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Trip Report

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Travelers: Dr. Donald Johnson, IHP Consultant
Mr. Maurice Apted, IHP Consultant

Country Visited: NIGERIA

Date of Trip: February 8 - March 5, 1986

Purpose: To conduct an FP/ORT Educational
Materials Development Workshop for
22 Tutors/Trainers

Program for International Training in Health
208 North Columbia Street
The University of North Carolina
Chapel Hill, North Carolina 27514 USA

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* Actual materials developed are on file with INTRAH Program Office.

** On file with INTRAH Data Management Service.

EXECUTIVE SUMMARY

Donald C. Johnson, Dr. P.H., and Maurice Apted, M.P.H., consultants for International Health Programs (IHP), University of California, San Francisco, undertook an assignment sponsored by the Program for International Training in Health (INTRAH) to conduct a Family Planning/Oral Rehydration Therapy (FP/ORT) Educational Materials Development workshop in Imo State, Nigeria. This workshop which was conducted from February 17 to 28, 1986, was part of the Imo State FP/ORT Program.

There were 22 workshop participants (20 women and 2 men), including state and zonal Ministry of Health (MOH) FP/ORT coordinators and trainers; health educators working with Planned Parenthood Federation of Nigeria (PPFN) and a MOH zonal health office; instructors of nursing, midwifery, public health nursing, and other health personnel training centers; the Director of the Ministry of Education School Inspectorate; the Director of the Public Enlightenment Unit; an administrative staff member of the Ministry of Information, Culture, Youth and Sports; nursing staff from local government authorities; and a teacher of natural family planning methods (see Appendix B).

This workshop served as an integrative experience for a number of the participants who have attended one or more of the INTRAH/Imo State MOH PAC-II project's nine training activities. It provided insights into the need for a broad community-based program. Participants felt the objectives of the workshop were met and expressed particular satisfaction with the self-confidence they gained through working in groups. Multidisciplinary teams identified priority population groups for FP/ORT training and community health education (CHE) activities and determined available and needed

educational resources. They also developed ten educational materials appropriate to State and pre-tested some of these. A draft catalog of available FP/ORT educational materials and resources was prepared by the participants and trainers, following exploratory field visits to the state's five zones.

Participants recommended formation of a working committee of representatives from interested agencies to insure further development, integration, and distribution of materials developed during this workshop. One of the first tasks of this committee was to work with PCS during the planned FP/ORT campaign in April.

Participant recommendations, as well as those of the INTRAH/IHP team, were all discussed with AID Affairs Officer Ms. Keys MacManus during the team's March 1 debriefing session (see Section VII of this report for specific recommendations).

SCHEDULE DURING VISIT

February 6-7	Dr. Johnson and Mr. Apteč were briefed at Institute for Health Policy Studies, International Health Programs (IHP), Santa Cruz, California.
February 8	Team departed San Francisco 6 p.m.
February 10	Team arrived Lagos 7 p.m.
February 11	Team briefed AID Affairs Officer, Ms. Keys MacManus.
February 12	Team arrived Imo State Ministry of Health 2 p.m.
February 13 - 15	Team briefed Ministry of Health officials, including Permanent Secretary, Chief Medical Officer and Coordinator of Family Planning/Oral Rehydration Therapy Program. Visited training site at Bishop Cockin Church Centre, Atta and began workshop preparations.
February 16	Team arrived Atta 2:30 p.m. Completed final preparations for workshop.
February 17 - February 28	Team conducted Educational Materials Development workshop.
March 1	Team conducted debriefing with AID Affairs Officer, Ms. Keys MacManus. Mr. Apteč departed Lagos.
March 5	Final debriefing between Dr. Johnson and AID Affairs Office. Dr. Johnson departed Lagos for New York City 10 p.m.
March 12	Dr. Johnson debriefed at IHP, Santa Cruz.

I. PURPOSE OF TRIP

The purpose of the trip was to conduct, in collaboration with the Imo State Ministry of Health (MOH), an Educational Materials Development workshop for 22 participants.

A. Workshop Goal

The workshop goal was to develop the participants' knowledge and skills in planning, pre-testing, producing and evaluating visual and educational materials, and in training personnel for educational materials development related to family planning/oral rehydration therapy (FP/ORT) and community health education (CHE).

B. Workshop Objectives

The workshop participants were to achieve the following objectives:

1. Identification and selection of training and community target groups for the Imo State FP/ORT Program.
2. Identification and appropriate application of the principles of educational materials design.
3. Development and production of prototype educational aids and materials for use with selected training and community target groups in Imo State.
4. Creation of appropriate educational materials and training modules for use in Imo State by the MOH state training team and appropriate institutions.
5. Creation of an Imo State educational materials/resources catalog.
6. Creation of an FP/ORT resource center plan for Imo State.

II. ACCOMPLISHMENTS

The two-week workshop provided the 22 participants with an opportunity to: a) learn about the principles of educational materials development; and b) develop and practice skills for intersectoral and interdisciplinary efforts to

plan, develop, pre-test and evaluate resource materials and aids for FP/ORT training and CHE. These materials and aids were developed in a manner appropriate to Imo State, using readily available personnel, materials and resources, which were technically sound, socially acceptable and easily understood by selected priority groups.

All participants worked with the INTRAH/IHP trainers in planning and conducting training sessions and field visits and so, in a sense, functioned as co-trainers. They explored, in each of the state's five zones, available and needed educational resources in government agencies, training institutions, religious and community organizations, industrial establishments and the marketplace.

Planning educational materials development began with identifying FP/ORT target groups; considering how each group relates to the FP/ORT Program goals and vice versa; listing target groups in order of importance for reaching FP/ORT Program goals; and identifying target group needs.

Pre-testing of selected visual aids prepared by participants was carried out in the marketplace by two working groups. All participants field tested the Ibo language pamphlets on pills, loops, and condoms prepared by the Population Communication Service (PCS) of Johns Hopkins University. Production of classroom training aids and educational materials for various community target groups was done individually and in groups. Evaluation exercises based on materials development criteria were practiced on a UNICEF ORT poster and the PCS FP methods pamphlets.

Through identifying community target groups for FP/ORT activities the participants came to understand the potential role of the Imo State FP/ORT Program in creating a broad community approach to education and services. Groups identified for FP/ORT training included medical and midwifery

practitioners (both modern and traditional), teachers and students in a variety of training centers and programs, pharmacists, patent medicine shopkeepers, political and religious leaders, and agricultural and other community development personnel. For community health education, men, women of childbearing age, youths, and community leaders were high on the list. Principles for planning and pre-testing educational materials were identified and applied and included criteria and steps to be followed in the process.

