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Trip Report

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Travelers: Ms. Paulette Chaponniere, IHP Consultant
Ms. Karen Gridley, IHP Consultant

Country Visited: Rwanda

Date of Trip: July 5 - August 30, 1985

Purpose: To conduct two Family Planning Visual Aids Production/Training of Trainers workshops for Trainers at the Prefecture Level.

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ACKNOWLEDGMENTS

The two IHP trainers would like to thank the many people who made their stay in Rwanda a pleasant one and who gave them unfailing support without which the two Visual Aids workshops could not have been implemented. Our special thanks to the ONAPO staff, especially Mme. Habimana, Mr. Uwayo and our three co-trainers: Speciose, Jeanne d'Arc and Wenceslas; to the IWACU staff who were attentive to our comfort and nutrition; and also to the USAID/Kigali Mission, especially, Ms. Francoise Bernadel.

Our thanks to INTRAH/IHP for giving us the opportunity to know Rwanda and its people, and to provide follow-up to last year's Visual Aids workshop held in Bamako.

Paulette Chaponniere

Karen Gridley

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EXECUTIVE SUMMARY

Ms. Paulette Chaponniere and Ms. Karen Gridley, contract consultants for International Health Programs (IHP), conducted two Family Planning Visual Aids Production workshops, in conjunction with training of trainers, for ONAPO (Office National de la Population) in Rwanda from July 5 to August 30, 1985. This training was designated a special interim activity prior to the initiation of PAC-II activities in Rwanda.

The INTRAH/IHP team worked in close collaboration with ONAPO staff from the Audio-Visual and "Sensibilisation" (motivation) Division, including Charles UWAYO, Head of Audio-Visual Section, who provided the primary administrative support, and three co-trainers: Jean d'Arc MUKASANGA, Wenceslas MUNYAZIKWIYE, and Speciose NYIRAKAMANA. These four persons were integrally involved with the planning, implementation and evaluation of both workshops.

Following the successful completion of both workshops, it was felt that the ONAPO co-workers were qualified to conduct the Family Planning Visual Aids Production workshops on their own. They discussed the possibility of holding three such workshops before the end of 1986.

The INTRAH/IHP team recommends that these ONAPO staff be supported in their plans to conduct the above workshops at the prefectoral level; that they be supported in providing necessary follow-up to those persons at the regional level who have just completed training and who will be trained during 1986; and, that an INTRAH/IHP mid-term evaluation be conducted during the course of the third workshop to assess the training and organizational abilities of these above-mentioned ONAPO staff members. Lastly, it is recommended that in order to strengthen the training and managerial capabilities of these Rwandan co-workers in the use of participatory teaching/learning techniques and workshop planning, they receive additional training in adult education techniques, group dynamics, training of trainers, and management.

SCHEDULE DURING VISIT

- July 4, 1985 Arrived in Kigali at 11 P.M.
- July 5 - 14 Introductory meetings with USAID staff and ONAPO Directrice and head of Audio-Visual Section.
- Held work sessions with head of Audio-Visual Section. Co-trainers were named to both workshops, to plan workshop schedule and activities.
- Made final preparations for workshop site, materials and participant confirmations.
- July 15 - August 2 Implementation of Family Planning Visual Aids Production workshop for 18 participants at the IWACU training site, 4 kilometers outside of Kigali.
- Activities included training 3 Rwandan co-trainers.
- August 3 - 8 Review of findings and recommendations from first workshop. Planning and preparation for second Visual Aids Production workshop, including training of trainers.
- August 9 - 23 Implementation of second Family Planning Visual Aids Production workshop for 17 participants, in conjunction with training of trainers, at IWAC training site.
- August 24 - 30 Final sessions with ONAPO staff regarding findings and recommendations. Final report writing and debriefing with ONAPO Directrice and staff and USAID personnel.
- September 9 Departure from Kigali.

I. PURPOSE OF TRIP

To conduct training on how to plan and organize a visual aids workshop and to conduct two Family Planning Visual Aids Production workshops, one in Kigali and one in a provincial location.

II. ACCOMPLISHMENTS

Two Family Planning Visual Aids Production workshops were conducted at the IWAC training site. Although neither workshop was conducted in the interior of the country, participants from each prefecture were represented at both workshops. There were no formal workshops in how to plan and organize the visual aids workshop, but rather informal working sessions with the Director of the ONAPO Audio-Visual Section and one of his staff, plus two personnel from the ONAPO "Sensibilisation" Section. These four persons were integrally involved with the organization, planning and evaluation of both workshops, thereby accomplishing the secondary purpose of the trip.

III. BACKGROUND

The current workshops in Family Planning Visual Aids Production fall within the framework of objectives established by Rwandan national policy and by ONAPO and INTRAH as a result of their continuing collaboration during PAC I and PAC II.

As a part of the Third Five Year Plan (1982-86), the Rwandan government recommended the "implementation of programs of information and 'sensibilisation'" as an activity essential to the stabilization of the growth of the population at 3.7% per year.

The FY 1985 ONAPO draft workplan with INTRAH emphasizes "building and improving the technical and training assistance given to ONAPO during PAC I".

The major impetus for the current workshops seems to be derived from the recommendations provided by the evaluation of ONAPO/INTRAH activities completed between November 28 and December 17, 1983. Recommendations included the following:

- to encourage ONAPO trainers to implement continuing education directed towards communication techniques and the use of visual aids; and

- to extend the network of ONAPO'S IEC services by promoting the training of teachers and local authorities.

In response to this focus, two ONAPO staff, Charles UWAYO, Head of the Audio-Visual Section, and Jean MBARUSHIMANA, the Chief Artist of the Audio-Visual Section, participated in the INTRAH/IHP Multi-national Family Planning Visual Aids Production workshop conducted by Paulette Chaponniere and Karen Gridley in Bamako, Mali during July 1984. Later, in March, 1985, Dr. George Walter visited ONAPO for the express purpose of meeting with ONAPO's Directrice and staff to determine future training needs. Following a planning meeting with Charles UWAYO and Jean d'Arc MUKANSANGA, also of the Audio-Visual Section, the proposal was made to conduct two national workshops in the production and utilization of visual aids. The workshops were to be directed towards trainers at the prefectoral level responsible for family planning sensibilisation, and also persons implementing family planning and population IEC programs in the various ministries and non-governmental agencies.

IV. DESCRIPTION OF ACTIVITIES

A. What and Where

The overall goal for these FP Visual Aids Production workshops was that the participants be able to integrate the use of visual communication into their work in health education, training or Information/Education/Communication (IEC) for Maternal Child Health/Family Planning (MCH/FP).

The general objectives were that participants would be able to:

1. Demonstrate innovative use of teaching/training/communication methods, and materials.
2. Plan and produce an MCH/FP visual aid which is culturally appropriate, developed from locally available resources and which will be used in their work.
3. Use the resources available to plan and produce visual materials, including the two provided and the human resources available within the group.
4. Use the six teaching questions to develop an MCH/FP continuing education or motivation program.

5. Facilitate collaboration between ONAPO (Office National de la Population) and other governmental agencies. (See Appendix D for the list of daily objectives.)

Another parallel goal of these FP Visual Aids Production workshops was to train ONAPO staff to plan and implement a visual aids production workshop.

Workshops were held at IWAC, the cooperative Training and Research Center in Kigali. Residential training was chosen so that participants would be less interrupted by other responsibilities.

B. Those Involved

1. Participants

A total of eighteen participants completed the first workshop. Diversity seems to have been the password for this group. Four ministries were represented: Interior, Health and Social Affairs (including ONAPO), Agriculture, and Youth and Cooperative Groups. The nine participants from the Ministry of the Interior were responsible for continuing education programs at the prefectoral level. The others held training positions at the central ministerial levels. The professional backgrounds of the participants were also

quite diverse: nine social workers (basic and specialized), four health professionals (one doctor, one medical assistant, two public health officers), two agronomists, and three with high school diplomas. Half of the participants were from regional offices, and the others from Kigali.

For the second workshop, there were seventeen participants. This group was more homogeneous, being primarily from the Ministry of Health and Social Affairs: seven social workers, three nurses, three medical assistants, two nutritionists, one health promoter, and one agronomist. Eight were ONAPO regional staff, seven represented hospitals, and two were from agencies which produce visual aids (BUFMAR and PAK). All were involved in "sensibilisation" (motivation) and in providing FP/MCH information and services.

In both workshops, 14 of the 35 participants (or 40 percent) had had no previous FP training: five in the first workshop and nine in the second, four of whom were ONAPO regional staff. (See Appendix B for list of participants and their addresses, as well as those who have not had FP training.)

Trainers invited the ONAPO artists to participate during the first workshop for certain sessions (six teaching questions, criteria, and production steps for visual aids, and field testing results). An observer from the Ministry of Health in Djibouti was present during the second workshop. Other observers from ONAPO and BUFMAR were present at some sessions.

2. Trainers

Two trainers were requested by ONAPO and sent by INTRAH/IHP to conduct these workshops: Paulette Chaponniere and Karen Gridley. Both are health educators with extensive African experience, and had led the visual aids workshop held in Mali in July/August 1984.

Rwandan co-trainers had been requested. Those chosen from the ONAPO staff (Jeanne d'Arc MUKANSANGA, Wenceslas MUNYAZIKWIYE and Speciose NYIRAKAMANA) were not familiar with the content or the manual. It was decided that they would attend the first workshop as participants, but would also be involved in the planning and implementation process. During the second workshop, the co-trainers were encouraged to choose content which would enhance their own training responsibilities. All three are presently responsible

for "sensibilisation" (motivation): Jeanne d'Arc, a nurse who works in the Audio-Visual Section; Wenceslas, a medical assistant with training in public health; and, Speciose, a social worker.

C. Process

The first workshop was scheduled for sixteen days and the second for twelve days. The first was shortened because the training site was already booked. Training activities were scheduled Monday through Friday from 8 AM till 12 noon, and from 2 to 5 PM; and on Saturday, from 8 AM till 12 noon. During the second workshop, certain days were lengthened to 6 PM in order to cover the necessary content. (See Appendix G for the training schedules.)

