advancing their institutional research agenda	By the end of the session, the participants should be able to: <ul style="list-style-type: none"> Determine what contribution they can make towards advancing the research agenda in their institutions

Facilitated group work using vignettes

Preparation

Access materials online for each of the three functions:

1. knowledge management
2. academic staff
3. finance, procurement and grants management

Print out the materials in advance, enough copies for the number of participants.

Arrange the tables and label them by function.

Activity

Organize participants in small groups according to their functions. Each group has a facilitator – elected or chosen for them – and does the activity most relevant to their function. As facilitator, distribute the written briefs and go round to check that each group understands the instructions. Remember that you have two hours, so allocate time for everything and make sure everyone has a chance to talk.

Group 1: Knowledge management

The knowledge management group includes library, ICT, corporate affairs and research support units. If the variance in the group is too great, you could opt to divide this group further into two or more groups

1. Print out a copy of this brief for each person in the group.
2. The group elects one person to facilitate the group's discussion by going through the following questions. [Link to questions *Group 1: Knowledge management (Library, ICT, Corporate Affairs and Research Support Units)*]
3. Questions 6, 7 and 8, in tabulated format, are intended for the last 60 minutes of the session. They can be handled by the distinct sub-groups within the group: library, ICT, corporate affairs and research support units etc. Access that table here: [\[link\]](#)
4. The sub-group should use the table template to prepare separate lists of functions. They then list desirable inputs from the university that would enable them to up their game and help the university to promote research and researchers.
5. The group reconvenes for the last 20 minutes to receive reports from the sub-groups. It notes areas of convergence, and lists them as such.
6. Participants write responses to each of the questions on flip charts so that they can hand them in.

Group 2: Academic staff

1. The facilitator breaks this group up into four sub-groups, and gives each person a vignette print-out.

The sub-groups discuss their scenario. How do they see the situation? What may happen at their university? Are opinions the same or different, and why is that the case?

Vignettes to print out: [links follow]

Sub-group 1: Dataz Disasters

Sub-group 2: Research management

Sub-group 3: Access to the field site

Sub-group 4: Whose research it is anyway?

If you, as a facilitator, have better ones or want to modify these, please do so. In the given vignettes, you can ask the participants to replace the 'YYY', 'ZZZ', etc with real names.

2. Monitor how long it takes the group to do this. If there is time, swop vignettes between groups.
3. At the end of discussion, the group suggests what could be done to prevent the problem arising.
4. In the last 50 minutes, bring the small groups together to report to the bigger group on the solutions they came up with. (We anticipate, from doing this before, that the kinds of solutions will be relatively similar).
5. Then in the large group discuss: If such a solution is realistic, what would be required to implement it? Why has that solution not been implemented to date?
6. Responses to each scenario should be written up on flip charts so that they can be handed in.

Group 3: Finance, procurement and grants management

1. This is divided into two parts. In the first 60 minutes, facilitate a discussion which seeks answers to guiding questions. [Guiding questions]
2. Participants write their responses to each of the questions on flip charts so that they can hand them in.
3. For the second 60 minutes, break this group into smaller groups, giving each group a vignette from the set. If time allows, they can do more. If you have others, or want to modify this one, please do so.

[Click on the following link, *Money Troubles* or go to page 54 for an example of a vignette to use.]

4. The groups discuss their vignette. How do they see the situation? What do they think would happen at their university? Are opinions the same or different, and why is that the case? If time allows, groups can swop vignettes.
5. In the last 30 minutes, bring the small groups together to report to the bigger group on the solutions they came up with. (We anticipate, from doing this before, that the kinds of solutions will be relatively similar).

6. Then in the large group discuss: If such a solution is realistic, what would be required to implement it? Why has that solution not been implemented to date?
7. Participants write responses to each of the questions on flip charts so that they can hand them in.

Concluding remarks

At the end of the session, point out similarities and differences observed in the different groups. Also, refer to the session's purpose and the expected learning outcomes.

Session 10

Personal commitment statements and evaluation

85 minutes

The session outline

Section	Participants will:	Format of activities	Time
Introduce the session	understand the purpose of the session	Presentation	3 minutes
Evaluate the workshop	give feedback to the APAS workshop organizers and recommend how to improve it	Plenary discussion	20 minutes
Make individual commitments to improve their functions	reflect on personal gains from the workshop and commit to improve at least one function when they go back to work	Document individual commitments	15 minutes
Evaluate the APAS workshop	evaluate the content, process, methods and logistics of the APAS workshop	Survey	15 minutes
Network	network and bid farewell to other participants.	Engage with other participants	30 minutes
Make concluding remarks	highlights of the session from the facilitator's perspective	Presentation by the facilitator	2 minutes
Reflect	assess whether the set ELOs were achieved	Web-based link sent to participants at the end of the day	

The session brief

Purpose	Learning outcomes
Evaluation by each participant of the workshop, and committing to improving their functions based on the workshop gains	By the end of the session, the participants should be able to: <ul style="list-style-type: none"> Evaluate the workshop List the ways they commit to improving their roles/functions in supporting research in their institutions

Facilitated plenary evaluation

Give each participant an A4 sheet of paper. They write their email address on one side.

Invite questions, comments and suggestions on the whole workshop. After taking take a moment to reflect on the whole workshop, ask participants to make one personal commitment, a statement of intent about facilitating and supporting the institutionalization of the CARTA in their functional capacity.

Give participants time to reflect, and to write down their commitment.

Collect these reflections. Explain that an administrator will scan the document and in due course mail it back to them, as a reminder. Point out that you will then destroy both the hard copy and then delete the soft copy.

Encourage participants to network and share contact details.

Concluding remarks

Close by reminding participants of the objectives of the workshop and commenting on each.