Prototype materials in at least two forms were developed by each of the five working teams as follows:

1. Health talk, using a flip chart, on FP/ORT for men, and women of childbearing age.*
2. Presentation, using a role play sequence, on abuse of FP by patent medicine dealers and dangers of self-medication for unmarried women.*
3. A poster depicting the difference between planned and unplanned families, for parents and parents-in-law.
4. Demonstration, through a role play sequence, of appropriate care of a child sick with diarrhea, including preparation and use of oral rehydration solution, for mothers, fathers, parents-in-law, and school children.*
5. Akjiaku's Adventure - a story in booklet form, featuring questions and answers to stimulate discussion on FP among the affluent in the society.*
6. The Doom of Koroko - a story in comic booklet form, encouraging illiterate elderly people to promote only the number of children that families can look after.*
7. Who is the Beast of Burden? - a poster depicting a burden-laden donkey and a pregnant, malnourished mother with unspaced children and a burden on her head--aimed at parents and prospective parents.

* Can be developed for community drama, radio, television and other mass media presentations.

8. A short play, presenting misconceptions elders have about family planning--aimed at community leaders and grandparents.*
9. The Omuru-Zua Family - a story depicting problems faced by a large family--aimed at stimulating factory workers to practice FP.*
10. A poster supporting the Omuru-Zua family story.

Training modules were introduced using exemplar materials from the INTRAH manual, Teaching and Learning with Visual Aids; Warner and Bower's Helping Health Workers Learn; and the World Health Organization manual for Health Education in Primary Health Care (see Appendix D). A draft catalog of educational materials and resources found in the state and the state's five zones was prepared by the participants. This information resulted from one-day exploratory field trips that were made for this purpose. Considerable further effort is required to identify all available resources (see Appendix E, Item 12).

The FP/ORT resource center plan for Imo State was not well developed because of inadequate time and competing activities. However, the possibility of establishing such a center, with assistance from the Imo State MOH Health Education Unit and Library, was explored. This can be pursued further by the director and coordinators of the state FP/ORT Program.

III. BACKGROUND

Imo State, Nigeria's most densely populated state, is a pace setter in developmental change, including primary health care and family planning, in West Africa. The Catholic Church is an influential force in promoting a climate of acceptance for child spacing through its program to

* Can be developed for community drama, radio, television and other mass media presentations.

promote natural family planning methods. Leaders of other major religions in Imo State also support family planning initiatives. In addition, the oldest established rural CHE center in West Africa, located at Oji River, has been influential in rural development and primary health care initiatives for over 20 years. These influences, along with those of other progressive community sectors, contribute to a climate of support for community-based initiatives in family planning and population education.

The growing demand for family planning services, along with the federal government program to promote primary health care and family planning, have prompted the Imo State MOH to establish family planning training and services, as well as CHE in all five zones and family planning services in the state's 21 local government areas. The Imo State MOH plans to open family planning service centers as soon as well-trained personnel and equipment and supplies are available.

The Educational Materials Development workshop was the seventh in a series of INTRAH/MOH project activities designed to develop FP/ORT training, services, and CHE in Imo State. These include seminars on family planning policy and workshops on family planning service delivery, curriculum development, community health education, management, supervision, evaluation, training of trainers, and educational materials development.

Three United States agencies collaborate with the Imo State MOH FP/ORT Program: INTRAH, which supports the state's training and CHE activities; AFRICARE, which provides equipment and supplies; and PCS, which supports public information activities. Management Sciences for Health, the Population Council, John Snow, Inc., and the World Bank are additional agencies being considered for joint technical cooperation activities.

Activities initiated during the Educational Materials Development workshop will be followed up by the state MOH for the state's FP/ORT Program. Those relevant to CHE and public information will be followed up by the MOH in collaboration with the Ministry of Education; the Ministry of Information, Culture, Youth and Sports; the Planned Parenthood Federation of Nigeria (PPFN); and PCS.

IV. DESCRIPTION OF ACTIVITIES

The FP/ORT Educational Materials Development workshop was held at the Bishop Cockin Church Centre, Atta from February 17 through 28 February, 1986.

A. Participants

There were 22 workshop participants (2 men and 20 women), including state and zonal MOH FP/ORT coordinators and trainers; health educators working with PPFN and an MOH zonal health office; instructors of nursing, midwifery, public health nursing, and other health personnel training centers; the Director of the Ministry of Education School Inspectorate; the Director of the Public Enlightenment Unit; an administrative staff member of the Ministry of Information, Culture, Youth, and Sports; nursing staff from local government authorities; and a teacher of natural family planning methods (see Appendix B).

B. Preparations

The two INTRAH/IHP consultants arrived in Owerri on Wednesday, February 12, after a briefing with the AID Affairs Officer (AAO) in Lagos the previous day. Arrangements were made to meet with the project director and other concerned authorities and staff (see Appendix A) and to complete preparations for the workshop.

The Chief Health Officer (CHO) and Project Director Dr. Eke, arranged for the consultants to meet the newly appointed Permanent Secretary of Health and the Permanent Secretary of the Ministry of Local Government, who had previously been with the Ministry of Health. The CHO briefed the consultants on FP/ORT Program developments and arranged for them to meet FP/ORT and health education staff of the MOH who could help them marshal resources for the workshop and assist with preparations.

The FP/ORT Project Coordinator, Mrs. Grace Ogbonna, returned February 15 from an INTRAH evaluation training workshop in Port Harcourt and immediately briefed the consultants, took them to visit the Educational Materials Development workshop site, and concluded administrative arrangements for the move to Atta on February 16. The workshop began on Monday, February 17.

C. Educational Materials Development Workshop Curriculum

Workshop participants reviewed educational materials developed in conjunction with previous training activities. They determined what additional educational materials and aids were needed and made an exploratory survey of educational resources in various community agencies, training institutions, industries, and commercial establishments in the five zones of the state. A draft catalogue of these resources was prepared.

The workshop included training in:

- Target group identification and priority setting.
- Identification and utilization of local resources for developing and producing educational materials.
- The principles of materials design, including planning, selection of format, pre-testing, and evaluation.
- Study of the uses of visual aids.

- Selection of appropriate visual aids.
- Use of visual aids in addressing the six teaching questions.
- Hands-on practice of skills in visual and related educational aids development - posters, flip charts, stories in booklet and comic form, dramas and role play sequences, and dialogue guides (see Appendix C).

D. Methods and Materials Used

Participatory training techniques were used with emphasis on self-directed group work. The INTRAH/IHP team felt that since six workshops had already been conducted under this contract, the participants should conduct their own training as much as possible.

Materials used were, for the most part, those readily available to the participants. Ample supplies of newsprint, poster paper, and writing paper was purchased locally. Some stationery and drawing equipment was brought from the USA as were reference books and other training materials. Sample materials were available from the Development Support Communication Center at Enugu, PPFN, INTRAH/IHP, UNICEF (ORT poster), PCS (FP booklets in Ibo language), Imo State MOH and Imo State Ministry of Education (draft population education curriculum for secondary schools), and a supply of health education, primary health care, and FP/ORT materials from other developing countries.