The process used can best be described as group/participant-centered, rather than trainer-centered. Since no learning needs assessment had been made before the participants' arrival, trainers asked them on the first day to individually identify what they wanted to learn during the workshop. They shared this information in small groups and came to a consensus on their common needs. Trainers responded to this consensus by modifying or adding content. If an expectation could not be covered in depth in the time allotted, or because it conflicted with the focus of the

workshop, participants were asked to include it in their recommendations for future training.

Daily objectives and the schedule were discussed at the beginning of each day. Time was also set aside at the end of the day for "reflecting" on what had been covered, i.e. what aspects were the most interesting or what suggestions the group had for improving the activities. Reflecting was done either by sharing in a large group, or by individually replying to some written questions. After the training sessions, the team discussed their observations and prepared the next day's sessions.

Teaching methods used were based on adult education principles in order to encourage maximum participant in-put. Stories, group discussion, case studies, role plays, and individual work were used. Since individual and group learning were emphasized, certain activities took longer. For example, the FP pre-test took two hours instead of one. Trainers felt that the learning process needed to be tailored to the group, thus allowing as much time as was necessary for the group to learn a certain concept or develop a skill. They observed that during small group discussions, the group members would direct their remarks to the trainers if they sat in on the discussion. It was decided not to "sit in", but rather to observe from the periphery. During individual production activities however,

as well as for the individual projects, trainers gave as much individual attention and feed-back as possible.

The individual projects integrated the use of the content and skills acquired during the first week. Participants chose a theme, target group and answered the six teaching questions. They were able to practice and perfect their production skills, as well as use one of the teaching methods modeled by the trainers. The majority chose messages related to MCH/FP: maternal/child health (14) and family planning (8). The other themes reflected diverse backgrounds: water and sanitation (7); agriculture and cooperatives (6). (See Appendix I for list of participant projects.) Almost all of the participants chose non-literate or semi-literate target groups, which was in keeping with the low literacy profile of Rwanda (37% per Rwanda background notes, State Department). Stories predominated (20).

An important part of the learning process was to have participants interact with their target groups. This was done in the context of field-testing their visuals. Since the actual testing, as well as sharing the experience with their colleagues, was judged important, trainers allotted extra time for this activity.

How to give and receive feed-back was an important tool in facilitating the evaluation process of each participant's teaching session and visual aid. This was a new concept for the Rwandan trainees, and it generated a lot of discussion. In Rwanda, according to the participants, feed-back is rarely given directly because it would be perceived as a value judgement. Trainers decided that the group feed-back was sufficient, and that they would not schedule individual evaluation/feed-back sessions at the end of the workshop.

The theme of cooperation and collaboration was introduced with an activity using scrambled squares. The group's experience was then used as a basis for identifying behaviors which facilitate or hinder cooperation. Participants remarked that not only did this help them observe the group, but this activity also enabled them to learn something about themselves. Visual aids resources in Rwanda were then identified and samples demonstrated to the group by individual participants. The tone for group cooperation had been set during the first workshop day by having the participants identify their own behavior when joining a new group and by having them make some group decisions.

As a finale to the learning process, all participants exhibited their visual aids so that government officials and guests could also evaluate the progress made.

D. Content

Three major content areas were interwoven during these two workshops: how to teach, how to produce a visual aid, and how to collaborate more effectively. Some time was also allocated to program planning.

Specific content for each area is as follows:

How to Teach

- Why use visual aids?
- The six teaching questions
- Choosing a visual aid
- Teaching methods: the role of the trainer and the participant
- Adapting a teaching method to a target group
- Identifying main ideas to be included in a teaching session
- Using one visual aid with several teaching methods
- Use of stories, songs, skits
- Parts of any teaching session
- Individual teaching sessions
- Evaluation of a session

How to Produce

- Lettering, making a rubber stamp
- Visualization of one idea
- Tracing, sketching

- Adapting a visual aid to a target group
- Nine steps to follow in producing a visual aid
- Coloring, enlarging
- Body proportions
- Facial expressions
- Field-testing a visual aid
- Individual project

How to Collaborate

- How I behave in a new group
- Visual aids resources in Rwanda
- Behaviors which facilitate/hinder collaboration
- Feed-back: how to give/receive
- Field trip to observe ONAPO staff
- Question and answer time with the Directrice of ONAPO

In response to the participants' learning needs which were identified on the first day, trainers included an overview of program planning. The six teaching questions were used as the basic format so that the participants could identify all the target groups they were trying to reach and the learning needs of those groups. A distinction was made between training programs and motivation campaigns. Based on this information, participants were asked to choose one of their target groups, prepare a teaching session and produce a visual aid which they could use once back at their jobs. For the other target groups identified, they chose the aspects of family planning they wanted to teach and

programmed them over a calendar year. During the last week of the workshops, participants were also asked to program how they would integrate the information and skills learned during the workshop. They were then asked to write a letter in which they described what they had tried to implement and the problems they might have encountered in the subsequent three months.

The content given in the second workshop was essentially the same as in the first one. However, certain production activities were shortened since participants would have opportunities to perfect their skills as they worked on their individual projects (tracing and sketching). Other activities were deleted since they would not necessarily be used for the individual project: lettering (except for how it related to making a rubber stamp), rapid sketches and body proportions.

Trainers modified the group work on the visual aid elaboration steps in both workshops. Participants used the case studies only to identify the main ideas and to visualize one idea. They did not produce a group visual aid as is suggested in the manual. This was seen as a more appropriate use of the case studies since participants had already had practice on the first steps and needed to learn how to identify the main ideas as a separate step. The extra time was used for the individual projects.

Two innovations were introduced. As a way to make the content on lettering more applicable to the participants, they were taught how to make a rubber stamp out of inner tubes and bits of wood. Participants chose their initials, names, or FP slogans to use for their stamps. The second innovation was introduced during the individual project preparation. Participants wrote up their work situation as a case study, from which they then answered the six teaching questions. They limited the study to one teaching request or motivation campaign they would need to carry out. Both innovations facilitated participant learning.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In order to be concise and to easily show the logical relationship of findings, conclusions, and recommendations which the INTRAH/IHP team has derived from the project experience, this information will be presented in parallel columns with the following sub-headings: Further Visual Aids Utilization Workshops; Further Training-General; Workshop Organization; and, Materials.

FINDINGSFurther Visual Aids Utilization
Workshops

The ONAPO co-trainers participated in both workshops, assuming major teaching responsibilities during the second workshop. The head of the Audio-Visual Section, along with the co-trainers, participated in the planning, logistics and evaluation of both workshops. In addition, the head of the Audio-Visual Section had participated in the July 1984 Mali Visual Aids workshop.

Results from participant evaluation suggest that participants are enthusiastic about implementing their new skills and information in the field, but feel the need for technical follow-up and material assistance.

CONCLUSIONS

The ONAPO co-trainers and the head of the Audio-Visual Section are capable of planning, conducting and evaluating visual aids workshops.

In order for innovation to be integrated into daily work activities, follow-up is crucial.

RECOMMENDATIONS

It is recommended that the three ONAPO co-trainers and the head of the Audio-Visual Section, who were involved in these INTRAH/IHP workshops, be supported in their plans to conduct 3 two-week visual aids workshops at the CPDFP (community) level during 1986.

It is recommended that these same three ONAPO co-trainers and the head of the Audio-Visual Section be supported in providing follow-up to those ONAPO staff at the prefectoral level who have just completed the visual aids training, and those who will be trained during 1986.

FINDINGS

- During the final evaluation meeting, ONAPO co-trainers decided to schedule three visual aids workshops during 1986. They requested back-up support from INTRAH for training and field follow-up activities.

CONCLUSIONS

ONAPO staff need an opportunity to use their training and administrative skills in relation to the visual aids workshop. They would benefit from a mid-term follow-up evaluation before planning other activities.

RECOMMENDATIONS

It is recommended that INTRAH/IHP plan and conduct an in-country evaluation at the time of the third visual aids workshop offered by ONAPO co-trainers. This evaluation would focus on the abilities of ONAPO co-trainers to implement visual aids workshops as well as to provide follow-up of trainees. Further training activities would also be planned at that time to respond to requests for re-training made by workshop participants.

FINDINGSFurther Training--General

- The planning, implementation and evaluation of the visual aids workshop requires in-depth knowledge and skills in several related areas such as adult education, management, training of trainers, and group dynamics.
- Based on participant information, production materials are scarce at the community level (CCDFP), and rural leaders are non-literate with no or minimal training in the communication of FP/MCH messages.
- Ministry of Interior personnel in charge of continuing education at the prefecture level were not trainers by experience or ability, and were uncertain about their own job descriptions.

CONCLUSIONS

In order to effectively utilize participatory training techniques and to respond to heterogeneous groups, trainers need to draw upon several related subject areas.

The priority/need at the community level is to use appropriate teaching methods and available visual aids in communicating FP/MCH messages.

Unless these Ministry of Interior personnel can more effectively organize and supervise continuing education programs within their prefectures, ONAPO objectives are unlikely to be readily achieved.

RECOMMENDATIONS

It is recommended that further training be provided to the ONAPO co-trainers and the head of the Audio-Visual Section in the following areas:

- Adult education methods
- Management
- Training of trainers
- Group dynamics

It is recommended that at the community level (CCDFP), further training emphasize appropriate teaching methods and use of available visual aids instead of production skills.

It is recommended that INTRAH/IHP consider further training of the Ministry of Interior personnel in charge of continuing education at the prefecture level in the areas of training of trainers and program management.

Further Training—General (cont.)

- PAK, the Agricultural Project of Kibuye, has documented results of field-testing and wide experience in the use of teaching methodology and audio-visual aids in Rwanda.

Why re-invent the wheel???

It is recommended that ONAPO Audio-Visual and "Sensibilisation" Sections draw upon the accumulated experiences of APK in planning future IEC training activities.

FINDINGSWORKSHOP ORGANIZATION:

- The second workshop progressed much more quickly than the first with the assistance provided by the Rwandan co-trainers.
- Counterpart trainers were periodically invoked to respond to central office needs during scheduled training activities. Inconsistent participation of the trainers detracted from workshop continuity.
- Participants in the first workshop got twice the per diem of participants in the second workshop; participants in the first workshop got half of the per diem given in previous ONAPO workshops.

CONCLUSIONS

The training workshop requires each participant to develop his/her own personal project, applying new learning methods and the development of practical skills, which are facilitated by more individual trainer/participant interaction.

Supervisors of counterpart trainers expected them to be available for other non-training activities.

ONAPO is trying to bring its per diem figures in line with the the government's austerity program.

RECOMMENDATIONS

It is recommended that a minimum ratio of 3 trainers per 15 participants be provided for the two-week visual aids workshop, with one trainer also coordinating administrative activities.

It is recommended that counterparts be freed from responsibilities not pertaining to the workshop, especially when workshops are held in the capital city.

It is recommended that the participant per diem for all ONAPO workshops be standardized.

FINDINGSCONCLUSIONSRECOMMENDATIONSWORKSHOP ORGANIZATION: (cont.)

- Per diem payments were made during the last day of both workshops, affecting participant morale and group climate. Vehicles were only sporadically available to the training program.
- Participants were reluctant to have sessions which extended beyond the regular government working hours. During both workshops there was a certain amount of absenteeism that was related to participants' needs to conduct personal/official business.
- Participants were fairly well selected for both workshops. However lists were not finalized until the day prior to both workshops.

Central administrative staff make decisions regarding training activities independent of suggestions made by counterpart trainers.

Participants perceive training as a work assignment rather than a personal learning opportunity; Participants have infrequent opportunity to come to the capital city where most personnel decisions are made.

Ministries and other agencies contacted wanted to send more participants, and/or candidates less likely to use workshop skills and content.

It is recommended that suggestions made by counterpart trainers in relation to administrative questions such as per diem and transportation, be taken into serious consideration by central administrative staff.

It is recommended that workshop schedules reflect host country working hours and that one-half workday be freed up for participant personal/official business. If workshop is held in Kigali, continued use of residential site is recommended to minimize absenteeism.

It is recommended that the continued use of criteria for participant selection in future workshops, emphasizing level and nature of responsibilities previous training and work experience.

FINDINGSWORKSHOP ORGANIZATION (CONT.):

- The second workshop was composed primarily of health personnel concerned with FP/MCH, while the first group was more heterogeneous. Included were the Ministries of Health, Interior, Agriculture, Youth and and Cooperative groups, and Education.
- Participants in their workshop evaluations rate teaching methods and the six teaching questions as important for their field assignment in the production and use of visual aids.

CONCLUSIONS

The presence of representatives from diverse ministries and non-governmental agencies facilitated the exchange of ideas and resources related to family planning and IEC.

The participatory teaching and learning methods used in the visual aids workshop were new to the participants and were seen as immediately applicable to the task of communicating FP/MCH messages to the rural populations.

RECOMMENDATIONS

It is recommended that invitations continue to be sent to various ministry and non-governmental agencies to participate in FP/IEC workshops for the purpose of improved cooperation and coordination.

It is recommended that the workshop be retitled to reflect the equal importance of adult teaching techniques in relation to the production and use of supporting visual material. Suggested title: Teaching and Learning With Visual Aids.

FINDINGSMATERIALS:

- Fourteen visual aids manuals have been left with ONAPO for the next training workshop.
- ONAPO's library is inadequate in the areas of adult education techniques, group dynamics, management and training of trainers.
- Both trainees and trainers have difficulty using the manual ("Enseigner et Apprendre avec les Aides Visuelles") for the following reasons:
 - the current format of the manual makes it difficult to locate specific content material that is important in the preparation of activities;

CONCLUSIONS

Additional manuals and materials are required to implement projected visual aids workshops.

These resources would provide ONAPO co-trainers with background material for workshop preparation.

Unless information in a manual is easily accessible, the manual is likely to sit on a shelf.

RECOMMENDATIONS

It is recommended that INTRAH/IHP provide training manuals ("Enseigner et Apprendre avec les Aides Visuelles") and other materials necessary for the implementation of future visual aids workshops in response to ONAPO requests.

It is recommended that INTRAH/IHP send review copies of books available in French in the areas of adult education techniques, group dynamics, management and training of trainers, in order for ONAPO to assess what documentation might be useful for future training activities.

It is recommended that INTRAH/IHP consider revising the manual based on user input.

FINDINGSMATERIALS: (CONT.)

-titles of sections are misleading as to their content;

-the present binding makes the use of certain visual aids awkward if not impossible.

CONCLUSIONSRECOMMENDATIONS

FINDINGSCONCLUSIONSRECOMMENDATIONSPARTICIPANT EVALUATIONS (in addition to those mentioned above)

- Several participants in both workshops cited the value of lengthening the visual aids workshop, despite the fact that as the workshop progressed there was more absenteeism and greater restlessness.
- Participants from both workshops requested further training in program planning, although the majority of participants in the second workshop and several in the first workshop are not in planning positions, have very little control of their work environments, and seem completely astounded by the concept of planning their work even a month in advance.

There seems to be a tendency to routinely respond that training programs should last longer and deal with topics in greater depth, creating a dissonance between belief and behavior.

Participants draw upon catchwords and concepts in vogue without an understanding of what the words mean or how the skills might be applicable to their work situation.

It is recommended that the visual aids workshop be limited to a two-week period, unless there are extenuating circumstances.

It is recommended that requests for further training in program planning and "social communications" should be carefully evaluated by INTRAH/IHP.

FINDINGSPARTICIPANT EVALUATIONS (cont.)

Participants also request further training in "social communications" which seems to be a catchword which no one can precisely define. That the workshop already deals with social communication, by providing adult education and participatory learning techniques, does not seem to be recognized.

Several participants from both workshops requested further training in the use of audio/visual aids and in the operation of movie and slide projectors and videotape machines. This may be related to the fact that ONAPO audio/visual staff videotape anything and everything. Films and tapes are used almost exclusively in their motivation campaigns.

CONCLUSIONS

Based on PAK's and INTRAH/IHP trainers' experience, films and videotapes are not the most effective means of reaching non-literate people, especially when they are used sporadically. Given the conditions in rural areas, the investment in high technology is not appropriate at this time.
SMALL IS beautiful!

RECOMMENDATIONS

It is recommended that INTRAH/IHP not fund training in the use of audio/visual equipment, but continue to emphasize visual aids and teaching methods.

Appendix A: List of Persons Contacted

PERSONS CONTACTED

ONAPO

Mme. HABIMANA Gaudence, Directrice
Dr. HAKIZIMANA Evariste, Chef de Services, Etudes et Programme
UWAYO Charles, Chef, Audio-visuel
MUKASANGA Jeanne d'Arc, Agent paramédical, Audio-visuel
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MUKANKUSI Laurence, Assistant technique de l'atelier
MUKANTABANA Beatrice, Formatrice

PAK (Projet Agricole de Kibuyé)

MUNY ENTWALI Jean Baptiste, Agronome

IWACU (Centre de Formation et de Recherche Cooperative)

NAYIGIZENTE Evariste, Responsable de la Gestion
Pere Ivan, Director de Recherche et Documentation
KANYAMBO Catherine, Chef d'Accueil et d'Intendance
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MISAGO RUTEGESHA Antoine, Chef de Division Education Populaire

MINISTERE DE L'EDUCATION PRIMAIRE ET SECONDAIRE (MINIPRISEC)

MUKABARUKA Evariste, M.D. , Médecin Conseiller Pedagoigique

MINISTERE DE L'INTERIEUR (MININTER)

HABANABAKIZE Thomas, Ministre

MINISTERE DE L'AGRICULTURE (MINAGRI)

RWANDANGA, Daniel, Chef de Bureau de Documentation et Information

U.S.A.I.D.

Eugene Chiavaroli, Director

Françoise Bernadel, Assistant to the Health and Population Officer

Rob Robertson, Interim Health and Population Officer

APPENDIX B

Participants and Addresses

Workshops 1 and 2

Nom & Prénom	Adresse	Titre	Profession
1. KARAKE Canisius	c/o B.P. 3 Ruhengeri	Responsable CPDFP	Assistant social
2. KAYITANA Gaëtan	c/o B.P. 56 CYANGUGU	Directeur CPDFP	Assistant social (A1)
3. MISAGO RUTEGESHA Antoine	.MINISAPASO B.P. 84 KIGALI	Chef de divi- sion Educ. Po- pulaire	Technicien su- périeur de santé publique (A1)
4. MUKANSANGA J.d'Arc	ONAPO B.P. 914 KIGALI	Agent paramé- dical	Assistante sociale
5. MUNYAZIKWIYE Wence- slas	ONAPO B.P. 914 KIGALI	Sensibilisa- teur/ONAPO	Maitre en Santé publique
6. MUTABARUKA Evariste	KIGALI B.P. 816	Médecin Conseil- ler Pédagogique	Médecin
7. MUKARURANGWA Doro- thée	CPDFP B.P. 53 GITARAMA	Adjointe-CPDFP	Assistante sociale
8. MUTIGANDA Béorges	MIJEUCOOP B.P. 1044 KIGALI	Fonctionnaire au MIJEUCOOP	Humanites Generales
9. NGARUKIYINTWALI Josué	CPDFP B.P. 82 KIGALI	Directeur CPDFP	Humanités sociales

10. NKUSI Benoît	CEDFP B.P. 8 KIBUNGO	Directeur CPDFP	Agronome
11. NYIRAKAMANA Spéciose	ONAFPO B.P. 914 KIGALI	Sensibilisa- teur/ ONAFPO	Assistante sociale A1
* 12. NYIRANKUNDA BARAMA Césile	MININTER B.P. 446 KIGALI	Chef de Bureau Education-Forma- tion	Assistante sociale A1
13. RUBERANZIZA Martin	CPDFP B.P. 22 KIBUYE	Formateur Super- viseur des pro- grammes de formations	Humanités Génér- ales
14. RUREMESHA Alphonse	CPDFP NYUNDO B.P. 52	Directeur du CPDFP	Sciences Sociales A1
15. RWAMAKUBA Emmanuel	CPDFP B.P. 36 GIKONGORO	Responsable du CPDFP	Assistant-Médi- cal A2
* 16. RWANDANGA Daniel	MINAGRI KIGALI BP621	Chef de Bu- reau Documen- tation et In- formation	Agronomie Génér- ale, Bachelier
17. UWAMWEZI Liberata	Service Social B.P. 35 BUTARE	Responsable du Service Social à la commune ur- baine de Ngoma	Assistante So- ciale A3
18. UWIZEYIMANA Rozalie	CPDFP B.P. 26 BYUMBA	Adjointe au CPDFP	Assistante So- ciale A3

* No Family Planning training
Pas de formation en F.P.