E. Evaluation

Evaluation methods and instruments included daily subjective group evaluations, pre- and post-tests, close supervision of individual and group projects as they were being developed, and the INTRAH participant reaction form.

F. Co-trainers

Co-trainers were not officially appointed, but participants were involved in all aspects of the training and in that respect, could be said to have functioned as co-trainers. The INTRAH/IHP team mainly took a guiding, supportive, facilitating role. Imo State MOH FP/ORT coordinators handled workshop administration and logistics.

G. Follow-up

Follow-up was arranged through establishment of a working committee selected by the participants to work with the MOH and its collaborating agencies in reviewing and evaluating all materials produced in the workshop.

The Permanent Secretary of Health, Rev. Odeomela, called a three-day meeting of the working committee the week following the workshop, so that it could work with a PCS consultant. The purpose of this meeting was to incorporate materials developed during the workshop into a statewide FP/ORT campaign planned for April 1986, which is to include a conference of 300 women leaders in Imo State, a radio and television series, and other mass media presentations on FP/ORT.

V. FINDINGS

- A. The Commissioner of Health, Mrs. Nwankwo, was on annual leave but met with the INTRAH/IHP team at her home. She shared her enthusiastic support for the FP/ORT Program and the appreciation of herself and the people of Imo State to INTRAH. She singled out what she called the INTRAH/IHP approach to training and the stimulating and experienced INTRAH/IHP staff/consultants who have worked in Imo State during this project. The Commissioner identified the program's critical administrative issues (including the per diem problem)

and outlined steps being taken by high-level state authorities to overcome them. She also discussed intentions of the state government to mount a broad community-based FP effort grounded in a sound institutional foundation, including a population dynamics education and research center at the new Imo State University.

- B. The Permanent Secretary of Health, Rev. Odeomela, who had been appointed only two weeks before the workshop, affirmed his strong support for the state FP/ORT Program and the Educational Materials Development workshop. His commitment to the program was confirmed on several occasions during the workshop. He also attended, chaired, and addressed the closing ceremony.
- C. Strong support from the Ministry of Education and the Ministry of Information, Culture, Youth and Sports was unexpected. They readily contributed material and manpower to the FP/ORT Program. Indications of such support were found among many official and private sectors in the community.
- D. Participants felt workshop objectives were realized. Through their interactions, the participants revealed themselves to be committed, hard-working people interested in promoting an effective FP/ORT Program in the face of busy professional and personal lives.
- E. The state's FP/ORT educational materials and aids are inadequate for the requirements of the program. They are primarily those that were prepared by participants in previous INTRAH workshops, along with limited items from PPFN and UNICEF. PCS, in collaboration with PPFN, is developing family planning pamphlets in three languages (Ibo, English, and Pidgen-English) and gearing up to accelerate PCS cooperation in development of

additional FP/ORT visual aids and radio/TV series. Potential resources for educational materials and aids exist in the Health Education Unit of the MOH, in public information and communications media facilities of the Ministries of Education and Information, and in a number of educational and training institutions.

- F. State FP/ORT coordinators are inundated with activities both within and outside the state. A number of closely scheduled and simultaneous activities underway at the time of this workshop interfered with its progress. Two workshops requiring the presence of the two state coordinators of the program had been held at Enugu and Port Harcourt just before this workshop, and another meeting in Nairobi resulted in the absence of the project coordinator from the fourth day of the workshop onwards. In addition, there were state visits from the AID logistics officer and from representatives from four agencies that were collaborating with the Imo State FP/ORT Program. All of these events took participants away from the workshop from time to time during the two weeks.
- G. At the program level the leadership was sometimes over-centralized and autocratic and did not always foster involvement of team members and representatives of other sectors in planning and decision making.
- H. Poor timing of a televised family planning program brought sharp reactions from many quarters. Family planning methods had been displayed explicitly on television early in the evening when many children were watching. The Permanent Secretary of Health cautioned that discretion should be applied in all aspects of the FP/ORT Program, including public information activities.

- I. Despite the problem of timing mentioned above, the INTRAH/IHP team observed that a greater degree of explicitness is tolerated in Nigeria than is found in other cultural settings. The main concern expressed about the content of the PCS pamphlets was the mixing of sexually transmitted disease issues with family planning content. Some felt that this would promote promiscuity.
 - J. Participants reviewed sexual practices of all segments of society and considered the role of family planning technology, as well as reproductive health and family life education, in meeting the needs of each segment (youth, monogamous couples, polygamous families, unmarried adults, etc.). Issues raised included needs and problems of secondary, college, and university students; professional prostitutes (including a growing problem of involvement of the very young); the AIDS threat; and fertility problems of adults.
 - K. One promising initiative that has excellent long-term potential for influencing health, is the draft national population education curriculum initiated by the Nigerian Educational Research Council and which the Imo State Ministry of Education is considering for adoption. This outlines themes and concepts as well as population education units, by subject and year, for junior and senior secondary schools.
- VI. CONCLUSIONS
- A. Imo State has great potential for developing a viable FP/ORT Program. The first order of business should be marshaling professional and lay resources to cooperate in FP/ORT efforts.
 - B. Time for consolidation is needed, following the intensive training efforts undertaken during the past year.

Priority should be given to mobilizing available FP/ORT community health education resources, setting standards, and providing training, guidance, monitoring, and coordination. Provision of equipment, supplies, administrative support staff, and communication and transport facilities are also necessary.

Within this context, it is timely to incorporate the primary health care philosophy of shared responsibility in place of a centralized control system. Partnership within the broad base of professional and lay systems in the state, with a view to integrating FP/ORT where appropriate, will provide a secure foundation upon which to build an effective program.

- C. In order for educational materials development goals in the state to be realized, a more active role should be provided by the MOH Health Education Unit, as well as by other ministries and organizations in Imo State. The services of the MOH Health Education Unit should be sought to help the FP/ORT Program team rally the many professional and lay resources that are available in the public and private sectors. FP/ORT Program staff providing training, services, and CHE should be encouraged to use their own personal skills for developing materials and aids, and they should involve the extensive community resources that workshop participants found are ready to take part in FP/ORT Program development.
- D. Activities have been scheduled too closely together (or simultaneously) for FP/ORT Program staff to handle them. Communication problems contribute to this situation.
- E. State authorities are fully committed to the FP/ORT Program. Cooperation of INTRAH with the state

government is particularly appreciated and valued. This provides a basis for continued collaboration, as required, until this state, which is experiencing severe economic restraints, is able to finance and administer its own program.

- F. The question of co-trainers should be given priority attention for any future INTRAH training activities. It was unfortunate that co-trainers were not designated for the Educational Materials Development workshop, since there are qualified and experienced educational materials development people in Imo State.