SEMINAIRE NATIONAL SUR LA PRODUCTION
ET L'UTILISATION METHODOLOGIQUE DES
AIDES VISUELLES EN SANTE FAMILIALE

LISTE DE PARTICIPANTS

Atelier du 9 AU 23 AOUT 1985

Nom & Prénom	Adresse	Titre	Profession
* 1. BALIYANGA J. Berchmans	ONAPO/KIBUYE B.P. 44 KIBUYE	Animateur & Sensibilisateur de population	Assistant social
* 2. BIZIMUNGU Jérôme	ONAPO/CYANGUGU B.P. 15 CYANGUGU	Formateur de la santé	Assistant social
3. BIZIMUNGU J. Baptiste	ONAPO/KIBUNGO B.P. 10 KIBUNGO	Sensibilisateur en Santé Familiale	Assistant social
4. GASASIRA Sylvestre	ONAPO/BYUMBA B.P. 26 BYUMBA	"	Assistant médical
* 5. HITIMANA Jean	HOPITAL KIBOGORA B.P. 31 CYANGUGU	Formateur de la santé	Moniteur animateur
6. IGABE Bernadette	ONAPO/RUHENGERI B.P. 57 RUHENGERI	Sensibilisatrice de masse	Assistante sociale A2
* 7. KAGERUKA J. Baptiste	HOPITAL KIBUNGO B.P. 10 KIBUNGO	Consultant	Assistant médical
* 8. KANAMUGIRE François	ONAPO/BUTARE B.P. 567 BUTARE	Formateur de la santé	Nutritionniste A1
9. MUKANKUSI Laurence	BUFMAR B.P. 803 KIGALI	Assistante technique	Infirmière A1

Nom & Prénom	Adresse	Titre	Profession
* 10. MUKASINE Louise	HOPITAL GISENYI B.P. 175 GISENYI	Responsable PMI	Infirmière A1
* 11. MUKUNDIYUBWO Violette	ONAPO/GIKONGORO	Sensibili- satrice	Assistante sociale
* 12. MUNYENTWALI J.Baptiste	P.A.K KIBUYE B.P. 53 KIBUYE	Formation des forma- teurs	Agronome
13. NAHIMANA Froduald	B.P. 175 GISENYI ONAPO	Sensibili- sateur	Assistant social A2
14. NKURANGA Jean	HOPITAL DE MUGO- NERO B.P. 65 KIBUYE	Agent de santé Pu- blique	Nutrition- niste A1
* 15. NYIRABAGOYI Scholas- tique	C.M.S. de KIRA- RAMBOGO B.P. 213 BUTARE	Formatrice de la santé	Assistante sociale A2
16. NYIBASABOSE Concessa	HOPITAL RUHENGE- RI B.P. 57 RUHENGE- RI	Infirmière accoucheuse	Infirmière A2
17. SIBOMANA Laurent	S.D.S MURUNDA KIBUYE	Consultant	Assistant médical

* No training in Family Planning
Pas de formation en F.P.

APPENDIX C

Workshop Goals and Objectives (English)

Appendix C: Workshop Goals and Objectives (En.)

NATIONAL FP VISUAL MATERIALS WORKSHOPS - July 5th to August 30th, 1985

Overall Goal:

Participants will be able to integrate the use of visual communication into their work in Health Education, training or information/education/communication for Maternal and Child Health/Family Planning.

General and Specific Objectives:

Participants will be able to:

1. Demonstrate innovative use of teaching/training/communication methods and materials.
 - 1.1 Identify methods to be considered in teaching/training/communication.
 - 1.2 Use one visual material with various methods and as evaluation tools.
2. Plan and produce a MCH/FP visual aid which is culturally appropriate, developed from locally-available resources and will be used in their work.
 - 2.1 Select appropriate visual materials for a planned teaching/training session.
 - 2.1a Identify target group, methods, and place using the 6 teaching questions.
 - 2.1b Identify the range of use of visual materials.
 - 2.1c Evaluate visual materials by established criteria.
 - 2.2 Adapt visual materials according to the cultural context and the objectives to be attained.
 - 2.2a Demonstrate respect and valuing of cultural difference of individuals and groups.
 - 2.2b Identify target group characteristics.
 - 2.2c Use tracing and sketching techniques to adapt visual images.
 - 2.3 Plan a new visual material for a specific target group and the objectives of the teaching/training session.
 - 2.3a For visual images:
 - Visualize the content in several different ways.
 - Design the images based on the educational and visual criteria established.
 - Pretest and revise the images.

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NATIONAL FP VISUAL MATERIALS WORKSHOPS - July 5th to August 30th, 1985

2.3a For visual images (continued):

- Use tracing and sketching techniques.
- Use coloring techniques.

2.3b For models:

- Identify alternative ways to simulate the content.
- Develop a prototype model.
- Pretest the model and revise.
- Depending on the type of model, use skills in measuring, cutting, sewing and assembling.

2.4 Produce the planned visual material using locally-available resources.

2.4a For visual images, use skills in:

- tracing
- sketching
- lettering
- enlarging
- coloring

2.4b For models, use skills in:

- measuring
- sketching
- cutting
- sewing
- assembling

3. Use the resources available to plan and produce visual materials, including the texts provided and the human resources within the group.

3.1 Identify materials and suppliers in the participant's country.

3.2 Locate and use material in the texts provided.

3.3 Identify visual aid materials available in Rwanda which can be used to communicate FP messages.



NATIONAL FP VISUAL MATERIALS WORKSHOPS- July 5th to Aug 30th, 1985

4. Use the 6 teaching questions to develop a MCH/FP continuing education program or motivation campaign.
 - 4.1 Identify main target groups and FP messages which will need to be communicated or taught during the coming year.
 - 4.2 Plan their continuing education program or motivation campaign based on information given in response to the 6 teaching questions, for the next three months.
 - 4.3 Plan the implementation of skills and knowledge acquired in the production and utilization of visual aids.

5. Facilitate the collaboration between ONAPO and other governmental agencies.
 - 5.1 Identify behaviors which facilitate or hinder collaboration.
 - 5.2 Discuss with ONAPO staff their FP policies and "sensibilisation" programs.

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APPENDIX G

Training Schedules.
Workshops 1 and 2 (French)

Horaire 1^{er} atelier

Heures	Lundi 15/07/85	Mardi 16/07/85	Mercredi 17/07	Jeu-di 18/07/85	Vendredi 19/07/85	Samedi 20/07
8h15		Prétest en P.F.	Dessin rapide	-Dessin rapide -Exercice de visualisation	"Dessiner c'est observer"	La chanson Méthode d'enseignement
9h ⁰⁰	Ouverture Auto-portrait		Visualisation d'une seule idée	Analyse du groupe-cible	Etapas d'élaborat° d'1 aide-visuelle	Projet individuel
10h ⁰⁰	Pause	Pause	Pause	Pause	Pause	Pause
10h15'	Attentes, objectives Contenu, horaire	- Les 6 questions d'enseignement - Travaux de groupe	Choix d'une aide-visuelle	Coloriage	Travaux de groupe	- Fabrication d'un cachet - Réflexion
12h ⁰⁰	Pause	Pause	Pause	Pause	Pause	Pause
14h ⁰⁰	- Comment je ^{me} comporte dans 1 nouveau groupe - Pourquoi les A.V.?	Travaux de groupe (suite)	- Décalquage	"Dessiner c'est observer" - Prise de croquis	Proportions et positions	
15h30'	Pause	Pause	Pause	Pause	Pause	
	- Méthodes déjà utilisées - Distribution du matériel	Lettrage	- Modèles - Prise de croquis	- Méthodes d'enseignement - Rôles du formateur et du participant	adaptation des méthodes d'enseignement	
17h ⁰⁰	Réflexion	Réflexion	Réflexion	Réflexion	Réflexion	

of

H	Lundi 22.07.85	Mardi 23.07.85	Mercredi 24.07.85	Jeudi 25.07.85	Vendredi 26.07.85	Samedi 27.07.85
8h15	Révision 1ère semaine	Etude de cas. Les 6 questions d'enseignement	Exercice de méthodologie, utilisation des modèles	Perceptions multiples	Essai sur le terrain	Exercice de méthodologie, (utilisation d'une aide visuelle avec différentes méthodes.
9h15	La Rétroaction	<i>Projet individuel</i>	Projet individuel	<i>Projet individuel</i>		Préparation des présentations
10h	Pause	Pause	Pause	Pause	Pause	Pause
10h15	Présentations & discussions des projets individuels	Projet individuel	Ressources en aide-visuelle disponibles au Rwanda	Projet individuel	(suite)	(suite)
12h	Pause	Pause	Pause	Pause	Pause	Pause
14h	L'historiette	Trait du visage <i>Projet individuel</i>	Agrandissement	Comment faire l'essai sur le terrain Comportements qui font preuve de respect.	Mise en commun des résultats de l'essai	
15h	Pause	Pause	Pause	Pause	Pause	
15h15	Projet individuel	Projet individuel	Projet individuel	Projet individuel	(suite)	
16h	Réflexion	Réflexion	Réflexion	Réflexion	Réflexion	

lundi le 29/07		mardi le 30/07		mercredi le 31/07		jeudi le 1/08		vendredi le 2/08	
8h15	travail individuel	8h15 La Programmation		8h15 Présentations		P R E S E N T A T I O N		8h15 Evaluation - de l'atelier - individuelle	
9H	Rétroaction sur l'excursion: le changement de comportement et la prise de décision							10H Pause	
10H	Pause	10H Pause		10H Pause				10h15 Recommendations <i>Entretien avec ONATP</i>	
10h15	Présentations	10h15 Présentations		10h15 Préparation des recommandations				12H Pause	
12H	Pause	12H Pause		12H Pause				14H Préparation de l'exposition	
14H	Présentations	14H Présentation		14H La Communication et la collaboration					
15H	Pause	15H Pause		15H Pause					
15h15	Scénette	15h15 Présentation		15h15 (suite)					
16H	Réflexion	16h15 Réflexions		16h15 Réflexion				16H Clôture	

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Horaire semaine atelier

	Vendredi 9.08.1985	Samedi 10.08.1985	Lundi 12.08.1985	Mardi 13.08.1985	Mercredi 14.08.1985	Vendredi 16.08.85
8h15		-Prétest en P.F.	- Les 6 questions d'enseignement - révision - travaux de groupe	-Analyse du groupe cible pour adaptation culturelle/ groupes lettrés et illettrés	- Etapes d'élaboration d'une aide-visuelle	-Visualisation
9h 9h15	- Ouverture					- La Rétroaction
10h	Pause	Pause	Pause	Pause	Pause	Pause
10h 15	- Attentes, objectives - Organisation de l'atelier	- Les 67 d'enseignement (historiette et étude de cas)	- Décalquage	- Coloriage - Prise de croquis pour adaptation culturelle	- Les méthodes d'enseignement	- Projet individuel
12h	Pause		Pause	Pause	Pause	Pause
14h	- Comment je me comporte dans un nouveau groupe		-Choix d'une aide-visuelle	- Visualisation d'un d'une seule idée	- Historiette	- Trait du visage - Projet individuel
15h	Pause				Pause	Pause
15h 15'	- Pourquoi les aides visuelles ?			Pause		- Projet individuel
					- Projet individuel	
15h 45	- Méthodes déjà utilisées - Distribution du matériel		Pause	Modèle		
16h	16h30 Réflexion		- Lettrage et fabrication d'1 cachet	- Projet individuel 16h 30 Réflexion	16h20' Pause 30' agrandissement	
17h			17h30 Réflexion		17h30 Réflexion	La scénette Réflexion

MEK - END

N.B. le jeudi 15 Août "congé"

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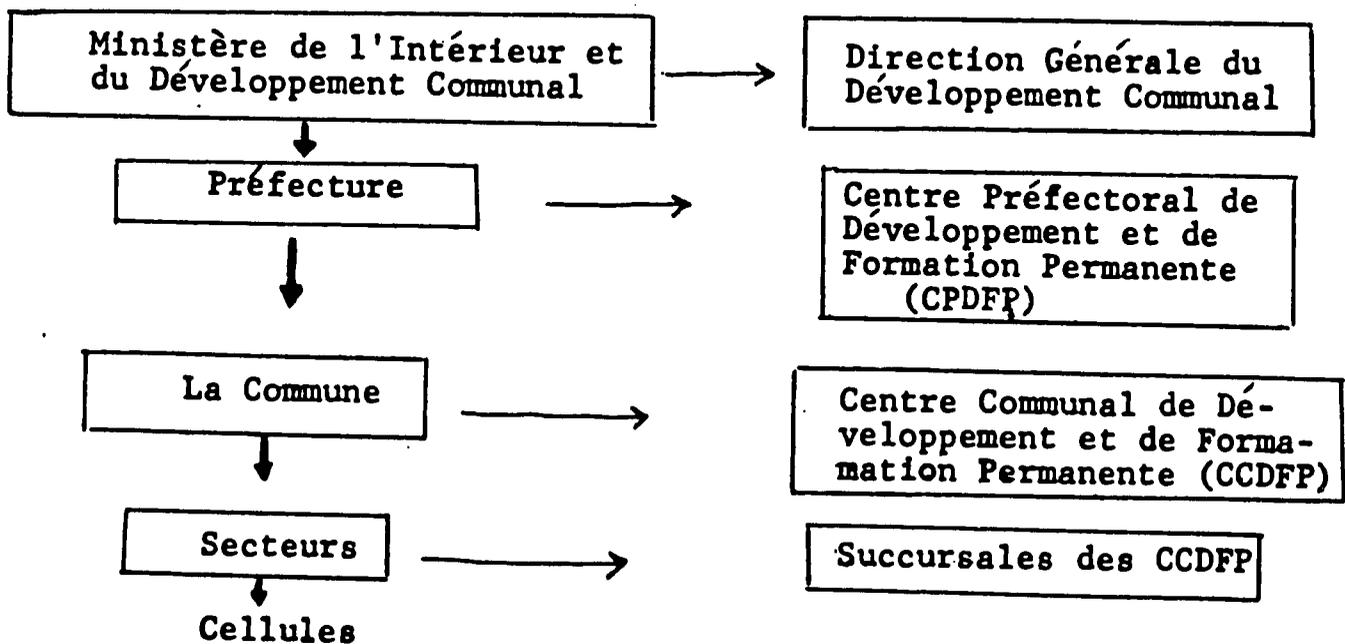
heures	Samedi 17.08.85	Lundi 19.08.1985	Mardi 20/08/1985	Mercredi 21.08.85	Jeudi 22.08.85	Vendredi 23.08
8h 15'	Essai sur le terrain - pourquoi ? - comment ? - comportement	Essai sur le terrain	Partie d'une séance de formation Utilisation d'une aide visuelle	La programmation	La programmation	Evaluation de l'atelier
10h	Pause	Pause	Pause	Pause	Pause	
10h 15'	Projet individuel	Mise en commun	Projet individuel	Présentations	Présentations	Clôture
12h	Pause	Pause	Pause	Pause	Pause	
14h	<i>Week-End</i>	Rétroaction	Présentations	Présentations	La collaboration La communication Les ressources au Rwanda	
15h		Pause				
15h15'		Modifications du projet individuel	Présentations		Pause	
16h 16h30'				Travaux pour la clôture	Mise en commun des recommandations pour la clôture	
17h-17h30'			Réflexion	*Réflexion	Réflexion	Réflexion

APPENDIX H

**Description of the Decentralization of Government
Education Programs for Rural Populations (CPDFP, CCDFP)**

Appendix H: Description of the Decentralization of Government Education Programs for the Rural Population (CPDFP and CCDFP)

The administrative structure in Rwanda is different than in some West and Central African countries in that training of all ministry personnel at the prefectoral level and below, and 'sensibilisation' directed towards the rural population must pass through the Ministry of the Interior. This structure facilitates coordination of training and public information coming from the various ministries. From the national Ministry of the Interior, information passes to the Prefectoral level, then to the Communal level, and then to the further subdivisions of the Secteur and the Cellule, the smallest political unit. For example, ONAPO must coordinate all of its training activities at the prefecture level and below, as well as dissemination of family planning information, with the Ministry of the Interior. The following organizational chart visually represents this political structure.



APPENDIX I

List of Individual Participant Projects

Appendix I: List of Individual Participant Projects (En. and Fr.)

First Workshop

<u>Name</u>	<u>Subject</u>	<u>Target Group</u>
NGARUKIYINTWALI Josué	How to obtain clean drinking water (question /reponse, lecture)	Community leaders. CCDFP
MUKARURANGWA Dorothée	Importance of vaccinations for children(directed group dissussion)	Community leaders, CCDFP
MISAGO RUTEGESHA Antoine	Transmission of diarr_hea, dysentery(question/reponse, directed group discussion)	Mixed group at Health center
RUEERANZIZA Martin	Importance of delivering at the maternity (story)	Community leaders, CCDFP
MUTABARUKA Evariste	Complications & consequences of gonorrhoea(Q/R)	Student nurses in their 4th year
MUNANSANGA Jeanne	Foods for the child being weaned (story)	Mixed group of women at prenatal consultation
RUREMBSHA Alphonse	Maintenance of water sources (lecture, group discussion)	Cell leaders
MUTIGANDA Georges	What is ONAPO ? (Q/R)	Young men and women (14-24years)
KARAKE Canisius	How to construct a compost pile(directed group discussion)	Community leaders, CCDFP
NYIRAKAMANA Spéciose	Use and maintenance of latrines (directed group duscussion)	Illiterate women
UWAMWEZI Liberata	Reasons for family planning (directed group discussion)	Sector leaders

MUNYAZIKWIYE Wenceslas	Advantages of attending the PMI/PF (lecture)	Illiterate women
UWIZEYIMANA Rosalie	How to write and read the vowels (demonstration)	Illiterate community leaders
KAYITANA Gaetan	Importance of working in a cooperative (Q/R, story)	Educated young men
NKUSI Benoit	How to maintain a banana plantation(story, case study)	Community leaders CCDFP
RWAMAKUBA Emmanuel	Prolonged nursing as a method of family planning (story)	Women at prenatal consultations
RWANDANGA Daniel	Battle against erosion for agricultural self sufficiency (story)	Agricultural workers

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List of Individual Participant Projects
Second Workshop

Name	Subject	Target Group
MUNYENTWALI J.Baptiste	Importance of a cooperative The de-ticking of cows (lecture)	Agriculture Workers
IGABE Bernadette	Advantages of spacing chil- dren for the family (story)	Young men and women, CCDFP
MUKUNDIYUBWO Violette	Advantages of spacing chil- dren for the family (story)	Community leaders
NYIRABASABOSE Concessa	Food groups cultivated by the women (directed group discussion)	Illiterate rural women
GASASIRA Sylvestre	Advantages of family plan- ning (story)	Illiterate rural women
BALIYANGA J.Berchmans	Use of latrines (story)	Men and women of the " cell "
BIZIMUNGU Jérôme	Advantages of spacing chil- dren for the family; the community (story)	Counselors at the " commune " level
KANAMUGIRE François	Advantages of Breast feeding (story)	Literate women CCDFP
BIZIMUNGU J.Baptiste	How to prepare potable water (story)	Illiterate rural women
SIBOMANA Laurent	Problems from untreated gonorrhoea (story)	Illiterate young men
NAHIMANA Prodomid	Transmission of cholera (story)	Illiterate rural men and women
NKURANGA Jean	Progressive child weaning (lecture, Q/R)	Literate , illi- terate rural women
KACERUKA J.Baptiste	The importance of the polio vaccine (story)	Literate, illi- terate women