VII. RECOMMENDATIONS

The INTRAH/IHP team makes the following recommendations:

- A. The Imo State MOH should build the FP/ORT Program from the existing motivational base found in the population of Imo State. It should reinforce and take advantage of the interest and initiatives found in religious, educational, and professional organizations.
- B. The Imo State MOH should continue to train FP/ORT Program staff to make their own educational materials and to use resources of the Ministries of Health, Education and Information, and other community resources. Health educators, information specialists, graphic artists, script writers, radio and television programmers, and journalists should be viewed as potential resources.
- C. The Imo State MOH should utilize more extensively the resources of the MOH Health Education Unit. The state educational development and information media centers of the Ministries of Education and Information should be used also for development of FP/ORT educational materials and aids.

- D. The Imo State MOH should encourage FP/ORT Program staff, especially state and zonal coordinators with help from state and zonal health educators, to explore further the availability of educational resources in each of the five zones and to incorporate that information into the draft catalog of FP/ORT educational resources developed during the Educational Materials Development workshop.
- E. The Imo State MOH should make sure that international support programs involve, utilize, and strengthen existing services, such as the MOH Health Education Unit, rather than set up new, competing service units for information and education. The Imo State MOH should ensure coordination of FP/ORT Program efforts with PPFN, UNICEF, PCS, the Catholic Church, and other organizations.
- F. The Imo State MOH should encourage continued efforts of the working committee, which was established to follow up with the MOH in further development and integration/distribution of materials developed during this workshop and should consider making the committee even more representative of interested agencies. Full cooperation should be accorded PCS in utilizing materials developed during this workshop in connection with the April FP/ORT campaign.
- G. For best results, the FP/ORT Program should be decentralized and developed as a community-based program for its service and CHE aspects, with the MOH providing leadership in setting standards, training, giving support, monitoring, and evaluating.
- H. The Imo State MOH should be urged to support the Ministry of Education in developing the health and FP/ORT aspects of the proposed population education

curriculum for integration into all major subjects taught in the lower and upper secondary schools.

- I. The Imo State MOH should be encouraged to continue efforts in the state to develop family planning/population education policy. This is required before the Ministry of Education can implement its proposed population education curriculum in the secondary schools, and would have implications for family planning/population activities in other training and educational institutions of the state.
- J. The Imo State MOH should give priority attention to the proposal of the Commissioner of Health to establish a Population Dynamics Education and Research Center at the new Imo State University, which can serve the needs of the Nigerian Federation and those of the African continent.
- K. Attention and support should be given to the appeal from the chief health officer and project director to temper the FP/ORT awareness campaign efforts until FP service capacity has been developed sufficiently to cope with increased demand.
- L. INTRAH and the Imo State MOH should avoid scheduling FP/ORT workshops, seminars and other meetings and activities too closely together (or simultaneously).
- M. INTRAH and the Imo State MOH should use Nigerian trainers in the future training activities whenever possible. Appointment of co-trainers should be a must when qualified personnel are available to fill that role.
- N. Efforts should be continued to establish an FP/ORT resource center in an office or facility that has adequate organization and staff to manage it well. The

MOH Health Education Unit and Library should be involved with FP/ORT Program staff in making this determination, and either might be considered for taking on the responsibility.

- O. Administrative arrangements for paying per diem to participants in FP/ORT Program training activities should strictly follow established Imo State government policies and practices.
- P. The FP/ORT Program, with assistance from the MOH Health Education Unit should help ensure timing, appropriateness, technical soundness, and social acceptability of educational materials and media presentations.
- Q. The FP/ORT Program should benefit from and tie in with community involvement programs already underway in such state programs as the Water and Sanitation Program, the Expanded Immunization Program, and other programs in adult education, rural development, and industrial health.
- R. The FP/ORT Program should continue to foster and promote the use of participatory methods of training and education.
- S. Just as well trained and qualified professional staff are required for the service aspects of the FP/ORT Program, the same should apply for the community health education aspects, with appointment of a qualified health educator to work with the state coordinating and training team. There should be provision for zonal health educators to work with zonal coordinators in developing effective community health education efforts to support the program.

- T. The suggestion by participants that more attention be directed toward men in the FP/ORT Program should be supported. More men should be included in FP/ORT training and community education activities, as their role is a critical one for the success of any FP/ORT Program.
- U. The Imo State MOH should provide readily available transport facilities for FP/ORT Program staff, as has been done for other priority health programs in the state.
- V. INTRAH should ensure that at least 30 copies of reference books and materials are sent for INTRAH-assisted training activities when 15 to 25 participants are expected.
- W. The Imo State MOH should make provisions for involving traditional practitioners in the FP/ORT Program, including training. This is particularly essential in remote and poorly served areas.
- X. INTRAH should continue working with the Imo State MOH to ensure cooperation and coordination of its activities with those of other state and international FP/ORT Programs.

APPENDIX A

Persons Contacted

Imo State

Mrs. Brigitte C. Nwankwo
Commissioner for Health

Rev. Odeomela
Permanent Secretary for Health

Mr. A. E. N. Izuwah
Permanent Secretary for Local Government

Dr. S. N. Ugoji
Director of Health Services

Dr. R. A. Eke
Chief Health Officer and Project Director

Mrs. Grace Ogbonna
Project Coordinator

Miss Stella Dike
Assistant Project Coordinator

Mr. Raphael Ude
Director, Expanded Program of Immunization

Dr. J. C. Obirike
Director, Expanded Program of Immunization

Chief Christopher Ohaja
Director, Water and Sanitation Program

Mrs. Lydia N. Anomnachi
Principal Public Health Nursing Tutor

Mrs. Celine N. Anosike
Higher Health Educator,
Planned Parenthood Federation of Nigeria

Mr. G. E. O. Egulegfu
Principal, School of Health Technology, Aba

AID Affairs Office

Ms. Keys MacManus
AID Affairs Officer

Mr. Richard Callisto
AID Logistics Officer

Other

Dr. David Pyle
John Snow Foundation

Dr. Sung Hee Yun
Johns Hopkins University
Population Communication Service (PCS)

Dr. William V. Moore
Population Council

Mrs. Carol Kazi
Program for Introduction and Adaptation of Contraceptive
Techniques (PIACT) and Program for Appropriate Technology
in Health (PATH)

Mr. Hammouda Bellamine
Management Sciences for Health (MSH)