Name	Subject	Target Group
NYIRABAGOYI Scholastique	The importance of a savings account for a fishing cooperative (story)	A group of men in a fishing cooperative
MUKANEUSI Laurence	The importance of weaning and the addition of varied foods (story)	Mothers coming to the clinic
MUKASINE Louise	The importance of vaccinations for young children (story)	Women coming to pre-natal clinic
HITIMANA Jean	The importance of using a latrine to prevent disease (story)	Rural adults

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Projets Individuels1^{er} atelier

<u>Nom & Prénom</u>	<u>Sujet</u>	<u>Groupe Cible</u>
NGARUKIYINTWALI Josué	Comment rendre l'eau propre (question/réponse et exposé)	Chefs d'équipe, CCDFP
MUKARURANGWA Dorothee	Importance de faire vacciner les enfants (causerie)	Chefs d'équipe CCDFP
MISAGO RUTEGESHA Antoine	Transmission de la diarrhée/ dysenterie(question/réponse causerie).	Centre de santé, population mixte
RUBERANZIZA Martin	Importance de l'accouchement au P.M.I. (historiette)	Responsables CCDFP
MUTABARUKA Evariste	Complications et conséquences de la gonococcie (question/ réponse)	Elèves infirmiers, 4 ^{ème} année
MUKANSANGA Jeanne	Aliments à ajouter pendant le sevrage (historiette)	Groupe mixte des femmes, consultati des nourrissons.
RUREMESHA Alphonse	L'entretien des ouvrages hydrauliques (exposé, discussion de groupe)	Responsables de cellule.
MUTIGANDA Georges	Qu'est ce que ^{c'est -} l'ONAPO? (question/réponse)	Jeunes gens de 14 à 24 ans
KARAKE Canisius	Comment construire une compositière (causerie)	Chefs d'équipe CCDFP
NYIRAKAMANA Spéciose	Utilisation et entretien des latrines (causerie)	Femmes analphabète
UWANWEZI Liberata	Raisons pour la Planification Familiale (discussion dirigée)	Influents du secteur.
MUNYAZIKWIYE Wenceslas	Avantages de venir au PMI/PF (exposé)	Femmes analphabète
UWIZEYIMANA Rosalie	Ecrire et lire les voyelles	Chefs d'équipe

LISTE DES PROJETS INDIVIDUELS 3^{ème} atelier

<u>NOM & PRENOM</u>	<u>SUJET</u>	<u>GROUPE - CIBLE</u>
MUNYENTWALI J.Baptiste	Formation d'un groupement et le détiqage des vaches (exposé)	Eleveurs
ISABE Bernadette	Avantages de l'espace ment pour une famille (histo- riette)	Jeunes gens, filles de CCDFP
MUKUNDIYUBWO Violette	Avantages de l'espace ment d'enfant pour la famille (causerie)	Chefs de cellule
NYIRABASABOSE Concessa	Groupes d'Aliments, cul- tivés par les femmes (causerie)	Femmes rurales, analphabètes
GASASIRA Sylvestre,	Avantages de la P.F. (historiette)	Femmes rurales, analphabètes
BALIYANGA J.Berchmans	Utilisation d'une latrine (historiette)	Hommes et Femmes de la cellule
BIZIMUNGU Jérôme	Avantages de l'espace ment pour la famille et la communauté (historiette)	Conseillers des sec- teurs communaux
MANAMUGIRE François	Avantages de l'allaitement maternel (historiette)	Femmes lettrées du CCDFP
BIZIMUNGU J.Baptiste	Préparer l'eau potable en la bouillant (historiette)	Femmes rurales ana- lphabètes
SIBOMANA Laurent	Problèmes d'une gonorrhée mal- soignée (historiette)	Jeunes gens illettés
MAHEMANA Produald	Transmission de la cho- léra (historiette)	Femmes, hommes rura analphabètes
NKURANGA Jean	Sevrage progressif exposé (Q/R)	Femmes rurales let- trées et illettrées
KAGERUKA J.Baptiste	L'importance de faire vac- ciner ses enfants contre la poliomyélite (historiette)	Femmes lettrées, illettrées

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NOM & PR NOM	SUJET	GROUPE CIBLE
NYIRABAGOYI Scholastique	L'importance de l'épargne pour un groupement visé à la pisculture (historiette)	Un groupe d'hommes
NYEKAMUSI Laurence	L'importance du sevrage progressif et des aliments supplémentaires variés (historiette)	Mères venantes à la clinique
NYIKASINE Louise	L'importance de la vaccination à tout âge (historiette)	Femmes aux consultations prénatales
NYIMANA Jean	L'importance de l'utilisation de la latrine pour prévenir la maladie	Adultes ruraux

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<u>NOM & Prénom</u>	<u>Sujet</u>	<u>Groupe Cible</u>
KAYITANA Gaëtan	Importance d'une association Jeunes gens coopérative (question/réponse, lettrés. historiette)	
NKUSI Benôit	Comment entretenir une bananeraie(historiette, étude de cas)	Chefs d'équipe alphabètes et analphabètes
RWAMAKUBA Emmanuel	Allaitement prolongé comme méthode de PF(historiette)	Femmes lettrées aux consultations pré-natales
RWANDANGA Daniel	Lutte anti-érosive pour l'auto-suffisance alimentaire (historiette)	Agriculteurs

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APPENDIX K

List of Supplies

Appendix K: List of Supplies

Fournitures Pour l'Atelier

Pour Chaque Participant

- 1 paire de ciseaux
- 1 taille - crayon
- 1 gomme
- 2 crayons (plomb)
- 2 bics
- 1 sac en plastic
- 1 boîte d'aquerelles
- 1 pinceau
- 6 feutres fins (différentes couleurs)
- 1 bloc-note
- 1 latte
- 1 farde

A utiliser au besoin

- papier pelure fin (1 rame)
- papier pelure épais (1 rame)
- papier carbone (50 carbones)
- trombones (2 boîtes de 100)
- craie (blanc+ couleurs)
1 boîte de chaque)
- papier collant (2 rouleaux)
- papier journal (1 rame grand format)
- papier bristol (5 feuilles par participant)
- grands feutres (différentes couleurs)
- Colle -5 tubes -
- correcteur blanc(4 flacons)

Pour le Secrétariat

- stencils + correcteur
- papier duplicateur
- encre
- agraffes

Livres

1. Enseigner et Apprendre avec les Aides-Visuelles
2. La contraception (en Kinyarwanda)
3. Revues ONAPO

APPENDIX M

Summary of Data from
Participant Evaluation Forms

APPENDIX M

Summary Data from Participant Evaluation Forms: First Workshop

Because the participant evaluation form sent to us by IHP was in English, we used the older form which ONAPO already had on file. (Refer to Appendix L.)

The eighteen participants in the first workshop responded that the workshop had met their expectations (Question No. 1). The areas in which the workshop had proved most useful to them fell into two broad categories: 1) the conceptualization, production and use of visual aids, and 2) teaching methods and the application of the six teaching questions (Question No. 2).

All of the participants claimed that the workshop would be useful to them in their work (Question No. 3). Most likely to be used were the criteria for selecting a good visual aid and the production and use of visual aids appropriate to the target population. Five participants hoped to train others, including artists, how to produce, pre-test and use visual aids.

The answers to Question No. 4 reinforced the responses to Question No. 1. In response to Question No 5, the only workshop material considered inappropriate was the use of songs as a teaching method for adults.

In response to Question No. 6, about half the participants felt certain topics could have been dealt with in more detail--the greatest interest being shown in program planning and planning of a training workshop, and social communication. Most participants did not feel a need for less detail in the subjects treated during the workshop.

Topics to be added to the workshop which were not mentioned in Question No. 6, i.e. subjects needing greater detail, were the utilization of audio/visual aids, collaboration of ONAPO with the CPDFP agents working under the Ministry of the Interior, sketching, and MCH/FP content information (Question No. 7).

The workshop trainers were rated excellent in both knowledge of the workshop material and in their skills as trainers (Question No. 8). Both the training methods used in the workshop and the materials (books, posters, production materials) were seen as

appropriate to Rwanda and would be used (Questions No. 9 and 10).

Answers given to Question No. 11, suggestions for improving the workshop, included: more field work, changing the length of the workshop (one for shorter, three for longer), more program planning, better organization of leisure time, fewer visual aids production activities, and an increase in the per diem.

Seventeen participants would recommend the workshop to their colleagues. Especially named were co-workers at the CCDFP level, those who have contact with the artists in the production offices, and planners and teachers in the Ministry of Primary and Secondary Education (Question No. 12).

Sixteen participants felt that a supplementary training program would be useful to them in their work (Question No. 13). No major workshop foci emerged from this question. Disparate responses included: adult education methods, social communication, public health, use of audio/visual materials, MCH/FP, program planning and evaluation, medical teaching methods, training of trainers, training for agricultural workers, and drawing/art.

In response to additional assistance sought from INTRAH (Question No. 14), a number of very specific and individual requests were made. These are listed below along with the name of the requestee.

Individual Requests: (Refer to Appendix B for titles, organizations, and addresses)

Liberata UMAMWEZI	Training or study scholarship in Health Education
Martin RUBERANZIZA	Training scholarship in family planning and production and use of visual aids
Daniel RWANDANGA	Assistance in locating agricultural documentation Assistance in identifying correspondents in the field of agricultural documentation
Evariste MUTABARUKA, MD	Training scholarship in medical teaching methods
Josue NGARUKIYINTWALI	Training for his staff and purchase of visual aid materials for his centers

Cecile NYIRANKUNDABARAMA	Another Visual Aids Production workshop Material for production of visual aids Teaching material for CCDFP level
Antoine MISAGO RUTEGESHA	A training program in health education and social communication
Emmanuel RWAMAKUBA	A training scholarship in social communication Projectors for the CPDFP level Another, longer Visual Aids Production workshop

Summary Data from Participant Evaluation Forms: Second Workshop

The seventeen participants of the second workshop unanimously agreed that the workshop had met their expectations. (Question #1) Like the first group, the areas in which the workshop had proved most useful to them (Question #2) was in: 1) the conceptualization, production and use of visual aids, and 2) teaching methodology and use of the six teaching questions, with slightly more interest shown in teaching methodology by the second group.