APPENDIX B

Participants

- AGOGBUO, Donatus M.
Assistant Chief Communications Officer
Ministry of Information, Culture, Youth and Sports, Owerri
- ANOMNACHI, Lydia Njike
Principal Public Health Nursing Tutor
School of Public Health Nursing, Owerri
- ANOSIKE, Celine Nwakaego
Higher Health Educator, Ministry of Health/Planned
Parenthood Federation of Nigeria
- ANYANWU, Rose Ebere
Administrative Staff, Ministry of Information, Culture,
Youth and Sports, Owerri
- ANYANWO, Stella Clara
Senior Nursing Sister, General Hospital, Aba
- CHUKWU, Charity Chimeremodo
Principal Inspector of Education, Inspectorate Division,
Ministry of Education, Owerri
- DIKE, Stella Ada C.
Principal Public Health Sister and
Assistant State Coordinator, Family Planning/ORT
Ministry of Health, Owerri
- IBEKWE, Elizabeth Nonyelum
Midwife Tutor, School of Midwifery, Aba
- IFEGWU, Nnenna Nwakaku
Principal Public Health Nursing Tutor
School of Public Health Nursing, Owerri
- NJOKU, Emmanuel Bernard
Higher Health Educator, Zonal Health Office, Orlu
- NWANERI, Grace Ada
Assistant Chief Health Sister and FP/ORT Zonal Coordinator
Zonal Health Office, Orlu
- OBONNA, Chief Enyimgbeodinma N.
Chief Health Sister, Ikwuano/Umuahia Local Government Area
- OKORO, Malinda Ngozi
Senior Nursing Sister, General Hospital, Owerri

ONUEGBU, Charity Akudazie
Nurse/Tutor, School of Nursing, Aba

ONUEKWUSI, Abigail Adaure
Assistant Chief Health Sister and FP/ORT Zonal Coordinator
Zonal Health Office, Okigwe

ONUOHA, Constance Ogoamaka
Principal Health Sister and FP/ORT Trainer
Medical and Health Department, Owerri

ONOZO, Fidelia Nwakego C.
Midwife/Tutor, School of Midwifery
Holy Rosary Hospital, Owerri

ONYEKWERE, Mercy Chinyere
Health Sister, Nursing Service Division
Ministry of Health, Owerri

OPUSUNJU, Ola C.
Senior Nursing Sister and Zonal FP/ORT Coordinator
Queen Elizabeth Hospital, Umuahia

UGOCHUKWU, Kate Chizoma
Senior Midwife Tutor, School of Midwifery
General Hospital, Aboh-Mbaise

UKANWOKE, Comfort Nneonu
Assistant Chief Health Sister and FP/ORT Zonal Coordinator
Inspectorate Unit, School of Health Technology, Aba

UKONU, Ogonnaya I. Tanumo
Principal Health Sister
Isiala-Ngwa Local Government Area

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APPENDIX C

Curriculum

IMO STATE EDUCATIONAL MATERIALS DEVELOPMENT

WORKSHOP

February 17 - 28, 1986

OVERALL OBJECTIVES

BY THE END OF THE WORKSHOP, PARTICIPANTS WILL BE ABLE TO:

1. Plan, pre-test, produce, use and evaluate visual and educational materials for family planning (FP) and oral rehydration therapy (ORT) training and health education, using local available resources.
2. Train other personnel in the process of educational and visual materials development for FP and ORT training and health education.

ANTICIPATED ACHIEVEMENTS

IT IS ANTICIPATED THAT BY THE END OF THE WORKSHOP, THE FOLLOWING WILL HAVE BEEN ACHIEVED BY THE PARTICIPANTS:

1. Identification and selection of training groups and community target groups for the Imo State FP and ORT program.
2. Identification and appropriate application of the principles of educational materials design.
3. Development and production of prototype educational aids and materials for use with selected training and community target groups in Imo State.
4. Creation of appropriate educational materials training modules for use in Imo State by the State Training Team and appropriate institutions.
5. Creation of an Imo State educational/ materials resource catalogue.
6. Creation of a FP and ORT resource center plan for Imo State.

APPENDIX C (Continued - 2)

DAILY OBJECTIVES

BY THE END OF THE SESSION, PARTICIPANTS WILL BE ABLE TO DO THE FOLLOWING:

- DAY 1 - describe the current status of the Imo State FP/ORT program under the following categories:
- What has been learned so far?
 - What works?
 - What doesn't work?
 - What are the priority needs for the community?
the FP/ORT staff?
- identify workshop priorities.
- DAY 2 - identify all possible FP/ORT target groups in Imo state.
- describe how each identified group relates to the FP/ORT goals and visa versa.
 - list target groups in order of importance for reaching the FP/ORT program goals.
 - identify target group needs regarding FP/ORT services and education.
- DAY 3 - DAY 7
- identify appropriate educational materials requirements for selected FP/ORT target groups in Imo State.
 - describe and apply correctly materials design principles to the production of training and related community education materials for selected FP/ORT target groups in Imo State.
- DAY 8 - DAY 9
- create an educational materials resource catalogue for use by FP/ORT program staff and other agency personnel in Imo State.

IMO STATE EDUCATIONAL MATERIALS WORKSHOP

WEEKLY AGENDA

February 17 - 28, 1983

MONDAY, DAY 1	TUESDAY, DAY 2	WEDNESDAY, DAY 3	THURSDAY, DAY 4	FRIDAY, DAY 5	SATURDAY, DAY
<ol style="list-style-type: none"> 1. Opening Ceremony 2. Introductions Who Are We ? 3. Project Status Report <ul style="list-style-type: none"> - What has been learned - What works ? - What doesn't? - Priority Needs: <ul style="list-style-type: none"> - Community - FP/ORT Staff 	<ol style="list-style-type: none"> 1. Where Are We ? 2. Target Groups <ul style="list-style-type: none"> - Who ? - Priorities ? 	<ol style="list-style-type: none"> 1. <u>Quality Circle Reports</u> 2. Who needs what Educational Materials ? 3. Material Development Principles 	<ol style="list-style-type: none"> 1. Where Are We ? 2. Materials Production Control 	<ol style="list-style-type: none"> 1. Quality Circles 2. Materials Production Control (continued) 	<p>Field Visits for Pre-testing</p>
<ol style="list-style-type: none"> 1. Workshop Priorities: <ul style="list-style-type: none"> - Training Contract - Objectives - Tasks - Working Teams task assignments <p>Reflection</p>	<ol style="list-style-type: none"> 3. Target group needs re: FP/ORT 4. Target Group Visits <p>Reflection</p>	<ol style="list-style-type: none"> 4. How to design effective education materials <ul style="list-style-type: none"> - Posters Pamphlets - Drama - Stories/Songs - Tape/Radio/T.V. - Booklets 	<p>Field Visits for Pre-testing</p>	<p>Field Visits for Pre-testing</p>	

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IMO STATE EDUCATIONAL MATERIALS WORKSHOP

WEEKLY AGENDA

February 17 - 28, 1986

MONDAY, DAY 7	TUESDAY, DAY 8	WEDNESDAY, DAY 9	THURSDAY, DAY 10	FRIDAY, DAY 11	SATURDAY, DAY
1. Where Are We ? 2. Review of pre-test findings 3. Revision of materials	1. Quality Circle 2. Develop training modules for effective use of prototype materials	1. Where Are We ? 2. FP/ORT Resource Catalogue: - Materials - People - Organizations	1. Quality Circle 2. Resource Centre Plan: - What kind of Resource Centre(s)? - Where ? - Who ? - How will it work ?	1. Where are we ? 2. Review 3. Evaluation	
Reflection	Reflection	Reflection	Reflection	Closing Ceremony	