All of the participants in the second workshop felt the subject matter of the workshop would be useful to them in their work (Question #3). Most frequently mentioned as a skill/knowledge to immediately bring to their work situation, was the production and use of visual aids appropriate to the target population and the preparation of teaching materials using the six teaching questions.

Again, the answers to Question #4 reinforced the responses to Question #1, with slightly more interest shown by this younger group in program planning. In response to Question #5, the training material seen as less immediately applicable to the work situation was the production of the rubber stamp, and the topic of program planning just because it was dealt with too superficially. This was also emphasized in the responses to Question #6 where 13 participants felt that program planning had not been dealt with in enough detail. Four participants felt more time should be devoted to "social communication" and two participants would have liked more time to practice the enlargement techniques. Most participants did not feel that workshop topics should be dealt with in less detail.

The main topic seen as important to add to the workshop (Question #7) was the use of audio/visual techniques and operation of film and slide projectors and videotape machines. Three persons would have added "social communication" as a topic, which appears to include IEC, group dynamics, social psychology, etc.

The trainers were rated good to excellent. No distinction was made between individual trainers or co-trainers for Question # 8 a and b.

Most of the participants felt that the training methods, and materials were appropriate to Rwanda and would be used, although songs and the baby models for demonstrating signs of dehydration were again mentioned as the only inappropriate teaching methods. (Response to Questions # 9 and 10.)

Suggestions for improving the workshop focussed on increasing the length in order to go into greater depth, although it should be noted here that this belief seems contradicted by participant behavior. A second suggestion for improvement was to remove all topics not completely relevant to workshop objectives, which would be program planning and collaboration.

Sixteen of the seventeen participants would recommend this workshop to their colleagues. Only one felt that he would not because the program was too full. Those recommending the workshop felt it would be important for anyone responsible for adult education. (Question # 12)

Sixteen participants considered that a supplementary training program would be useful to them. (Question # 13) Most requested was an audio-visual workshop with emphasis on how to use equipment; program planning and social communication. Other various workshop topics were photography, training of adults, family planning, silk screen techniques, more in-depth on production and use of visual aids, and drawing/art. It should be noted that participants in this group who had not previously received ONAPO family planning training will do so within the month following this workshop.

In response to additional assistance sought from INTRAH (Question # 14), six participants identified receiving further documentation, i.e. books, visual materials, etc. and five specified receiving production materials in order to continue making visual aids locally. Two participants would like further training in IEC. For individual requests for this group, refer to individual evaluation forms.

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APPENDIX N

Curriculum (English)

APPENDIX N: CURRICULUM

National FP Visual Materials Workshops

July 5th to August 30th, 1985

KIGALI, RWANDA

TRAINERS:

PAULETTE CHAPONNIERE

KAREN GRIDLEY

<u>OBJECTIVE</u>	<u>CONTENT TOPICS</u>	<u>METHODS AND AIDS</u>	<u>EVALUATION</u>	<u>APPROX. TIME</u>
DAY 1				
Session 1	Opening Ceremony			30 min.
<u>Training Objectives</u>				
1. Integrate trainees into a working group.	Self-portrait, Icebreaker (Part I, Act. 1)	Trainers introduce themselves by presenting visual portraits. Trainees create their own visual portraits and introduce themselves using newsprint, markers. Discussion of ways this icebreaker could be used.	Provides entry level skill info as a basis for evaluating learning during workshop.	1 hour
2. Begin workshop with activity reflecting its overall goal.				
3. Assess design and production skills and ability to use a visual in a presentation as a basis to adapt curriculum to fit learner skills and needs, and to provide a pre-test for comparison with the final project.				
Session 2				
<u>Training objectives</u>				
1. Discuss participant expectations for the workshop.	Expectations and workshop objectives.	Group discussion	Consensus on objectives	2 hours
2. Reach consensus on the overall workshop objectives.				
3. Discuss daily review and feedback sessions.	Daily features of workshop.			
4. Inform participants of facts which will make their stay a pleasant one.	Personal health services available Financial issues Entertainment			

OBJECTIVE	CONTENT TOPICS	METHODS AND AIDS	EVALUATION	APPROX. TIME
DAY 1 (continued)				
Session 3				
<u>Learning Objectives</u>				
1. Participants will identify own behavior when joining a new group, and possible mechanisms to reach a group consensus.	Possible behaviors when joining a new group. How to facilitate group decisions.	Questionnaire Group discussion	Group decision	20 min.
2. Participants will identify when to use visual aids for FP training.	When to use visual aids (Part I, Act. 2)	Presentation Group discussion Enlarged aardvark drawing		30 min.
3. Participants will identify visual aids and teaching methods already used.	Overview of teaching methods and visual aids used in MCH/FP training.	Group sharing	Methods and aids identified.	45 min.
<u>Training objectives</u>				
To distribute and discuss the texts for the workshop.	Texts and how to use	Copies for each participant: 1. <u>Enseigner et Apprendre avec les Aides Visuelles.</u> 2. <u>La Contraception I</u> 2. La Contraception (kinyarwanda)		25 min.
To complete INTRAH biodata forms.	Biodata Forms	3. Revues ONAPO Individual work assignment.		

OBJECTIVE	CONTENT TOPICS	METHODS AND AIDS	EVALUATION	APPROX. TIME
DAY 2				
Session 1				
<u>Learning Objective</u>				
Assess entry knowledge in Family Planning	FP Assessment	Written test on FP content Discussion of responses	Results of assessment to be used in helping individuals with final projects and in peer tutoring.	2 hours
Session 2				
<u>Learning Objective</u>				
Plan a teaching session by using the 6 teaching questions.	The 6 teaching questions, a way to plan a teaching session. (Part 2, Act. 1)	Storytelling/discussion Case studies in small groups Report-out to large group	Appropriate responses to 6 teaching questions based on case study info.	3 hours
Session 3				
<u>Learning Objective</u>				
Handletter words and FP phrases which are easily visible, legible and correctly spaced.	Handlettering (Part 4, Lettering, Act. 1)	Demonstration, individual practice. <u>V.A. manual</u>	Handlettered words and phrases by established criteria.	1 hour

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OBJECTIVES	CONTENT TOPICS	METHODS AND AIDS	EVALUATION	APPROX. TIME
DAY 3				
Session 1				
1. Sketch alternative visuals for a FP/MCH idea, a specific objective and target group.	Visualizing FP/MCH content (Part 3, Act. 1)	Demonstration Individual Practice	Alternative visuals for FP/MCH content	2 hours
Session 2				
1. Evaluate visual aids by the design criteria and by appropriateness to the culture.	Visual design criteria	Presentation of design criteria/cultural appropriateness with sample visual aids. Small group work. Report out to large group.	Group evaluations of visual aids by established criteria.	2 hours
Session 3				
1. Combine pictures from different sources to create a new picture by using 2 tracing techniques.	Tracing techniques (Part 4, tracing, Act. 1)	Demonstration Individual practice	Traced figures combined to create a new picture.	45 min.
2. Identify ways they can learn through models.	Learning through Models	Demonstration of simple, low-cost models.		30 min.
3. Adapt the style of clothing in pictures by sketching.	Sketching to adapt pictures (Part 4, sketching, Act. 1 and 2)	Demonstration Individual practice	Clothing adaptation by sketching and tracing skills.	45 min.

OBJECTIVES	CONTENT TOPICS	METHODS AND AIDS	EVALUATION	APPROX. TIME
DAY 4				
Session 1				
<u>Learning objectives</u>				
1. Sketch alternative visuals for a FP/MCH idea.	Mini-exercise on visualizing FP/MCH content.	Individual practice	Visualized FP/MCH content	30 min.
2. Analyze target group characteristics which affect the communication approach, message, methods and visualization of materials.	Target group analysis (Part 2, Act. 5)	Childspacing story Group analysis and discussion	Analysis of characteristics Cultural adaptations needed in story	1 hour and 30 min.
Session 2				
1. Color a sample visual using the criteria for color selection and using the coloring supplies available.	Coloring criteria Use of watercolors (Part 4, Act. 1 and 2, coloring)	Presentation/demonstration and discussion Individual practice Sample visuals, coloring supplies.	Selection of colors by established criteria Adequate use of coloring supplies.	1 hour
2. Adapt a FP/MCH visual for cultural appropriateness.	Adaptations for cultural appropriateness in visuals	Individual work Presentation of adaptations Discussion	Adaptations made in visuals for local culture.	2 hours
Session 3				
1. Describe the role of the trainer and of the participant for various teaching methods.	Teaching methods: roles of trainer and participant	Small group discussion Large group consensus	Roles of trainer and participant described accurately for each teaching method.	1 hour and 30 min.

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OBJECTIVES	CONTENT TOPICS	METHODS AND AIDS	EVALUATION	APPROX. TIME
DAY 5				
<u>Learning Objectives</u>				
Session 1				
1. Sketch alternative hand positions.	"Drawing is observing"	Individual practice	Improved visualization of hand positions	45 min.
2. Identify the steps in planning FP/MCH visual aids that show more than one idea.	Steps in planning visual materials	Storytelling Case study	Application of steps in group activity	1 hour
Session 2				
1. Plan a visual aid that shows more than one idea by applying the planning steps (above) to a case study.	Design of visual materials which show more than one idea (Part 3, Act. 4)	Small group activity FP/MCH case studies Blank paper, art supplies	Main ideas identified One idea visualized	2 hours
Session 3				
1. Sketch alternative body positions and use adult/child proportions.	Body positions and proportions (Part 4, Drawing, Act. 1 and 2)	Demonstration, individual practice. Visuals on positions and proportions.	Drawings show body proportions and positions	1 hour
2. Adapt methods based on target group.	Adaptations in teaching methods needed for different target groups.	Group discussion based on teaching methods identified.	Adaptations to deal with differences.	1 hour and 30 min.