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TRAINING DESIGN

DATE February 17, 1986

DAY One

ACTIVITY _____

OBJECTIVE: IMO STATE: Educational Materials Workshop

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00	Who are we?	Ice breaker - Have participants prepare posters and wall charts on proposed objectives, curriculum, daily schedule, map of Imo State, primary health care and FP/ORT activities	Newsprint Poster paper Felt pens	Helps participants establish confidence in selves for materials development activities from beginning.
9:30	Introductions	Participants and trainers introduce selves and indicate expectations from workshop		Base line information on needs and expectations
10:00	Break			
11:00	Objectives and Expected Achievements	Participant led discussion on proposed objectives and curriculum. Adjustments made to meet needs of participants	Handouts- Objectives and Weekly Agenda	
13:00	LUNCH BREAK			
14:00	Project Status Reports	Project developments in FP/ORT Program reviewed by participants: What has been learned so far? What works? What doesn't work? What are the priority needs for: the community? the FP/ORT staff?	Individual and group materials	Evaluation of FP/ORT materials developed in former workshops and program activities.
15:30	Break			
16:00	Ground Rules	Adapted from earlier workshops	Black board Chalk	
17:00	Adjourn		Newsprint Felt pens	

TRAINING DESIGN

DATE February 19, 1986

OBJECTIVE: IMO STATE: Educational Materials Workshop

DAY Three

ACTIVITY _____

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATIO
8:00	Quality Circle	Participant leads discussion on activities to date, how these relate to workshop goals. Special attention to work of Day Two.		
9:00	Community FP/ORT Educational Materials Survey	5 teams of participants representing different professions and agencies visited the 5 zones of Imo State. Official agencies and educational, industrial, commercial, religious, health and other social institutions visited to learn about available and needed resources for FP/ORT training and community education.	Transport to 5 zones Survey questionnaire	Responses to visits reveal issues, opportunities, constraints and potentials.
REST				
OF				
DAY				
17:00	Adjourn			

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TRAINING DESIGN

DATE February 18, 1980

DAY Two

OBJECTIVE: IMO STATE: Educational Materials Workshop

ACTIVITY _____

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00	Reflection/ Where are we?	Led by a participant Individual reactions to first day shared among participants and staff.		Subjective indicators of how personal, and group needs being met. Also an objective indication of task progress. Knowledge and understanding of educational Materials development base line information.
9:00	Pre-test	Written examination	Test papers	
10:00	Break			
10:30	Target Groups	Four participant working groups: - Identifying target groups. - How target groups relate to FP/ORT goals. - Determining order of importance (priority) of target groups for meeting FP/ORT goals. - Identifying target group needs for FP/ORT training and CHE.		
13:00	LUNCH BREAK			
14:00	Presentations	Group reports - discussion on findings led by participant.	Group materials	Participants discuss and justify decisions on target groups, priorities, needs and resources.
15:30	Break			
16:00	Presentations (continued)			
16:30	Field visit plans	Participants organize selves for study of community resources, needs & interests in FP/ORT in 5 zones of Imo State on Wednesday.	Wall chart - Protocol for educational materials development survey.	
17:00	Adjourn			

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TRAINING DESIGN

DATE February 20, 1986

DAY Four

OBJECTIVE: IMO STATE: Educational Materials Workshop

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00	Where are we? (learning issues)	Participant leads discussion on individual reactions to field visits and discussion on confrontation regarding workshop administrative problems.		Evidence that confrontational phase of learning process under way.
9:00	Field Visit Reports	Participant led reports on field visits and summarizing findings of the five zonal survey teams.	Group materials Newsprint Felt pens Blackboard Chalk	Many discoveries on present and potential resources for educational materials and methods for FP/ORT training and CHE.
10:00	Break			
10:30	Reports (continued)			Participants justified and explained how they carried out the community educational resources survey
13:00	LUNCH BREAK			
14:00	Educational Resource Catalogue	Zonal working teams drafted materials for an Imo State FP/ORT Educational Materials Resource Catalogue	Paper Pens	
15:30	Break			
16:00	Planning Educational Materials Development Projects	Participants organized themselves into materials production groups. Planning started by each of the 5 groups to develop two educational materials or methods for FP/ORT training and/or community health education for specified priority target groups.	Visual aids production materials and supplies. INTRAH, Werner and IHP reference materials. PCS sample materials.	
17:00	Adjourn			

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TRAINING DESIGN

DATE February 21, 1986

DAY Five

OBJECTIVE: IMO STATE: Educational Materials Workshop

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00	Quality Circle	Led by a participant Status of workshop progress in meeting goals and a look at constraints and enabling factors.		Resolution of conflict phase of process reflected in participants' comments. Monitoring work of each production group.
9:00	Production Practicum	Five production groups: Identification of appropriate educational materials/methods for selected FP/ORT training or CHE target groups.	Paper, pens for drafting plans	
10:00	Break			
10:30	Materials Design Principles	Participant led discussion Application of materials design principles to production of materials for training and for community education.	Handouts and references	
13:00	LUNCH BREAK			
14:00	How to design effective materials	Presented by Trainer.	INTRAH, Werner and IHP references	
14:30	Demonstrations on how to use educational materials and methods	Led by participants - included: F.P. Pamphlet F.P. Model ORT Poster ORT Song ORT Roll Play	PSC pamphlet Model UNICEF poster	
16:00	Break			
16:30	Production Practicum (continued)			
17:00	Adjourn			

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TRAINING DESIGN

DATE February 24, 1986

OBJECTIVE: IMO STATE: Educational Materials Workshop

DAY Six

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS	EVALUATION
8:00	Reflections/ Where are we? (learning issues)	Led by participant - Focus of discussion on relationship of personal and professional scenarios of participants to FP/ORT and the activities of this workshop		Integrative influence of this and other INTRAH sponsored activities.
9:30	Practicum (continued)	Production groups	Visual production materials and supplies.	
10:30	Break			
11:00	Practicum (continued)	Production groups	Same as above	Trainers monitor and work with production groups.
13:00	LUNCH BREAK			
14:00	Practicum (continued)	Production groups	Same as above	
15:30	Break			
16:00	Training Modules	Review of FP/ORT training modules and demonstration on how to use training guides.	book reference	
17:00	Adjourn			

lc

TRAINING DESIGN

DATE February 25, 1986

DAY SEVEN

ACTIVITY _____

OBJECTIVE: IMO STATE: Educational Materials Workshop

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00 AM	Where are we? (learning issues)	Participant leads group in discussion of previous day's activities.		
8:30	Production Practicum (continued)	Groups complete projects.	Paper, felt pens	Before presentations ask group to brainstorm list of attributes of good presentations.
10:00	Break			
10:30	Presentations	Production groups #1 make presentations; must report on following components: <ul style="list-style-type: none"> - Identification of target group - Pertinent target group characteristics - Message/messages - Type format of material - How material is to be used Other participants evaluate materials; changes made when agreed.	Group materials	Group members and participants justify decisions taken about materials produced. Trainers play "devil" advocate."
12:00 PM	Lunch Break			
1:00	Presentations	Production group makes presentations. Group Report #2.	Group materials	As above.
1:00	Break			
1:30	Presentations (continued)			
2:00		Reflection		
2:30	Adjourn			

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TRAINING DESIGN

OBJECTIVE: IMO STATE: Educational Materials Workshop

DATE February 26, 1986

DAY EIGHT

ACTIVITY _____

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00 AM	Where are we? (Learning issues)	Participant leads group in discussion of previous day's activities.		Trainers ask participants to clarify misconceptions that may be presented.
8:30	Presentations material evaluation	Group Presentation #3	Group materials	
10:00	Break			
10:30	Presentations evaluation (continued)			
1:00 PM	Lunch Break			
2:00	Presentation materials evaluation	Group Presentation #4	Group materials	As above.
3:00	Break			
3:30	Presentation	Group Presentations (continued)		
4:00	Reflection	Discussion and evaluation participants		
4:30	Adjourn	- Review day's discoveries and findings.		

ngk

TRAINING DESIGN

OBJECTIVE: IMO STATE: Educational Materials Workshop

DATE February 27, 1986

DAY NINE

ACTIVITY _____

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00 AM	Where are we? (learning issues)	Participant leads group in discussion of new insights.		
8:30	Presentation materials evaluation	Group Report #5	Group materials	
10:00	Break			
10:30	Presentations (continued)			
1:00 PM	Lunch Break			
2:00	Pretesting - What is it? - Why useful? - How to do it?	Participants review handout and select materials to pretest material in market setting.	Handout: "Pretesting"	
3:00	Pretest Practicum Production Skills	Two groups go to market pretest 2 materials. Participants who do not visit market practice production skills.	Materials Form Groups Pens, paper, etc.	Ask one or two participants to answer "pretest" questions. What? Why? How? Trainer supervises practice.
4:00	Reflection			
4:30	Adjourn			

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DATE February 28, 1986

DAY Ten

TRAINING DESIGN

OBJECTIVE: IMO STATE: Educational Materials Workshop

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
8:00	Where are we?	Participant leads group - Final evaluation of workshop.		Reflection on what learned and plans for follow-up action to develop educational material
9:00	Follow-up	Participants select and establish representative educational materials workgroup.		and methods for FP/ORT training and community health education in Imo State in collaboration with health, education, information and other sectors.
10:00	Closing Ceremony	Chaired by Permanent Secretary of Health Addressed by Permanent Secretary of Health, Chief Health Officer and Project Director, Deputy Project Coordinator, Trainers and representative of Participants.	Course certificates	
11:00	Reception			
11:30	Adjourn			

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APPENDIX D

Materials Distributed

1. SELECTED WORKSHOP READINGS AND HANDOUTS (1986) compiled by International Health Programs, University of California San Francisco - INTRAH Consulting Team, Santa Cruz, CA.
2. TEACHING AND LEARNING WITH VISUAL AIDS (1985), by Kathryn A. Fetter, Mari H. Clark, Catherine J. Murphy and Jo Ellen Walters, Program for International Training in Health (INTRAH), Chapel Hill, NC.
3. EDUCATION FOR HEALTH: MANUAL FOR HEALTH EDUCATION IN PRIMARY HEALTH CARE, (1984 - draft) by the World Health Organization, Geneva.
4. HELPING HEALTH WORKERS LEARN (1982), by David Werner and Bill Bower, Palo Alto.
5. FAMILY PLANNING METHODS AND PRACTICES: AFRICA (1983), by Center for Health Promotion and Education, Division of Reproductive Health, Centers for Disease Control, Atlanta.
6. "Tell Us a Story: Health Teaching in Nigeria," PRACTICING HEALTH FOR ALL (1983), Edited by David Morley, Jon E. Rohde, and Glen Williams, London, pp. 143-153.
7. LIST OF FREE MATERIALS IN FAMILY PLANNING AND MATERNAL AND CHILD HEALTH (1985) compiled by Program for International Training in Health (INTRAH), Chapel Hill and adapted for use at the EMD workshop, Imo State, Nigeria, February 1986.

APPENDIX E

List of Materials Developed

A list of the ten major materials development projects is found in Section II (Accomplishments) of this report. Copies are with the Educational Materials Development Committee appointed to work with the Imo State Ministry of Health and PCS in developing and refining these further.

*Enclosed are copies of some of the worksheets developed by participant teams in the course of the workshop and samples of materials used for training. They include:

1. Objectives and anticipated achievements
2. Daily objectives
3. Weekly agenda
4. Ground rules
5. Imo State FP/ORT Project Status Report
6. Possible FP/ORT target groups
7. How identified groups related to FP/ORT program goals
8. Target group needs regarding FP/ORT services and education
9. Resources available--both human and material
10. Reports on findings of field visits to identify resources in five zones of the state
11. Group plans for educational materials projects
12. Draft catalogue of FP/ORT training and education resources at state level and in the five zones of Imo State
13. Report on evaluation of UNICEF ORT poster
14. ORT song
15. Set of three family planning pamphlets on condoms, pills and loops in Ibo language prepared by PCS
16. UNICEF poster on ORT
17. Sample of EMD workshop certificate
18. When to use visual aids
19. Sketch map of Imo State
20. "I am free, I am immunized" card
21. Drug abuse pamphlet
22. UNICEF manual on management of oral rehydration therapy

* Actual worksheets are on file with the INTRAH Program Office.