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OBJECTIVES	CONTENT TOPICS	METHODS AND AIDS	EVALUATION	APPROX. TIME
DAY 6				
<u>Learning Objectives</u>				
Session 1				
1. Describe the use of songs as a teaching method.	Diarrhea and malaria songs	Group practice Words to songs Group discussion	Main ideas identified Songs learned	45 min.
2. Identify all their target groups as a first planning step.	Program planning: Who?	Individual work	Groups identified	30 min.
3. Select a FP/MCH topic for their individual projects and answer the 6 teaching questions.	Individual project requirements.	Individual work	Questions answered	45 min.
Session 2				
1. Make a rubber stamp using local materials, and following lettering principles.	Steps to follow in making a rubber stamp	Demonstration Individual work Rubber stamps, wood, inner tube, glue, scissors, ink pads.	Rubber stamps completed according to instructions	1 hour

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<u>OBJECTIVES</u>	<u>CONTENT TOPICS</u>	<u>METHODS AND AIDS</u>	<u>EVALUATION</u>	<u>APPROX. TIME</u>
WEEK 2				
DAY 7				
<u>Learning Objectives</u>				
Session 1				
1. Apply their knowledge of Week 1 by answering visual and oral questions.	Summary of Week 1	Questions about sample visuals.	Assessment of responses to determine what needs to be reinforced.	1 hour
2. Identify behaviors that facilitate the giving and receiving of feedback.	Feedback skills Two-way communication	Mini-presentation Group discussion	Positive ways to give and receive feedback identified.	30 min.
Session 2				
Obtain feedback on their individual FP/MCH project topics and the answers to the 6 Teaching Questions from the trainers and other participants.	Individual MCH/FP projects	Participants share in small groups and receive feedback from trainers and other participants.	FP/MCH topics limited to 3-5 main ideas. Teaching questions answered accurately.	2 hours
Session 3				
1. Describe the use of stories as a teaching method for FP/MCH.	FP/MCH story	Story told, group discussion Copies of FP/MCH story	One participant will retell the story.	1 hour
2. Plan a FP/MCH visual aid which applies the educational criteria, the design criteria, and production skills, and which is part of a FP/MCH training session or health education activity.	Individual FP/MCH project	Individual work on project	Individual use of visual design criteria and production skills in planning a FP/MCH session and visual aid.	1 hour

<u>OBJECTIVES</u>	<u>CONTENT TOPICS</u>	<u>METHODS AND AIDS</u>	<u>EVALUATION</u>	<u>APPROX. TIME</u>
DAY 8				
<u>Learning Objectives</u>				
Sessions 1 and 2				
Participants will answer the 6 teaching questions using information from a case study.	Review of 6 teaching questions	Group discussion Case study p. 227	Teaching questions answered correctly	1 hour
2. Same as Day 7, session 3	Individual project	continued	continued	1 hour
Session 3				
1. Sketch different facial expressions.	Facial expressions and proportions	Examples of facial expressions (Part 4, sketching, Act. 3)	Visualization of facial expressions	1 hour
2. Continued from session 2	Continued individual project work	continued	Continued	2 hours
DAY 9 Session 1				
<u>Learning Objectives</u>				
1. Participants will apply the teaching/training methods introduced to a sample problem.	Mini-exercise methods (models)	Group work	Application of methods by criteria established	1 hour
2. Same as Day 7, Session 3	Continued individual work	Continued individual project work	Continued	45 minutes
Session 2				
<u>Learning Objective</u>				
1. Participants will identify resources for visual aids in Rwanda.	Presentations of type of visual aids available as well as experience of groups such as BUPMAR and PAK.	Sharing of experiences; examples of visual aids available.	Types of visual aids identified.	2 hours

<u>OBJECTIVES</u>	<u>CONTENT TOPICS</u>	<u>METHODS AND AIDS</u>	<u>EVALUATION</u>	<u>APPROX. TIME</u>
Session 3				
<u>Learning Objectives</u>				
1. Participants will enlarge P/MCN pictures in their individual projects.	Mini-lesson on enlargement of pictures for use with groups.	Demonstration Application in individual projects	Use of technique in individual projects.	1 hour
2. Same as Day 7, session 3	Continued	Continued	Continued	1 hour
DAY 10				
Session 1				
<u>Learning Objectives</u>				
1. Participants will identify the needs for pretesting visual aids with the target group.	Pretesting: Why? Multiple perceptions	Game <u>Visual Aids Manual</u> , Unit 3--pictures	Group multiple perceptions a basis for need of field-testing visuals.	30 min.
2. Same as Day 7, session 3	Continued individual project work.	continued	continued	1 hour, 15 min.
Session 2				
<u>Learning Objective</u>				
1. Same as 2 of session 1	continued	continued	continued	2 hours
Session 3				
<u>Learning Objectives</u>				
1. Participants will identify the skills and steps in pretesting visual aids, as well as respectful behaviors which need to be evidenced during the field test.	Pretesting: How?	Role play of pre-testing situation which demonstrates steps in conducting a pretest & the use of open questions. Sample visuals to be pre-tested; Discussion to analyze steps and skills used.	Participants will list steps and give examples of open and closed questions. Respectful behaviors during field-test.	1 hour

<u>OBJECTIVES</u>	<u>CONTENT TOPICS</u>	<u>METHODS AND AIDS</u>	<u>EVALUATION</u>	<u>APPROX. TIME</u>
DAY 10, Session 3 , cont.				
2. Same as Day 7, Session 3	Continued individual project work.	Continued	Continued	1 hour
DAY 11				
Sessions 1 and 2				
<u>Learning Objective</u>				
1. Participants will field test their session and visual aid plans with members of their target group.	Fieldtesting FP/MCH visual aids	Field trip, FP/MCH visual aids	Fieldtesting results Observations of correct procedure and positive behaviors	4 hours
Session 3				
<u>Learning Objective</u>				
1. Participants will share the results of the field-tests and revisions needed.	Using fieldtesting results to revise session and visual aid plans	Large group discussion.	Planned revisions for each project	2 hours
2. Participants will give and receive feedback in a positive way.	Feedback on visual aids	Discussion.	Feedback criteria followed.	
DAY 12				
Session 1				
<u>Learning Objectives</u>				
1. Participants will apply the teaching/training methods introduced to a sample problem.	How to use one visual aid with different teaching methods.	Group work	Use of one visual aid with two teaching methods.	1 hour
2. Participants will revise and complete their individual FP/MCH projects.	Revising and completing the FP/MCH visual aid.	Individual work	Incorporation of fieldtest results ; Completed project by established educational, visual and production criteria.	45 min.

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<u>OBJECTIVES</u>	<u>CONTENT TOPICS</u>	<u>METHODS AND AIDS</u>	<u>EVALUATION</u>	<u>APPROX. TIME</u>
DAY 12 (cont.)				
Session 2				
1. Same as session 1, o objective 2	continued	continued	continued	1 hour and 45 min.
DAY 13				
<u>Learning Objectives</u>				
Session 1				
1. Same as Day 12, session 1.	Continued revision and completion of FP/MCH visual aids	continued	continued	45 min.
2. Describe the parts of a teaching session.	Parts of a teaching session (Part 5)	Group discussion Mini-presentation	Parts of teaching session included in individual presentation	15 min.
3. Identify teaching methods used during a "sensibilisation" session. Describe decision-making steps taken by FP users.	Field-trip (on Sunday) Decision-making cycle followed by FP users	Group observations and discussion	Decision-making seen as a process.	1 hour
Sessions 2 and 3				
1. Conduct an FP/MCH training or health education session, using the visual aid that they have designed and produced.	Use of visual aids in a FP/MCH training/health education session.	Individual conduct sessions Visual aids produced	Observation checklist and discussion	3 hours and 30 min
2. Evaluate and give feedback on the visual aid and the overall session.	Evaluation and feedback	Observational checklist and discussion.		
3. Identify the use of skits in teaching FP/MCH.	Using skits in FP/MCH	Skit, group discussion Handouts of FP skit	Criteria for use of skits identified.	30 min.

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<u>OBJECTIVES</u>	<u>CONTENT TOPICS</u>	<u>METHODS AND AIDS</u>	<u>EVALUATION</u>	<u>APPROX. TIME</u>
DAY 14				
<u>Learning Objectives</u>				
Session 1				
1. Use the 6 teaching questions as the framework for planning their continuing education and FP/MCH motivation programs.	Program planning using the 6 teaching questions	Presentation Group discussion Case study	Target groups and FP/MCH themes identified and programmed for the next calendar year.	2 hours
Sessions 2 and 3				
1. Same as Day 13, sessions 2 and 3	Individual presentations continued	continued	continued	4 hours
2. Same as Day 13, sessions 2 and 3	Feedback and evaluation continued.	continued	continued	
DAY 15				
<u>Learning objectives</u>				
Session 1				
1. and 2 Same as Day 13, sessions 2 and 3	Individual presentations and evaluations continued.	continued	continued	2 hours
Sessions 2 and 3				
1. Propose recommendations to be included in closing ceremony speech.	Format of closing speech from participants	Small group work with reporting-out to large group.	Consensus on recommendations and contents of speech	3 hours
2. Identify behaviors which facilitate or hinder inter-agency cooperation.	Cooperation: behaviors which facilitate/hinder	Simulation game using broken squares; group discussion. Squares for game.	Facilitating/hindering behaviors identified	1 hour and 30 min.

OBJECTIVES	CONTENT TOPICS	METHODS AND AIDS	EVALUATION	APPROX. TIME
DAY 16				
<u>Training Objectives</u>				
Sessions 1 and 2				
1. Participants will write a personal contract for the implementation and knowledge acquired during the workshop.	Program planning: how to integrate new skills.	Individual work: application to own work situation. Activity: write a predated letter (3months) describing integration of new skills and problems encountered.	Letters written and shared in large group.	1 hour and 30 min.
2. Complete INTRAH participant reaction forms as a written evaluation of the workshop.	Workshop evaluation	INTRAH participant reaction forms	Forms filled-out	1 hour
3. Display their individual projects for the closing ceremony.	Display of projects	Projects	Post-test of skills acquired.	30 min.

---- CLOSING CEREMONY ----