INTRAH PRE-POST TEST RESULTS FORM

Trainee	Pre-Test Score	Post-Test Score	Trainee	Pre-Test Score	Post-Test Score
1	100%	100%	26		
2	100%	100%	27		
3	100%	100%	28		
4	95%	100%	29		
5	95%	100%	30		
6	95%	100%	31		
7	95%	100%	32		
8	95%	95%	33		
9	90%	95%	34		
10	90%	95%	35		
11	90%	95%	36		
12	90%	95%	37		
13	85%	95%	38		
14	85%	95%	39		
15	85%	90%	40		
16	85%	90%	41		
17	85%	90%	42		
18	80%	85%	43		
19	75%	85%	44		
20	75%	85%	45		
21	65%	75%	46		
22	40%	70%	47		
23			48		
24			49		
25			50		

Mean 86.1% 92.5%
 Median 90.0% 95.0%
 Range 40-100% 70-100%

EDUCATIONAL MATERIALS DEVELOPMENT
WORKSHOP
IMOSTATE

PRE/POST TEST

- Q1. What are two important things to keep in mind when designing educational materials for FP/ORT in Imo State?
- Q2. NAME THREE LOCAL SOURCES OF HELP FOR PRODUCING FP/ORT LEARNING MATERIALS?
- Q3. Give two reasons why visual learning aids are useful for learning?
- Q4. Give three examples of different types of FP/ORT visual learning aids?
- Q5. Describe two additional situations in which you would use a visual learning aid.
- a. Make something small look bigger.
- b. _____ .
- c. _____ .
- Q6. Give two criteria for a well-designed visual learning aid.
- Q7. What is one reason why locally-made educational materials are usually better than outside ones?
- Q8. Give one reason for pretesting learning aids and materials amongst Imo community members.
- Q9. Name a teaching/learning method you would use to explain the health benefits of FP to a group of village women.
- Q10. What is the most appropriate learning material one could use to teach people how to mix correctly ORS?

APPENDIX G

Summary of INTRAH Participant Reaction Forms

For each set of statements below, please check the one that best describes your feelings about this training.

1. Workshop objectives were:

a. Very clear	b. Mostly clear	c. Somewhat clear	d. Not very clear	e. Not clear at all
21		1		

2. Workshop objectives seemed to be achieved:

a. Entirely	b. Mostly	c. Somewhat	d. Hardly at all	e. Not at all
13	9			

3. Workshop material (presentations, handouts, exercises) seemed to be:

14 a. All material seemed to be up-to-date and accurate,
8 b. Most materials seemed to be up-to-date and accurate,
___ c. Some material seemed to be up-to-date and accurate,
___ d. Little material seemed to be up-to-date and accurate,
___ e. No material seemed to be up-to-date and accurate.

4. Workshop material presented was clear and easy to follow:

a. All the time	b. More than half the time	c. About half the time	d. Less than half the time	e. None of the time
15	6	1		

5. For the work I do or am going to do, this workshop was:

a. Very useful b. Mostly useful c. Somewhat useful d. Not very useful e. Not useful at all

| 12 | | 3 | | 7 | | | | |

6. Possible solutions to real work problems were dealt with:

a. All the time b. More than half the time c. About half the time d. Less than half the time e. None of the time

| 10 | | 2 | | 7 | | 2 | | |

7. In this workshop I learned:

21 a. many important and useful concepts,
1 b. several important and useful concepts,
 c. some important and useful concepts,
 d. a few important and useful concepts,
 e. almost no important or useful concepts.

8. In this workshop I had an opportunity to practice:

18 a. many important and useful skills,
1 b. several important and useful skills,
2 c. some important and useful skills,
 d. a few important and useful skills,
 e. almost no important or useful skills.

9. The amount of material covered during the workshop was:

a. Too much b. Somewhat too much c. Just about right d. Somewhat too little e. Too little

| 10 | | 5 | | 7 | | | | |

10. The amount of time and effort required by the workshop was:

a. Too much	b. Somewhat too much	c. Just about right	d. Somewhat too little	e. Too little
6	5	11		

11. Workshop facilities and arrangements were:

a. Very good	b. Good	c. Acceptable	d. Barely acceptable	e. Poor
13	7	2		

12. The trainer/trainers for this workshop was/were:

a. Very effective	b. Effective	c. Somewhat effective	d. Not very Effective	e. Not effective at all
19	3			

13. The trainer/trainers for this workshop encouraged me to give my opinions of the course:

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never
19	3			

14. In providing information about my progress in training, the trainer/trainers for this workshop were:

a. Very effective	b. Effective	c. Somewhat effective	d. Not very effective	e. Not effective at all
16	6			

15. This workshop was:

22 a. excellent, I would recommend it without hesitation,
____ b. good, I would probably recommend it,
____ c. acceptable, I might recommend it to some people,
____ d. not so good, I might not recommend it,
____ e. poor, I would not recommend it.

16. Please check any of the following that you feel could have improved the workshop.

- 14 a. Additional time for the workshop
- b. More limited time for the workshop
- 2 c. Use of more realistic examples and applications
- 15 d. More time to practice skills and techniques
- 5 e. More time to become familiar with theory and concepts
- f. More effective trainers
- g. More effective group interaction
- 3 h. Different training site or location
- 10 i. More preparation time outside the training sessions
- j. More time spent in actual training activities
- k. Concentration on a more limited and specific topic
- l. Consideration of a broader and more comprehensive topic
- m. Other (specify) _____

17. Below are several topics that were presented in the workshop. Please indicate the usefulness of the topics to you in the scale at right.

Answer: Almost all topics useful or very useful. A few at midpoint.

very useful
1 2 3 4 5
hardly useful

a. _____	<input type="checkbox"/>				
b. _____	<input type="checkbox"/>				
c. _____	<input type="checkbox"/>				
d. _____	<input type="checkbox"/>				
e. _____	<input type="checkbox"/>				
f. _____	<input type="checkbox"/>				
g. _____	<input type="checkbox"/>				
h. _____	<input type="checkbox"/>				
i. _____	<input type="checkbox"/>				
j. _____	<input type="checkbox"/>				

18. For the following techniques or resources, please check the box on the right that best describes your view of their usefulness for your learning in this workshop.

Answer: All useful or very useful except those not used.

Techniques/ Resources	very useful		hardly useful		not used 6
	1	2	3	4	
a. lectures	<input type="checkbox"/>				
b. group discussions	<input type="checkbox"/>				
c. individual exercises	<input type="checkbox"/>				
d. group exercises	<input type="checkbox"/>				
e. clinical sessions	<input type="checkbox"/>				
f. field trips	<input type="checkbox"/>				
g. handouts/readings	<input type="checkbox"/>				
h. books	<input type="checkbox"/>				
i. audio-visuals	<input type="checkbox"/>				

19. From the list below, please indicate the three (3) areas in which you feel additional training would be most useful to you.

2 a. Counselling and/or client education

2 b. Provision of Clinical Methods (IUDs, pills, diaphragms, injections)

2 c. Provision of Non-clinical Methods (condoms, foaming tablets, foam)

5 d. Provision of Natural Family Planning Methods (rhythm, sympto-thermal, mucous)

6 e. Supervision of Family Planning Services

8 f. Management of Family Planning Service System

10 g. Planning/Evaluation of Family Planning Services

13 h. Policy Making/Direction of Family Planning Services

6 i. Community Based Distribution of Contraceptives

11 j. Community Based Outreach, Education or Information

6 k. In-Service Training in Family Planning

1 l. Pre-Service Teaching/Tutoring in Family Planning

1 m. Other (specify) _____

20. Additional Comments: Generally positive.

Feel free to write your name. (Optional)

May, 1985

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